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| **Title** | **Hours** | **Description** |
| Anxiety and Stress in the Classroom | 8 | **Intended Audience: All staff members who are in contact with students daily.**The participants will learn:* The difference between stress and anxiety
* The typical signs of anxiety
* Dr. Riffel and Dr. Eggleston’s Top Ten Remediations for Anxiety
* Research based and evidence-based strategies for mitigating anxiety.
* Basic information on Cognitive Behavioral Therapy
* Information on competing pathway charts for changing behavior
	+ Revising the environment to set the student up for success.
	+ Replacing the behavior
	+ Reframing our own response
* They will hold discussions about:
	+ Making a movie about what school was going to look like upon return to help students begin to visualize the strategies.
	+ Making a movie to talk about the schedule.
	+ Keeping a consistent structure for the students (Recommendation by W.H.O.)
	+ Cognitive behavioral therapy
	+ Making video self-modeling videos for those students who need that.
	+ Building amygdala recalibration stations within the classroom
	+ Teaching students how to control their brains.
 |
| **Title** | **Hours** | **Description** |
| Behavioral Intervention Planning from a Functional Behavior Assessment | 6 | **Intended audience- All staff interested in remediating behaviors Pre-K through 12th grade.**Dr. Riffel will take you through ten days of real data. You will hand score the data learning what to look for when you do an assessment.After you go through the data, Dr. Riffel will show you how to use her free FBA Data Tool that graphs antecedent (trigger), behavior (target), and consequence (impact) data for you.The tools graphs setting events, direct antecedents, behaviors, impact or consequences, time of day, day of the week, and student reaction to consequences or impacts. She will show you how to take that information and turn it into a multi-modal behavioral intervention plan that is data-based and meets the function of the student's behavior.This is a six-hour professional development. 5 hours of video and 1 hour of individual work time. |
| **Title** | **Hours** | **Description** |
| Building and Maintaining Relationships with Students When you Have a Limited Time with Each Student | 4 | **Intended Audience: Nurses, Bus Drivers, Cafeteria Staff, Administrative Staff, and Specials Teachers at the Elementary Level*** One of the frequent complaints of staff members who have a short time for interactions with students is that they have little time to build relationships with the students. Dr. Riffel will share ideas that can be used in unique settings:
	+ Music, PE, Art, Dance
	+ Bus Drivers
	+ Cafeteria
	+ Ways for Nurses, Psychologists, Social Workers, and Administrative Staff to build in the time to make connections with students.
		- Dr. Riffel will share easy to implement ideas that she has used with schools all over the world to help with these issues. This has been through informal assessment and brainstorming with the staff members in schools.
* Dr. Riffel has trained elementary staff members at the Universal Level all over the world since 1999. In informal discussions numerous staff members remarked on the difficulty of building relationships when you only had a 30 minute or less chance to interact and you had zero time for one-on-one interactions. The staff felt if they could build better relationships with the students, they would have less disruptions in the areas they supervised.
* Through trial and error, we developed some easy to implement strategies for the ancillary staff to build positive relationships with students in just 3 minutes or less per day. She will share the ideas used by bus drivers, cafeteria staff, special class teachers, and ideas for psychologists, social workers, nurses, and administrative staff to build in positive relationships with students. Dr. Riffel will share her personal “Each One Save Five” story and how that was used in many of her schools. She will share ideas and pictures staff used to change behavior in the cafeteria and in special classes.
 |
| **Title** | **Hours** | **Description** |
| Building and Maintaining Relationships with Students | 2 | **Intended Audience: Pre-K through 12th grade staff members, particularly those who are classroom teachers.** Participants will learn how to use the following information:1. Maslow before Bloom
2. 10:2 Method of Building a Relationship
3. Check-in/Check-out a research-based strategy for tier two and tier three students
4. Jen Ratio
5. TUMS a special mnemonic for greeting students at the door that decreases disruptions 45-72%
6. Each One Save Five
7. Love Notes
8. The Purpose of Clubs
 |
| **Title** | **Hours** | **Description** |
| Classroom Management Tier Two Strategies | 5 | **Intended Audience: Classroom Teachers and Support Staff Pre-K through 12th Grade.**This is the short version of the classroom management tier two strategies with interventions for classroom teachers to deal with the following behaviors:* Ten Rules that Govern Behavior.
