



Annual Summit

Friday, October 29, 2021

8:40	ZOOM sign-in and KEYNOTE
8:45 to 10:15	<p>Click the link below to join this webinar: https://zoom.us/j/99892339332?pwd=YStSZUNPV0JXM2dPM1NQeWFYTXIGUT09 Passcode: 927348 Webinar ID: 998 9233 9332</p> <p>Keynote: <i>Stuart Shanker</i>, Introduction to Self-Reg. What is Self-Reg and Why is it so Important? Recent advances in neuroscience are dramatically altering attitudes towards the possibility of maximizing the educational potential of every child. Scientists now understand that the better children can self-regulate, the better they can rise to the challenge of mastering ever more complex skills and concepts. But what exactly is self-regulation, how does it develop, why do some children struggle with it, and what can we as parents, caregivers and teachers do to enhance its development?</p>
10:15 to 10:30	COFFEE BREAK
10:30 to 12:00	<p>Keynote: <i>Nicole Tucker-Smith</i>, I Get It, I'm Biased. Now What? While many educators have been helped to be more mindful of their biases, steps for putting that knowledge into action have been more elusive. This keynote presentation will examine and model neuroscience-based yet practical strategies that educators can proactively apply to design equitable learning environments, including the ways in which space, perception, and mindset can either reinforce or reduce barriers to equity. Participants will take away concrete next steps that they can put into practice in their context.</p> <p>Please click the link below to join this webinar: https://zoom.us/j/99892339332?pwd=YStSZUNPV0JXM2dPM1NQeWFYTXIGUT09 Passcode: 927348 Webinar ID: 998 9233 9332</p>
12:00 to 1:00	LUNCH
1:00 to 2:30	BREAKOUT SESSIONS
	<p>Creating A Brave Space, <i>Nicole Tucker-Smith</i> Building on ideas shared in her keynote, this breakout session will guide participants in exploring the key components for creating a brave space that supports building relationships and conversation across differences. Participants will identify the dispositions, habits, and resources required for ensuring an environment that affirms relationships, strengthens community building, and promotes healthy dialogue in a diverse setting.</p> <p>Click the link below to join this interactive ZOOM meeting: https://zoom.us/j/99720654224?pwd=Nkw4MFFFckV3U2tYVXZZVzRScG5HQT09 Meeting ID: 997 2065 4224 Passcode: 435255</p>

Lives in the Balance Advocacy: What We're Doing and How You Can Get Involved,
Ross Greene and Maile Munson

Lives in the Balance has been very active in advocating for non-punitive, non-exclusionary discipline strategies in schools and against the use of detentions, suspensions, expulsions, restraints, seclusions, corporal punishments, and arrests. Join in to hear what we've been doing and how you can get involved.

Click the link below to join this interactive ZOOM meeting:

<https://zoom.us/j/92513201597?pwd=VnQ2aHVPK0tuVS84djMzMElacIphUT09>

Meeting ID: 925 1320 1597

Passcode: 848579

Can a Behavior Analyst Incorporate Collaborative & Proactive Solutions? *Allie Tompkins*

At first glance, applied behavior analysis and Collaborative & Proactive Solutions seem diametrically opposed...but things aren't always as they seem.

Click the link below to join this interactive ZOOM meeting

<https://zoom.us/j/92996331447?pwd=QzJYUGpPSG5KckxuMVRsbFVkbVdIQ09>

Meeting ID: 929 9633 1447

Passcode: 701283

Kids Go to School If They Can, *Fouzi Benbouzid*

Truancy is a major problem for schools all over the world. Is the CPS model applicable to this problem? Absolutely. Students who have difficulty attending school often have many unsolved problems getting in their way, so the process would be no different than collaboratively solving any other problem.

Click the link below to join this interactive ZOOM meeting

<https://zoom.us/j/94373430714>

Meeting ID: 943 7343 0714

Using the New Assessment of Lagging Skills and Unsolved Problems (ALSUP2020)

Michelle Rosenberg

The newly revised Assessment of Lagging Skills & Unsolved Problems is easier, faster, and less confusing to use. Here's your opportunity to learn how to use it.

