Georgia Association for Positive Behavior Support
8th Annual Conference
December 2nd and 3rd, 2015
Georgia State University
Atlanta, Georgia

The Power of Positive Supports: Home, School, and Community
Is your PBIS messaging strategy EFFECTIVE, AFFIRMING, & INCLUSIVE?

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**Center for Leadership in Disability**

GAPBS would like to thank the Center for Leadership in Disability (CLD) at Georgia State University for their generous support of the GAPBS Conference. The CLD maintains the GAPBS website, registration process, venue coordination, and finances. To learn more about the CLD’s work related to positive behavior support visit [www.cld-gsu.org](http://www.cld-gsu.org).

**Georgia Department of Education**

GAPBS would like to thank the Georgia Department of Education (GaDOE) for their generous support of the GAPBS Conference. This year the GaDOE provided the programs to conference attendees. To learn more about the GaDOE's work related to PBIS, visit [www.gadoe.org](http://www.gadoe.org).

**Bright from the Start: Georgia Department of Early Care and Learning**

GAPBS would like to thank the Georgia Department of Early Care and Learning (DECAL) for their generous support of the GAPBS Conference. This year DECAL provided scholarships for early childhood educators to attend the GAPBS Conference. To learn more about DECAL’s work related to positive behavior support visit [http://decal.ga.gov/](http://decal.ga.gov/).

**Parent to Parent of Georgia**

GAPBS would like to thank Parent to Parent of Georgia for their generous support of the 2015 GAPBS Conference. This year Parent to Parent of Georgia provided resources, transportation, and interpretation services in order to give 40 bi-lingual and Spanish-speaking family members the opportunity to attend a talk on preventing and reducing challenging child behaviors. Visit this site to learn more about the services provided by Parent to Parent of Georgia. [www.p2pga.org](http://www.p2pga.org)  1-800-229-2038
Georgia Southern University

GAPBS would like to thank Georgia Southern University for their contribution to the GAPBS Conference. This year Georgia Southern University managed the proposal submission platform, Digital Commons. For more information about Georgia Southern’s work related to PBIS visit [http://www.georgiasouthern.edu/](http://www.georgiasouthern.edu/).

Newton County Schools

We would like to thank Newton County Schools for providing musical entertainment during lunch break on Wednesday, December 2nd. Please join us in Student Center East (House-Room 135) from 11:45-12:30 for a performance by the Cousins Middle School Chorus!

Cousins Middle School

GAPBS would like to thank the following organizations for donating raffle items to the 2015 GAPBS Conference.

GAPBS would like to thank the following GNETS programs for raffle donations: South Metro, FUTURES, Sand Hills, Elam Alexander Academy, North Metro, GNETS of Oconee, DeKalb – Rockdale, Cedarwood, Heartland Academy

And finally, GAPBS would like to thank South Forty Farms, Lowndes County GA for their raffle donation
Join your colleagues and the keynote speakers for happy hour Wednesday evening! The conference shuttle will be available throughout the happy hour to bring you to the Ritz and to return you to the conference parking deck at your convenience.
This year’s conference offers the following presentation tracks:

**K-12: Elementary, Middle, and High School-**
Presentations on positive behavior support practices for elementary through high school settings. Presentations will be organized according to content that is relevant to elementary school, middle school, high school, and special populations.

**GaDOE PBIS Schools-**
Presentations from Georgia Department of Education PBIS schools

**Birth through Five-**
Presentations teach attendees the Pyramid Model of positive behavior support, with a focus on early interventions for young children.

**Family-**
Presentations on positive behavior support in the home and community.

**Georgia Network for Educational and Therapeutic Support (GNETS)-**
Presentations on positive behavior support practices relevant to the GNETS setting.

**All Audiences-**
Presentations are suitable for all audiences (educators, family members, professionals).

You are not locked into any one track’s selection of sessions. All attendees are free to design their conference schedule with any combination of sessions that interests them most.
Biography
James (Jim) Hanson, M.Ed. is a school psychologist for Portland Public Schools. Jim has worked at Lincoln High School since 1998. He is Lincoln's full-time school psychologist and coordinator of Lincoln's programs for RESPONSE Suicide Awareness, anti-bullying, and character traits development. With Jim's support and direction, Lincoln’s students helped pass Oregon’s anti-bullying laws in 2008 and 2012. Lincoln has been honored by the US Department of Justice and the Portland Mayor’s Office for its work in social justice. Jim is a former board member of Wisdom of the Elders and he is the current school-based curriculum adaptation team leader for Wisdom’s Discovering Our Story, a SAMSHA-identified promising practice based on storytelling and traditional culture designed to improve the health and wellbeing of Native American and English Language Learning students. Jim has been active in his professional association and in state and national educational initiatives. Jim served as the President of the Oregon Association of School Psychologists (OSPA) from 1995-1998 and again from 2004-2007. Jim served as OSPA Past President in 2010-2011. Jim has been honored twice by OSPA for defining contributions to the practice of school psychology. Jim served three years on the board of the Oregon Safe Schools and Communities Coalition and two years on the Oregon Coalition Against Hate Crimes.

