



Behavior & Mental Health Summit

August 2-3, 2023

Sheboygan Falls High School
220 Amherst Avenue
Sheboygan Falls, WI

8:30 - 9:00 Registration/Light Breakfast
 9:00 - 2:45 - Keynote, Workshops, & Lunch
[Registration Link](#)

Sectional Offerings:
 (please select one in each sectional)

Wednesday, August 2nd

Sectional 1 Options:

Working with Your Peers - Dr. Colleen Timm
 Creating an environment focused on what is best for students requires leaders, both formal and informal, to have courageous conversations. In this session, you will learn about courageous conversations, why they are important, and strategies to lead these conversations.

Research to Practice Inclusive Communities (RPIC): Investigating and Implementing Inclusive Practices into your School Community - Bridgett Klein & Rachel Kaderabek

Through the RPIC grant, Two Rivers Public Schools have worked to ensure that educational environments are accessible, inclusive, and equitable for each and every student, by implementing sustainable teacher teams leading to improved outcomes for every student and accelerated improvement for students with IEPs.

Culturize Deep Dive - Sarah Johnson
 Building upon our energy in the keynote, let's take some time to dive into what Culturize means in our individual contexts. This session is meant to allow processing time for participants to take the concepts and create a vision around building the four core principles into their school and workspace.

Thursday, August 3rd

Sectional 1 Options:

Burning Issues and Hot Topics Networking Opportunity - Stacie Opahle
 This session will be a networking session for educators. Have a burning topic you want to learn more about? Want to hear what is working for others? Join this session to be an active participant in a collaborative discussion around topics that are most important to you.

How do we provide tiers of support that are non-academic? - Kelly Fassbender & Rachel Kaderabek
 Students with and without IEPs are exhibiting more behaviors across all settings. In this session, we will explore an EMLSS related to behavior and mental health.

Why aren't my tricks working anymore? - Marci Waldron-Kuhn
 We know COVID created an academic achievement gap but we are also realizing COVID and prolonged exposure to stress have created a social gap. Ninth graders are acting like 6th graders, 6th graders are acting like 3rd graders and our strategies are not working as they have in the past. Trauma Sensitive Schools (TSS) acknowledge

the high prevalence of traumatic exposure for students, the importance of staff well-being and strive to meet the unique needs of all learners (Black, P., Cook, E. & Daniel, S. 2017). Participants will learn the foundation research on the impact trauma has on the developing brain and how TSS can implement programming to build resiliency in their students as they grow as lifelong learners.

Sectional 2 Options:

Working with Families- Sara Nerehausen & Rachel Kaderabek

We know that communication between home and school is essential for student success. Sometimes, this communication is strained when dealing with challenging families. In this session, learn about strategies to bridge the gap between school and home to open the lines of communication.

LGBTQ2+ -How does my identity affect my behavior? - Mindy Frank

Educators need training on how to appropriately support students that identify as LGBTQ. This sectional will cover myths, perceptions, and microaggressions. Participants will explore how their own beliefs and experience impact their practice and how awareness can lead to authentic support for students, families, colleagues, and community members.

Selfcare for Self-Regulation - Sarah Johnson

Though we often consider ourselves last when taking care while we are taking charge in our professional lives, it is an enormous mistake. Remember the key advice we get when traveling on an airplane to place the oxygen mask on ourselves first so that we can assist others? We must begin to apply this to our daily lives before the effects of stress take their toll on our mental, physical, spiritual, and emotional capacities. After building a clear case for this need, we will go through a wide range of practices and strategies for participants to build a sustainable selfcare plan to better self-regulate as they serve.

Sectional 2 Options:

Circle Up! Community Circles in the Classroom -Heidi Schroderus

Community circles are something we often hear about in education but how do you ensure these circles are structured to support and grow our students? The purpose of a community-building circle is to build relationships in a non-stressful and engaging environment. Learn from a school leader about how community circles were implemented with purpose and the positive outcomes they have found.

Supporting Neurodiverse Students - Katie Berg

The way our body takes in, interprets, and reacts to the world can vary for a variety of reasons. In this training participants will be introduced to this process and possible places students might be experiencing differences that cause unexpected reactions. Staying curious and learning more about a student's perspective and how their body is adapting can support educators and families to be able to support that student to be the best they can be. By looking at our sensory processing systems and our regulatory systems we can build supports to help students navigate the world they are experiencing.