* Blurting or disruptive behavior
* Reinforcing Replacement Behavior

There is a two-day version of this presentation available that covers many behaviors.Dr. Riffel will show you how to determine the summary statement to behavioral issues:Trigger-Target-impacT; then she will show you how to build an effective intervention plan for Blurting or Disruptive Behaviors using:* Revision of the Environment
* Replacement of the Behavior
* Reframing of the Response
 |
| **Title** | **Hours** | **Description** |
| Dolls in Your Classroom | 13 | **The intended audience: Classroom Personnel Pre-K through 12th grade**There are distinct personalities in your classroom. We will cover 26 of them:* Ants in the Pants Arthur
* Bite me Barbie
* Cussing Cookie Monster
* Debating Dora
* Eloping Elmo
* Fighting Fred Flintstone
* Gregarious Gingerbread Man
* Hypochondriac Hollie Hobby
* Investigating Inspector Gadget
* Jumping GI Joe
* Karate Ken
* Lazy Leonardo
* Messy Mr. Magoo
* Non-compliant Nemo
* Ostrich Ollie
* Polly Pickpockets
* Quibbling Quick Draw McGraw
* Rude Raggedy Ann or Andy
* Space Cadet Skipper
* Tantrum Troll
* Undermining Underdog
* Violent Velma
* Wandering Waldo
* Xanax Xena
* You Cannot Make me Yogi
* Zeroed Out Zorro
 |
| **Title** | **Hours** | **Description** |
| Duct Tape is not a Behavioral Intervention | 16.5 | **Intended Audience: All Staff Pre-K through 12th grade.**This is a two-day seminar. There are 7.5 hours of video and 9 hours of planning and discussion that go with this seminar. The focus is on developing effective behavioral intervention plans and avoiding the trap of sending students to the office. We cover proactive strategies that look at ways to revise the environment to set students up for success, replace the behaviors by explicitly teaching those behaviors, and reframing our response so we are feeding the replacement behavior and extinguishing the targeted behavior.The spark for the title of this presentation was when Dr. Riffel read a news article about a teacher who used duct tape on a student to control behavior. After scour newspaper articles, she found numerous examples of staff members who resorted to using duct tape. Knowing that these staff members were not horrible at their jobs, she realized they just did not have enough tools in their toolbelt to deal with the behaviors that manifest throughout the day and what was needed were easy to implement strategies that would help staff make successful decisions when students dream up new behaviors.You will Cover:* Ten Tenets that Govern Behavior.
* Putting on your Cape
* The Universal Level within the Classroom
* The Tier Two Level within the Classroom
* The Tier Three Level within the Classroom
	+ Each of these comes with discussion guides to help the team determine how to implement these plans within your school. If you follow the discussion guides, you will leave this seminar with a clear plan for your schoolwide approach.
 |
| **Title** | **Hours** | **Description** |
| Emotional Intelligence and Teaching Self-Regulation Through Amygdala Recalibration Stations | 2 | **Intended Audience: All staff members Pre-K through 12th grade.*** The participant:
	+ Will learn the words that we should be teaching to students to help them learn to self-regulate.
		- We used to teach these words as part of the Kindergarten curriculum before the curriculum from first grade was condensed into Kindergarten requirements.
		- For the preschoolers and early elementary we will focus on four emotions:
			* Happy
			* Sad
			* Angry
			* Frustrated
		- For the older students you can add the emotions you feel relevant to the age level you are working with in your school.
	+ Will learn why the amygdala recalibration station is important to have in the classroom.
		- Teaching students about their brain helps them learn how to self-regulate.
	+ Will learn what emotions to teach to the incredibly young (there are four)
	+ Will learn how some high schools and middle schools handle teaching emotions to students.
 |
| **Title** | **Hours** | **Description** |
| Evidence Based Interventions | 7 | **Intended Audience: This course was originally written for first year teachers; however, veteran teachers have really liked this seminar, so we have made it available for all staff Pre-K through 12th grade.**We will cover real world examples of the following evidence-based practices:* High classroom teacher directed activities.
* Physical arrangement that minimizes distraction
* Teach, imprint, practice, and praise set expectations of the classroom.
* Actively supervise the classroom
* Rates of opportunities to respond (OTR)
* Response cards
* Direct Instruction
* Computer assisted instruction.
* Classwide peer tutoring
* Guided Notes
* Specific and or contingent praise
* Classwide group contingencies
* Behavioral contracting
* Token economies
* Error corrections
* Performance feedback (with and without the addition of other evidence-based strategies)
* Differential reinforcement (DR)
* Planned to ignore plus contingent praise and instruction of classroom rules.
* Response cost
* Time out from reinforcement
 |
| **Title** | **Hours** | **Description** |
| Free and Low-Cost Reinforcers | 2 | **Intended Audience: All Staff (Pre-K through 12th grade), Family Members, PBIS teams, PLC teams, Classroom Teachers, Administrators, Paraprofessionals, Custodians, Cafeteria Staff, Ancillary Staff, Itinerant Staff, and Bus Drivers.**This seminar is based on 16 years of research asking students, “What would mean the world to them. What can adult give you that would let you know you had done a good job, but it can’t cost any money.”The participants were given a 75-page booklet filled with ideas they can share with all staff members.Our research discovered that students do not desire tangibles. The answers broke into the following categories:* Privileges
* Attention
* Leadership Opportunities
* Praise
* Assistance
* Touch (high five)
* Escape
* Supplies- I added this because I work with a lot of students who have low socio-economic status and they need school supplies, but handouts do not feel good; therefore, we let them purchase their own school supplies with good deeds. It helps their self-esteem.
