

Day One

Keynote • 9:00 - 9:30 am

“Ending the Whac-A-Mole Cycle” – Susan Jones

Do you ever catch yourself thinking, “We’ve done this before”? Have you sometimes felt like you are in an endless loop of “whac-a-mole”? The truth is relationships are cyclical. Breaking a cycle of harm and moving into more restorative practices can be tricky. National Presenters Susan Jones, Julie Compton and Kristin Burke know just how to help teachers and students break free from relational harm and establish the proactive, positive habits needed for trusting, truthful, restorative practices. Join Susan for an inspiring kick off as she leads us into two great days of learning designed specifically to share the best, most proven restorative practices strategies that work!

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: Smarter, Not Harder Behavior Plans

– Kristin Burke

Behavior plans have been a part of education for decades. But often, they are just one more thing to do and they lack the impact we strive for. With Restorative Discipline guiding our decisions around behavior plans, Kristin shares how to shift gears and gives smarter strategies for creating more impactful behavior plans; plans designed with relationships and your students’ needs in mind. Join Kristin as she shares how to use plans that match your students’ behaviors, needs and also fit inside the flow of your classroom. When we open the lens to the big picture, we are able to work with Restorative Behavior Plans smarter, not harder!

**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: Affect Before Effect – Kristin Burke

Gratitude and Growth Mindset as attitudes of common community practice are the elements of success that are not published in any curriculum guide or policy. Let’s discuss the secret sauce and how to cultivate it in your learning community, especially if you feel like you’re starting at ground zero. Kristin will share the best ways to get started or to improve the restorative work you want to see happening in your classroom.



Team Discount

ONE DAY

One Person: \$289

BOTH DAYS

One Person: \$489

**Team of 3+: \$469 per person
when enrolled at the same time
for both days**

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

– Christopher Samarripas, Counselor

Lunch break • 12:10 – 1:10 pm

... “Great session options. Personable instructors.” ...

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.

"One of the best conferences I've attended! Great presenters and very informative. LOVE, LOVE, LOVED this!"

– Raquel Edwards,
Elementary School Social Worker



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.

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: Disrupt the Disruptor with Restorative Strategies – *Kristin Burke*

It's "that kid" and you are wondering just how you will make it work without turning your classroom upside down. Restorative Discipline paired with educators' higher-level thinking behind the chemistry of a brain in THRIVE mode will set you on a path to get off the cycle of disruption with the most challenging behaviors you face and patterns of tension in classroom management. Discover the keys to disrupting the disruptor and unlock the secret to stopping the repetitive patterns that can set a negative tone for the day/year.

First 70-Minute Afternoon Sessions

1:10 – 2:20 pm

CHOOSE ONE: B-2 or B-3

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-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.

Second 70-Minute Afternoon Sessions

2:30 – 3:40 pm

CHOOSE ONE: B-4 or B-5

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-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.

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 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: Navigation for CHANGE

– *Kristin Burke*

As you elevate your approach to teaching and leading your learning community with Restorative Discipline, there is possibility that you will encounter resistance to CHANGE. As educators we must be prepared for resistance AND interest from students, colleagues, administration, and/or parents in your community. Let's discuss strategies and mindset that will set you up for success as you navigate the CHANGE that you know is necessary.

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: Unpacking the Emotional Backpack

– *Kristin Burke*

The first unspoken truth of leading your community as an educator is that in addition to academic achievement you are also tasked with the responsibility of weaving whole person development through the developmental years that you impact on a daily basis. The second unspoken truth is that ALL individuals walk through your door with an emotional backpack: yours, your students, your colleagues, your students' parents/guardians – we all have one. Let's unpack and gain mindfully restorative strategies to develop leadership with awareness to empower the person underneath it all.

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

Lunch Break • 11:40 am – 12:40 pm

ABOUT BER CONFERENCES

Outstanding Instructors

All programs are led by outstanding, top-rated BER national trainers.

Highly Interactive

You'll be able to ask questions, consult with the instructors, and share ideas with other participants.

Program Guarantee

As we have for 45 years, we guarantee the high quality of our programs. If you are not satisfied, we'll give you a 100% refund.



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

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: Restitution and Restoration: Helping Students Make Things Right – Julie Compton

A punishment orientation reinforces a low level or 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: MPRD: Mindful Practice Restorative Discipline – Kristin Burke

Are you looking for strategies and structure for your classroom community culture that truly understand what “trauma-sensitive” means? Are you ready to move forward in your restorative practices to include mindfulness? Join Kristin to discover practical communication and problem-solving tools that lead to increased mental clarity and dissolved tension. Learn the best ways to communicate during conflict engagement and in response to escalated emotions/outbursts.

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.

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

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: Improve Self-regulation and Achievement Through Mindfulness – Kristin Burke

Improving self-regulation and achievement in our students begins with mindfulness. Ultimately, our goal is to empower ourselves as educators for more centered teaching, our colleagues for more effective and engaging learning communities, and our students to develop a drive for aptitude and success. Engaging Restorative Discipline with mindful strategies to improve self-regulation for ALL teachers and learners is a framework that is accessible to anyone who is ready to shift the momentum with empowerment in the classroom.

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.

... “The instructors are individually excellent at their craft!” ...