Comprehensive Evaluation - Tim Peerenboom/Eva Shaw

The Individuals with Disabilities Education Act (IDEA) requires special education evaluations to be sufficiently comprehensive to determine special education eligibility and identify the student's educational needs,

whether or not commonly linked to the disability category in which the student has been classified. The Wisconsin Department of Public Instruction developed a framework around this key evaluation requirement in IDEA, and to assist IEP teams to move away from label based evaluation processes, IEP development, and special education services.

Sectional 3 Options:

Is Hope a Strategy? Absolutely, if you are a Kid at Hope - Stacy Ledvina Stacie Opahle, Jen Schneider

We believe all kids can succeed - no exceptions. Kids at Hope is not a curriculum or resource but instead a way to lead your team, building, or district. Rick Miller, author of "The Soul, Science, and Culture of Hope" and "Youth Development from the Trenches" has worked extensively with Manitowoc County to lay the groundwork that all adults that work with youth believe they can succeed. Listen to this panel of educators, leaders, and the county youth family services supervisor to learn about how they have created a culture where no students is left behind.

These Kids are Out of Control - Using the ALSUP/PLAN B - Marci Waldron-Kuhn

In 2008, Dr. Ross Greene made the statement "School discipline isn't working for kids that are not doing well, and isn't needed by kids who are." Participants will learn how to shift their perspective on student behavior to include using the Assessment of Lagging Skills and Unsolved Problems and developing a Plan B to support student growth and engagement. "Kids do well if they can." Let's make sure we are helping kids do well.

Going Beyond Work-Life Balance to Ignite Passion and Thrive - Sarah Johnson

There's no question that every educator faces challenges on the job with ever-increasing demands that lead to stress and put us all at risk for burnout. School leaders and educators often define themselves through servant leadership, tending to put others' needs above their own and even end up sacrificing much of their personal time for their careers. If we aren't intentional about our energy pouring, we may end up drained. It is critical to remember that there is much in our lives that we can control, and it is time to empower ourselves to live intentionally in all spaces of our full lives. Let's go beyond surviving and be intentional about thriving.

Sectional 3 Options:

Untangle the Strategies for Working with Students that Struggle with Communication - Katie Berg

Students who do not use verbal language as their main communication mode are often misunderstood. At times, their communication modes are ignored, misunderstood or viewed as wrong or bad. Behavior that is challenging to us is only challenging until we know strategies to meet learners where they are. Come increase your understanding of how to show up for students who may have significant support needs.

Mental Health - What can I do about it? - Marci Waldron-Kuhn

The recent results of the Youth At Risk Behavior Survey taken by middle school and high school students across the country indicates young people are experiencing a level of trauma and distress that requires action. Participants will explore mental health data and evidence-based programming that targets the development of mental wellness and resilience.

Evidence-Based Positive Behavior Interventions - Tim Peerenboom/Eva Shaw

Each initial special education evaluation and subsequent reevaluation reflects a comprehensive consideration of information that helps the student's Individualized Education Program (IEP) team make decisions about special education eligibility or continuing eligibility and identify the student's educational needs. This presentation will include information on identifying, planning, and implementing

Evidence-Based Interventions from universal to intensive supports.

Featured Speakers



Sarah Johnson, associate for Jimmy Casas



Dr. Mona Delahooke, Pediatric Psychologist



Rachel Kaderabek, Regional Special Education Network Coordinator



Dr. Marci Waldron-Kuhn, Director of College, Career, and Life Readiness, CESA 7



Dr. Colleen Timm, Agency Administrator, CESA 7



Stacie Opahle, Director of Curriculum, Assessment, & Instruction, CESA 7



Bridgett Klein, Director of Pupil Services, Two Rivers Public Schools



Mindy Frank, CESA 7



Katie Berg, Supporting Neurodiverse Students Professional Learning System Coach, DPI



Heidi Schroderus, Principal, Manitowoc Public School District



Jenny Schneider, Social Worker, Two Rivers Public Schools



Stacy Ledvina, Youth Family Services Supervisor, Manitowoc County



Thank you to our sponsors:

Tim Peerenboom, School
Psychology Consultant, DPI

Eva Shaw, Special Education
Consultant, DPI