 |
| **Title** | **Hours** | **Description** |
| Functional Behavior Analysis | 6 | **Intended Audience: Special education teachers, general education teachers who have inclusive classrooms, support staff, ancillary staff, therapists, and administrators who are part of a behavior support team.**Functional Behavior Assessment is what we do in the classroom while the student is with their typical peers and we take data in real time under real conditions. A Functional Analysis is used when an Assessment will not work. In the Analysis, we manipulate the environment to determine the function of behavior. We will share with you how we used Iwata’s conditions (alone, social disapproval, academic demand, and unstructured play) with a student we brought into our day clinic. We will share all data, notes, and observations as well as end results. We will also share how this works in a classroom of students with some examples of real students we have worked with over the years.After four hours of video and analyzing a student’s data and hearing other examples of functional analysis, the participant will conduct their own 12-day, 10 minutes a day analysis of their own student.They will then learn to revise the environment, replace the behavior, and reframe the response using this information. |
| **Title** | **Hours** | **Description** |
| Functional Behavior Assessment to Behavioral Intervention PlanningThis is an overview course with no practice. The two-day version gives the participant an opportunity to practice what they learned. | 6 | **Intended Audience: Special Education Teachers, Classroom Teachers, Pathologists, Therapists, Family members, administrators, paraprofessionals, behavior therapists, behavior specialists or anyone who is interested in making data-based decisions of behavior (Pre-K through 12)*** Ten rules that govern behavior with real-life examples and interventions.
* Competing Pathway Chart Planning from Data Collected
* The participant will see data graphed for the following:
	+ Time of day
	+ Day of the week
	+ Context or setting event- Trigger.
	+ Direct antecedent- Trigger
	+ Behavior- Target
	+ Consequence/impacT
	+ Effectiveness of impacT
	+ Duration of behaviors and Frequency
	+ Baseline
* Functions of behavior
	+ Triggers (setting events and direct antecedents)
	+ Targets (behaviors we would like to target for change)
	+ impacTs (what is maintaining the behavior)
* Behavioral intervention planning
	+ Revising the environment to set the student up for success.
	+ Replacing the behavior by teaching it, imprinting it, practicing it, and praising it
	+ Reframing our response so we are feeding the replacement behavior and extinguishing the target behavior.
* The participant also:
	+ Will learn how to analyze ten days of real data by hand.
	+ Will learn how to analyze ten days of data that is graphed by a free tool.
	+ Will learn how to write a behavioral intervention plan based on the data.
	+ Will learn how to get teachers to collect the data for them
 |
| **Title** | **Hours** | **Description** |
| Functional Behavior Assessment to Behavioral Intervention PlanningThis is the two-day course that allows the participant to practice what they learned in the first day. | 12 | **Intended Audience: Special Education Teachers, Classroom Teachers, Pathologists, Therapists, Family members, administrators, paraprofessionals, behavior therapists, behavior specialists or anyone who is interested in making data-based decisions of behavior (Pre-K through 12)*** Ten rules that govern behavior with real-life examples and interventions.
* Competing Pathway Chart Planning from Data Collected
* The participant will see data graphed for the following:
	+ Time of day
	+ Day of the week
	+ Context or setting event- Trigger.
	+ Direct antecedent- Trigger
	+ Behavior- Target
	+ Consequence/impacT
	+ Effectiveness of impacT
	+ Duration of behaviors and Frequency
	+ Baseline
* Functions of behavior
	+ Triggers (setting events and direct antecedents)
	+ Targets (behaviors we would like to target for change)
	+ impacTs (what is maintaining the behavior)
* Behavioral intervention planning
	+ Revising the environment to set the student up for success.
	+ Replacing the behavior by teaching it, imprinting it, practicing it, and praising it
	+ Reframing our response so we are feeding the replacement behavior and extinguishing the target behavior.
* The participant also:
	+ Will learn how to analyze ten days of real data by hand.
	+ Will learn how to analyze ten days of data that is graphed by a free tool.
	+ Will learn how to write a behavioral intervention plan based on the data.
	+ Will learn how to get teachers to collect the data for them
 |
| **Title** | **Hours** | **Description** |
| Group Contingencies-Group Reinforcers | 2 | **Intended Audience: Pre-K through 12th grade educators.*** Frequently teachers rely on the threat of consequences to modify undesired behaviors in the classroom. What many of them do not realize is that what they offer therefore is desired by the student (such as being sent to the office).
* We will teach you how to use a group contingency (If statement) paired with a group reinforcer (Then Statement) with any age of students and gain rapid results. There are some important caveats that must be met, but the research merits that this works well even with secondary students. We believe it works so well because it is a competition and students love competitions.
* Dr. Riffel will share real pictures of group contingencies and reinforcers that elicited great results around the world using this technique.
* Frequently, we receive emails from teachers who lament their current methods are not working to change the behavior of a classroom or an individual student. When we inquire as to their current methods, we see the following answers:
	+ Walking laps at recess
	+ Detention (in school for the day or after school for an hour)
	+ Assigning extra work
	+ Taking away recess at the elementary level
	+ Sending them to the office
	+ Calling home
* We introduce them to a technique called Group Contingency-Group Reinforcement. There is a more complicated name, but this will suffice. Let us say your third hour class never gets quiet when the bell rings or turns in their homework. Instead of assigning more work or detentions you can turn it around.