Click the link below to join this interactive ZOOM meeting

<https://zoom.us/j/2326962508>

Meeting ID: 232 696 2508

Basics of CPS, *Kim Hopkins-Betts*

If you're new to the CPS model, this breakout group will provide you with the basics...so you're ready for more in the second round of breakouts. Open to parents, educators, clinicians, etc.

Click the link below to join this interactive ZOOM meeting

<https://zoom.us/j/96901671793>

Meeting ID: 969 0167 1793

Advanced CPS, *Stacy Haynes*

If you have existing familiarity with the CPS model, you're ready for the next level...and this breakout group will take you there. Open to parents, educators, clinicians, etc.

Click the link below to join this interactive ZOOM meeting

<https://zoom.us/j/98174550065>

Meeting ID: 981 7455 0065

2:30 to 2:45

COFFEE BREAK

2:45 to 4:15

BREAKOUT SESSION

Graduate Students Do Well If They Can, Too: Integrating Discussion of CPS into University Coursework, *Daniel Hyson*

This presentation will outline how Dan and other faculty have integrated discussion of the Collaborative and Proactive Solutions (CPS) model into courses within his school

psychology graduate program and how he has seen that integration of the model impact graduate student knowledge and skills. Challenges the presenter has experienced with training graduate students in CPS will also be discussed. Throughout, participants will be provided time and encouraged to share their own experiences with or ideas for other ways to infuse the model into the training of school psychologists and other educators, administrators and school-based and community mental health professionals, as well as challenges they have experienced or would anticipate experiencing. The session will end with potential next steps for extending this work.

[Click the link below to join this interactive ZOOM meeting](#)

<https://zoom.us/j/97773442958>

Meeting ID: 977 7344 2958

Is the CPS Model Trauma-Responsive? *Ross Greene*

Trauma is one of many factors that can contribute to lagging skills and unsolved problems. While the trauma literature has helped caregivers understand the fight and flight responses of children with trauma histories, there has been less guidance regarding how best to help such children. The CPS model has some answers.

[Click the link below to join this interactive ZOOM meeting](#)

<https://zoom.us/j/92409514688?pwd=M05pazNjaVI2a0hwdWxGRUtYcnI4dz09>

Meeting ID: 924 0951 4688

Passcode: 058170

Infusing CPS into PBIS, *Rachel Polacek*

Positive Behavior Interventions and Supports (PBIS) is a commonly-used structure for organizing special education services in schools. How can school staff infuse CPS into the structure of PBIS? Rachel has done it and will tell you what she's done.

[Click the link below to join this interactive ZOOM meeting](#)

<https://zoom.us/j/99422133978>

Meeting ID: 994 2213 3978

Using the New Assessment of Lagging Skills and Unsolved Problems (ALSUP2020)

Michelle Rosenberg (Repeat of earlier session)

The newly revised Assessment of Lagging Skills & Unsolved Problems is easier, faster, and less confusing to use. Here's your opportunity to learn how.

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<https://zoom.us/j/2326962508>

Meeting ID: 232 696 2508

CPS in Clinical Settings, *Christopher Watson*

Learn about the ins and outs of using Collaborative & Proactive Solutions in a clinical setting.

[Click the link below to join this interactive ZOOM meeting](#)

<https://zoom.us/j/92248659420>

Meeting ID: 922 4865 9420

Basics of CPS, *Kim Hopkins-Betts* (Repeat of earlier session).

If you're new to the CPS model, this breakout group will provide you with the basics.

[Click the link below to join this interactive ZOOM meeting](#)

<https://zoom.us/j/97048878017>

Meeting ID: 970 4887 8017

Advanced CPS, *Stacy Haynes* (Repeat of earlier session)

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[Click the link below to join this interactive webinar:](#)

<https://zoom.us/j/91627433933>

Meeting ID: 916 2743 3933