	+ Contract- If you can all be quiet the minute the bell rings, I will give you one free answer to today’s assignment and I will let Jimmy pick which one I give the answer to.
	+ I have a football field on this bulletin board and all 7 hours are up here on the board. Every day that everyone brings in all their homework, I will move your football 10 yards. If you do not have 100% turning in their homework, you will not get your second down. On the next day you will get another chance at 10 yards. When you have earned your fourth down, I will write fun activities on this Velcro dart board. I will draw a student who gets to come up and “kick” a field goal for the class and wherever the ball lands, that is the fun activity you will earn.
 |
| **Title** | **Hours** | **Description** |
| Including Family Members in Your Whole School Universal Behavior Support Program | 2 | **Intended Audience: Pre-K through 12th grade.*** Dr. Riffel will share curriculum ideas she has field tested to gain family member participation in School-wide PBIS programs. The biggest complaint heard from educators is that they have evening sessions, and the same 20-25 family members show up and typically they are not the target audience. These ideas will help you gain participants and show you how to build from there.
* While training at the universal level around the world, one of the common concerns was lack of familial participation in programs that supported Universal Behavior Support (UBS). Through trial and error, we have developed first some sure-fire tips to get family members coming through the door to participate. We will share ideas that work with Pre-K through Secondary.
* Once you have family member involvement the first time, how do you keep them coming to the school and participating in ways that support your UBS program? We will share ways to keep the family members coming and connected.
* The entire state of Pennsylvania is using Dr. Riffel’s family involvement program. Comments from administrators have been they did not realize how many opportunities they were missing and how easy it would be to change the climate at the school to encourage family participation that supported their school-wide behavior program.
 |
| **Title** | **Hours** | **Description** |
| Improving Your Jen Ratio and That of Your Students | 4 | **Intended Audience: All staff K-12 (educators, administrators, ancillary staff, paraprofessionals, family members)*** + Jen Ratio is an ancient Chinese philosophy. Basically, described as “Energy Flows Where Attention Goes” (Dr. Riffel’s motto for life). Your Jen Ratio diet is what you spend your time focusing on. When we spend our day pointing out all the “don’t, stop, quit, and no” behaviors we see manifest more negative behaviors. When we spend our day pointing out all the things that are going correctly in the classroom or school, we manifest more positive behaviors.
	+ This is a great philosophy, but how do we change? We think, we are positive. When I taught Applied Behavior Analysis at Georgia State, I had my master’s level students videotape themselves teaching for a whole day. They were asked to write a paper on their impressions of themselves and they were also asked to count how many times they labeled appropriate behavior versus how many times they pointed out negative behavior. They were always surprised at just how much time they spent focusing on the negative.
	+ Dr. Riffel will share ideas for changing our own focus so we manifest positive behaviors.
	+ Jen Ratio is a fraction. The numerator is the number of positive interactions you have in a day and the denominator is the number of negative interactions you have in a day. This is tabulated and turned into a percent. One of the activities Dr. Riffel does with students is assign them to watch four hours of television for an evening. They are taught what is a negative and what is a positive. They are given a sheet of paper that is a giant fraction with positive at the top and negative at the bottom. They bring the paper back the next day and they learn that it is a fraction and taken to the lowest denominator and turned into a fraction. The students talk about how much more negative TV programs were than they thought. Then we discuss how the same is true for social media, music, and just our everyday interactions with each other. It is a good lesson for the students.
	+ We also work with the teachers to help them measure their own positive to negative interactions. We have some simple things they can do if they do not want to video tape themselves. We are striving for an 80% positive. In the beginning it will not be that for most staff members including administrators standing in the hallway during class changing periods. We will talk about ways to build in positive interactions with students using behavior specific praise. This can be a whole school project. In Australia, when I was working with a middle school, we had the students and the staff working on increasing their positive interactions. I was there for two months.
 |
| **Title** | **Hours** | **Description** |
| Interventions for the Manifestations of Emotional Behavior Disorders | 7 | **Intended Audience: Pre-K – 12th grade teachers, ancillary staff, administrators, counselors, psychologists, behavior therapists, social workers, (general and special education teachers)**This course is designed for general education classroom teachers to have more tools in their tool belt for dealing with all students; especially those with emotional behavior disorders (EBD). We will cover:* Ten Rules That Govern Behavior with EBD descriptions (1)
* Academic Issues (1)
* Aggression (1)
* Anxiety (2)
* Apathy (2)
* Disruptive Outburst (3)
* Bullying (3)
* Bus Behaviors (3)
* Competing Pathway Charts (3)
* Impulsiveness (3)
* Inattentiveness (3)
* Lack of Ownership (4)
* Lying (4)
* Negative Self-Talk (4)
* Non-compliance (4)
* Oppositional Behaviors (4)
* Sleepiness (4)
* Tantrums (4)
* Tardy (4)
* Verbal Aggression (5)
* Bipolar Disorder (5)
* Putting it all together (5)
 |
| **Title** | **Hours** | **Description** |
| Interventions for the Manifestations of Emotional Behavior Disorders- Two Day Seminar  | 7 | **This course is designed for Pre-K through 12th grade general education classroom teachers to have more tools in their tool belt for dealing with all students; especially those with emotional behavior disorders (EBD). We will cover:*** Ten Rules That Govern Behavior with EBD descriptions (1)
* Academic Issues (1)
* Aggression (1)
* Anxiety (2)
* Apathy (2)
* Disruptive Outburst (3)
* Bullying (3)
* Bus Behaviors (3)
* Competing Pathway Charts (3)
* Impulsiveness (3)
* Inattentiveness (3)
* Lack of Ownership (4)
* Lying (4)
* Negative Self-Talk (4)
* Non-compliance (4)
* Oppositional Behaviors (4)
* Sleepiness (4)
* Tantrums (4)
* Tardy (4)
* Verbal Aggression (5)
* Bipolar Disorder (5)
* Putting it all together (5)
 |
| **Title** | **Hours** | **Description** |
| Mental Health for Schools- Universal- Tier Two- IntensiveYou may take this course as a four-day course OrYou may take the courses separately as you prefer:Universal Schoolwide Mental Health- one day Tier Two Schoolwide Mental Health – two dayTier Three Schoolwide Mental Health – one day  | 25 | **Intended Audience: This training is intended for all staff who work in any setting Pre-K through 12th grade.**This can be broken down into any of the four categories:* All three seminars for four days of training
* Universal Mental Health which is one day of training and focuses on helping your school open the dialogue and set up the environment for mental health discussions. It will create a safe environment for all students and staff. (7 hours of professional development (5 video and 2 discussion and planning)
* Tier Two Mental Health which is two days of training and focuses on strategies for classroom teachers and the manifestations of emotional issues and how to open classroom discussions. (11 hours of professional development. 7 hours of video and 4 hours of discussion and planning)
* Tier Three Mental Health which will focus on ADHD, Autism, Learning Disabilities, Oppositional Defiant Disorder, Reactive Attachment Disorder, Bipolar Disorder, Traumatic Brain Injury, Schizophrenia, Obsessive Compulsive Disorder, Trauma, and Depression.
	+ Since few diagnoses travel alone, we will discuss coexisting conditions that travel with each of these and how to set up your classroom environment for success, teach replacement behaviors, and reframe our response.
	+ Seven hours of professional development.
 |
| **Title** | **Hours** | **Description** |
| Non-medicated Interventions for Learners with ADHD with an emphasis on Anxiety | 4 | **Intended Audience: Pre-K-12th Grade Teachers- General and Special Educators, paraprofessionals, Administrators, Resource services, family members.*** + This presentation will focus on some simple strategies that can be implemented in the classroom to mitigate the anxiety that is comorbid with ADHD. Many research articles are predicting an increase in anxiety among 5–18-year-old children due to the pandemic. Therefore, the skills learned in this training; while beneficial for students with ADHD, will also help with the students who are expressing anxiety through behavior in the classroom without a diagnosis.
	+ Rationale:
		- The comorbidity between anxiety and ADHD is reported to be anywhere from 25-48% (https://www.psycom.net/adhd-children-anxiety). We are expecting to see an increase in behaviors from relational anxiety due to the pandemic. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7481176/>).
		- This presentation will focus on the Three “R” us for ameliorating the behaviors that are outwardly expressed by students with ADHD and those with Anxiety tendencies.
			* Revision of the Environment: There are many things that can be done to set up the environment to decrease the impulsivity, blurting, and disruptive fidgeting that can occur because of anxiety. Dr. Riffel will share some quick strategies that will be easy to implement.
			* Replacement of Behavior: If we want to change outward behaviors, we must teach a competing behavior. Dr. Riffel will share three evidence-based ways to teach replacement behaviors.
			* Reframing of Response: Children with ADHD with impulsive behaviors can be made more anxious by adults constantly pointing out the behaviors that are occurring. We can ease these behaviors by feeding the replacement behavior with behavior specific praise and teaching students how to self-monitor.
 |
| **Title** | **Hours** | **Description** |
| Non-medicated Interventions for Students with Attention Deficit Hyperactive Disorder | 6 | **Intended Audience: Pre-K-12th Grade Teachers- General and Special Educators, paraprofessionals, Administrators, Resource services, family members.**Dr. Riffel is not against medicating children with ADHD; however, it is not the decision of the school on whether family members choose to medicate their children and there are valid points to both sides. Therefore, she developed this training to help staff members deal with the behaviors in the classroom using strategies easily employable whether a child is medicated or not.The participant:* Will learn about the three types of ADHD.
* Will learn specific information for primarily inattentive type ADHD.
* Will learn specific information for primarily hyperactive and impulsive type ADHD.
* Will learn environmental accommodations they could implement.
* Will learn replacement behaviors they could teach?
* Will learn how to reframe their response when behaviors occur so they were feeding the replacement behavior and extinguishing the target behavior.
* Will learn about the comorbidities of ADHD.

The participant will learn:* Ways to revise the environment to set the students up for success.
* Ways to teach replacement behaviors.
* Ways to reframe our own response so we are feeding the replacement behaviors and extinguishing the behaviors we are targeting for change.
 |
| **Title** | **Hours** | **Description** |
| Positive Interventions and Effective Strategies for Pre-K through First Grade | 7 | **Intended Audience: All staff who work with Pre-K through First Grade**We will cover the following topics:1. Ten Rules that Govern Behavior- Related to Pre-K- First Grade Level
2. Setting expectations appropriate for this age
	1. Regarding
		1. Staying in area
		2. Sharing
		3. Learning to wait
		4. Transitioning quickly
		5. Telling the truth (integrity)
		6. Tattling
3. Using the appropriate reinforcers
4. Dealing with Behaviors That Are Showing Up Due to:
	1. ADHD/Blurting
		1. The difference between boys and girls
		2. Environmental changes you can make to address both.
		3. Replacement behaviors you can teach through.
			1. Video modeling
			2. Video self-modeling
			3. PowerPoint Social Narratives
			4. Power Cards

All the above is geared for the ages of 4-7. It comes with a handbook, pre and posttest, a certificate of completion, and documentation of what was covered. |
| **Title** | **Hours** | **Description** |
| Principles for Principals | 7 | **Intended Audience: Administrators**We will cover the following topics:* Being Accessible
	+ School spirit
	+ Building Relationships
	+ Cultivating Leaders Within (staff and student)
	+ Exposing Outside Interests (relatability)
	+ Spotting the small victories
	+ Shifting Slowly- (especially when taking over a new school)
	+ Imprint by Modeling Appropriate Behaviors
	+ Using Data to Make Decisions
	+ Listening
	+ Encouraging a Positive Mission
	+ Building a Behavioral Repository and Team for Changing Behaviors in the School
	+ Incorporating Family and Community Membership in the School
 |
| **Title** | **Hours** | **Description** |
| Putting the “FUN” in Functional Behavior Assessment-Elementary Level | 2 | **Intended Audience: Staff who work with elementary students.**The participant:* Will Learn about the three parts of a summary statement in a competing pathway chart.
* Will Learn about the three systems that must be in place for a behavioral intervention plan based on the function of a behavior.
* Will Learn the importance of collecting 10 days of data.
* Will Learn what data should be collected when conducting a functional behavior assessment.
* Will Learn why a 15-minute observation by an outside observer frequently did not give us the correct information.
* Will Learn how to interpret a free graphing tool that looks at antecedent, behavior, and consequence.
 |
| **Title** | **Hours** | **Description** |
| Putting the “FUN” in Functional Behavior Assessment- Preschool Level | 2 | **Intended Audience: Staff who work with Preschool Students.**The participant:* Will Learn about the three parts of a summary statement in a competing pathway chart.
* Will Learn about the three systems that must be in place for a behavioral intervention plan based on the function of a behavior.
* Will Learn the importance of collecting 10 days of data.
* Will Learn what data should be collected when conducting a functional behavior assessment.
* Will Learn why a 15-minute observation by an outside observer frequently did not give us the correct information.
* Will Learn how to interpret a free graphing tool that looks at antecedent, behavior, and consequence.
 |
| **Title** | **Hours** | **Description** |
| Putting the “FUN” in Functional Behavior Assessment-Secondary Level | 2 | **Intended Audience: Staff who work with Secondary Students.**The participant:* Will Learn about the three parts of a summary statement in a competing pathway chart.
* Will Learn about the three systems that must be in place for a behavioral intervention plan based on the function of a behavior.
* Will Learn the importance of collecting 10 days of data.
* Will Learn what data should be collected when conducting a functional behavior assessment.
* Will Learn why a 15-minute observation by an outside observer frequently did not give us the correct information.
* Will Learn how to interpret a free graphing tool that looks at antecedent, behavior, and consequence.
 |
| **Title** | **Hours** | **Description** |
| Quantum Secrets for Creating a Quality of Life for Learners with Autism | 7 | **Intended Audience: Pre-K through 12th grade general and special education teachers, paraprofessionals, family members, administrators, counselors, social workers, psychologists, behavior therapists, behavior specialists, and ancillary staff.*** Dr. Riffel and her husband lived with a friend who had autism, bipolar condition, intellectual disabilities, obsessive compulsive disorder, and mild cerebral palsy. He taught them through a decade of living together what it took to build a dignified life. She will share what he taught them.
* Dr. Riffel will also share success stories of children who were temporarily in her day clinic with severe behaviors and how through remediation they were able to be educated with the moderate students in the school (despite being labeled as having an IQ less than 50). The students have now graduated and are participating members in a dignified life with jobs, leisure activities, friends, and a positive living arrangement.
* For years, Dr. Riffel taught students with autism, trained educators how to work with students with autism, and ran a day clinic for students with autism with severe behaviors. She and her family had the opportunity to live with an adult with autism as his friend and this is where she learned the most information. She learned how to view the world from the brain of someone with autism and despite limited communication skills she was able to determine what was causing meltdowns and how to proactively divert those tantrums. She will share techniques she learned through the years with you in this seminar.
* She will first describe what a dignified life consists of and how that should be our goal even when the student is in kindergarten. She will share ideas for:
	+ Sensory integration issues
		- Auditory
		- Tactile
		- Visual
	+ Potty training
		- Many students are in high school and still not potty trained- she will share how she potty trained a 16-year-old in two weeks.
	+ Video modeling, video self-modeling, and PowerPoint relationship narratives
		- For teaching appropriate behaviors
		- For introducing changes in the environment
	+ How to help a non-verbal child communicate with a verbal peer.
	+ How to teach self-regulation to a student with limited abilities
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| **Title** | **Hours** | **Description** |
| Reinforcing Replacement Behaviors | 2 | **Intended Audience: Pre-K through 12th grade educators.*** The difference between a reward and reinforcement. The two terms are inappropriate interchanged in dialogue and this has caused a lot of confusion on how we change behavior. A reward is something given for the sake of giving. A reinforcer is something that encourages or discourages a behavior. For instance, I do not speed because the thought of losing money through a ticket is not something I want to do. Despite knowing the consequences, there are some people who do not care about the ticket because they know they will get away with the speeding 9 times out of 10. How do we reinforce students who seemingly do not care what will happen?
* Dr. Riffel has been conducting research on reinforcement since 2004. She began this because she walked into a school that was giving away bicycles to students who were caught being good. Dr. Riffel does not believe in tangible reinforcers for students. Her research found that these are not the things students will work for anyway.
* In 2004, Dr. Riffel walked into a middle school that was doing a monthly drawing from students who had been caught being good and one student would win a bicycle. There were over 1000 students in the building, and this meant the odds of winning a bicycle were slim to none. After several months, students quit trying. There were so many things wrong with this scenario. The first being that a once-a-month reinforcement would work for all students and that the opportunity to earn something tangible would be reinforcing for all students. This was their only level of reinforcement.
* We immediately went out and bought spiral notebooks and started walking in schools and asking students during class changing period at the secondary level and recess at the elementary level, “What would mean the world to you? What could an adult give you that would let you know you had done a good job, but it can’t cost any money?” In all the years since then only one student has broken the code and named something tangible. It was a fifth grader in Wyoming who said, “Food would be nice.” (You know what we found out when we inquired). We found that students do not want tangibles.
* We later broke their answers down into categories after reading Chapman and White’s 2012 research on “Appreciation in the Workplace”. We found a set of categories that all the answers fit into from Pre-K through 12th grade.
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| **Title** | **Hours** | **Description** |
| Schoolwide Mental Health at the Tier Three Level | 7 | **Intended Audience: All staff Pre-K through 12th Grade.**This course is intended for those within the school who are working with students who have been diagnosed with mental health concerns. This is not a therapy training, rather a training that focuses on the comorbid or coexisting conditions that teachers will see in the classroom and give overview information on employable interventions within the classroom.* ADHD
* Autism
* Learning Disabilities
* Bipolar Disorder
* Oppositional Defiant Disorder
* Reactive Attachment Disorder
* Schizophrenia
* Traumatic Brain Injury
* Obsessive Compulsive Disorder
* Depression
* Trauma

Each participant will take pre and posttests, watch videos, study handouts, and make plans for their own students. You will receive a certificate and documentation for 7 hours. |
| **Title** | **Hours** | **Description** |
| Schoolwide Mental Health at the Tier two Level | 11 | **Intended Audience- All Staff Pre-K through 12th Grade.**This course will focus on twenty-one different units to assist with manifestations that may be dealt with in the classroom at the tier two level:* screening
* blurting
* anxiety
* apathy
* bullying
* behavior on the bus
* cheating
* class clown syndrome
* destructive behavior
* disorganization
* disruptive behavior
* general classroom management strategies
* work completion
* horseplay
* negative self-talk
* not doing well academically
* non-compliance
* physical aggression
* sleepiness
* tantrums
* tardies
* verbal aggression
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| **Title** | **Hours** | **Description** |
| Schoolwide Mental Health at the Universal Level | 7 | **Intended Audience: All Staff in Pre-K through 12th Grade**Schoolwide Universal Support is the first portion of the three-part series on School-wide Mental Health is designed to open the conversations that help take away the stigma of mental health disorders and make it part of the school vernacular.We will cover:* rationale
* mood disorders
* how to build a behavior support team within your school
* how to build and maintain relationships that open conversations
* teaching emotional intelligence
* teaching self-regulation techniques to all students

This unit covers the rationale for needing mental health discussions in your school. Why is this important?We then cover mood disorders and what you need to know as school personnel.We then spend time building a behavior support team for mental health concerns within your school.We will focus on how to build relationships with students so they are open about their mental health issues and then we will discuss how to teach students about their own emotional intelligence.Finally, we will focus on teaching student’s self-regulation. |
| **Title** | **Hours** | **Description** |
| Taking Care of Ourselves for School Personnel | 8 | **Intended Audience: All Staff Members – Pre-K through 12th Grade.**Everyone says, “Take Care of Yourself First”. Easier said, than done. This presentation will first focus on some ideas to reduce anxiety due to covid. This will help with our mental outlook. After that we will focus on the following and what each means:* Jazz up the workplace- (I have worked in some dreary buildings before, and I was not jazzed about going to work)
* Oxytocin Release- best way to do this is to engage a therapy dog- works for adults and students.
* Yes-ability.
* Frolic- I do not mean dancing around. Engage your staff in laughter. There is still plenty to laugh about.
* Unleash the Social Committee- get a church to sponsor you and let the social committee go wild putting positive notes in staff boxes.
* Nature- take your staff outdoors during professional development days- encourage them to take their classes outside. Nature reduces anxiety.
* Encourage each other- Dr. Riffel will share what some of her schools do to encourage each other.
* Specify the Work Hours- I know my own personal daughter never shuts her phone off and gets up at 2 and 3 in the morning to answer an email from a parent that came in at that hour. If we do not set limits we are going to burn out.
* Stimulate people’s true self- tune in to find out what this is.
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| **Title** | **Hours** | **Description** |
| Teaching Social Skills for Pre-K through First Grade | 8 | **Intended Audience: Staff who work with Pre-K through First Grade**This presentation focuses on interventions for children at the Pre-K, Kindergarten, and First Grade Level. Approximately 15 years ago the curriculum was funneled down to the point where Kindergarten became the new first grade as far as academic requirements were concerned. In the 1990’s, Kindergarten focused on social skills, reciprocal play, using your words, and basically how to get along. This training focuses on scaffolding this back into the curriculum while still achieving your academic goals. We will cover the following topics:1. Anxiety- we are going to start with this because we believe every child returning to the “normal” structure of school will be dealing with anxiety. How we react on the first day will set the tone for the year.
2. Teaching 4–7-year-old children how to control their emotions.
3. Teaching 4–7-year-old children how to use their words.
4. Teaching 4–7-year-old children how to breathe to calm themselves down when they are upset.
5. Building an Amygdala Recalibration Station in Your Classroom
6. This workshop comes with a list of books you can use in your free reading to teach social emotional learning skills.

All the above is geared for the ages of 4-7. It comes with a handbook, pre and posttest, a certificate of completion and this documentation. |
| **Title** | **Hours** | **Description** |
| Ten Rules that Govern Behavior for Family Members | 2 | **Intended Audience: This presentation is including in many seminars for educators. This one is geared to show family members**.Ten Rules of Behavior 1. Behavior is learned and serves a specific purpose (Bandura)
2. Behavior is related to the context within which it occurs (Bambara & Knoster)
3. For every year, a behavior has been in place, we need to expect one month of consistent and appropriate intervention to see a change (Atchison)
4. We can improve behavior by 80% just by pointing out what one person is doing correctly.

(Shores, Gunter, Jack) 1. We use positive behavior specific praise about 6.25% of the time (Haydon, et al.)
	1. We are more likely to tell students what not to do than what to do.
2. When we want compliance in our students we should whisper in their right ear (Live

Science) 1. All behavior has function and falls into two categories: To gain access to or to Escape from (Alberto & Troutman)
2. To Gain Access-
3. To Escape From-

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| Your reaction determines whether a behavior will occur again. We must change our behavior (Alberto & Troutman).  |  |

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| **Title** | **Hours** | **Description** |
| Tier Two Classroom Management Strategies (Two Days) | 10 | **Intended Audience: Classroom Staff (General and Special Education) Pre-K through 12th Grade.**This is a more comprehensive version of Classroom Management Strategies.* Ten Rules that Govern Behavior- 99:56.
* Competing Pathway Planning- 33:07
* Blurting- 89:44
* Anxiety- 26:59
* Apathy-30:34
* Disruptive Behaviors-23:59
* Destructive Behaviors- 17:18
* Bullying 8:31
* Bus Behaviors- 6:38
* Cheating 10:49
* Disorganization 8:20
* General Classroom Management- 29:09
* Work Completion- 9:14
* Horseplay 7:54
* Inattentiveness- 5:48
* Negative Self-Talk 28:18
* Non-compliance 3:28
* Not Doing Well Academically 23:53
* Reinforcing Replacement Behaviors 64:20
* Oppositional Behaviors 11:01
* Physical Aggression 13:19
* Sleepiness in Class- 9:25
* Tantrums-13:47
* Wrap-up-4:48
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| **Title** | **Hours** | **Description** |
| Universal Behavior Support | 12 | **Intended Audience: All School Staff Pre-K through 12th grade.**Upon successful completion of this course, the learners of a school will have developed the following:1. 3-5 positively stated expectations based on the replacement behaviors of those currently showing up in the office for office discipline referrals (ODR)
2. A matrix which shows 3-4 examples of each expectation in all the non-classroom areas of the school.
3. A lesson plan for kicking off each replacement behavior and for all the booster shots that will be required as data indicate the need.
4. A reinforcement system of replacement behaviors including gotchas and non-tangible reinforcements.
5. A consistency and fidelity plan for office managed versus classroom managed behaviors.
6. A data system that includes the six key elements for making data-based decisions.
7. A plan for including families and communities in the implementation of their universal behavior support plan.
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