“School-Based DBT: Merging Mental Health and Behavioral Supports for High School Students at Tiers II & III”

Dialectical Behavioral Therapy (DBT) is a research-based methodology to teach students and families emotional, behavioral, cognitive, and interpersonal regulation skills. School-Based DBT (SB-DBT) is an adaptation of DBT designed as a Tier II and Tier III mental health intervention within a Multi-Tiered System of Supports (MTSS). Data support the effectiveness of SB-DBT for students with mental health challenges.

Large-Group Session
During the large-group session, Mr. Hanson will provide an overview of SB-DBT and how it fits into a MTSS. Learn which systems that must be in place to implement SB-DBT as well as how Student Support Teams can coordinate SB-DBT with other evidence-based interventions. The SB-DBT foundation in behaviorism and dialectics will be examined. Finally, student and program results from seven years of implementation in a large urban high school in Portland, OR will be shared.

Break-Out Session
During a break-out session following the large-group session, Mr. Hanson will provide a more in-depth examination of SB-DBT implementation, fidelity, and sustainability. He will examine issues such as practitioner qualification and training and supervision, student selection, scheduling, and treatment plans/IEP goals. Practical tools such as an SB-DBT syllabus, agenda, curriculum, and orientation checklists will be shared. Finally, facilitators and obstacles to district and site-based implementation will be discussed.
Biography
Erin E. Barton, PhD, BCBA-D, is an Assistant Professor in the Department of Special Education at Vanderbilt University. She teaches courses in Early Childhood Special Education on evidence-based assessment and intervention practices for young children with disabilities and their families and single case research design. She is a Board Certified Behavior Analyst and has worked with children and families in homes, schools, and clinics. She directs research projects related to evidence-based practices for young children and professional development systems. Dr. Barton serves on several editorial boards and is an active scholar with over 50 publications in major journals, multiple chapters, and two textbooks related to evidence-based practices for young children with autism and preschool inclusion, respectively.

“Critical Issues in Play for Children with Disabilities”

Large-Group Session
The role of play is often neglected in assessing and supporting the development and learning in children with disabilities. This session will outline critical issues related to: (1) why play should be a primary learning target for children with disabilities, (2) how practitioners can assess children’s play, and (3) what strategies can be used to teach play.

Break-Out Session: “Coaching Families: A Focus on Nurturing and Responsive Relationships”
The purpose of this session is to demonstrate the use of specific evidence-based family coaching strategies with a focus on supporting nurturing and responsive relationships. The presenter will introduce specific coaching strategies (e.g., performance-based feedback, video modeling, providing opportunities for practice), describe how and when to use the coaching strategy with families, and present several examples for using each coaching strategy with families. Participants will have opportunities to practice and plan for using the family coaching techniques.
Wendy Reinke, PhD  
University of Missouri

**Biography**
Dr. Reinke is an associate professor in school psychology at the University of Missouri and co-director of the Missouri Prevention Center. She developed the Classroom Check-up, an assessment based teacher consultation model. She has expertise in teacher consultation and prevention of disruptive behavior problems in children and youth. Dr. Reinke presents nationally, has published numerous peer-reviewed articles, and has co-authored several books, including Motivational Interviewing for Effective Classroom Management: The Classroom Check-up.

**Session 1: “The Incredible Years Teacher Program: Supporting Teacher Practices to Promote Social and Emotional Health of Children”**

**Session 1 Description:** The Incredible Years Teacher program, an evidence-based, group-delivered, video-modeling method for promoting effective classroom management and reducing disruptive behaviors. The Incredible Years Teacher program is designed to promote teachers' knowledge and use of good classroom management practices including effective praise, proactive teaching strategies, compliance training, giving effective commands, consistent consequences, ignoring, and use of time out procedures for teachers. Additionally, the program focuses on ways to foster social-emotional development among children, build positive relationships between teachers and parents, and increase parental involvement in their children's education. The core principles and processes of the Incredible Year Teacher program will be reviewed.

**Session 2: “Using Classroom Check-Up to Support Teacher Use of Effective Classroom Management Practices”**

**Session 2 Description:** Effective classroom management is directly tied to high levels of student involvement and academic achievement, making it an important component of teaching. The increasing numbers of students with challenging behaviors entering schools present new complexities for teachers working to manage classroom behaviors. The Classroom Check-up (CCU) is a consultation model to address the need for classroom level supports. Participants will learn about the CCU framework and how to use Motivational Interviewing, an empirically driven theory of behavior change utilized by the CCU, toward developing effective classroom level interventions with teachers.

Thank you to our amazing featured speakers!
Featured Presentations

Andrew Roach, PhD & Joel Meyers, PhD
“PBIS Implementation in Georgia: What We Know and What We Need to Know”

Newton High School
Newton County School System
“RAMbassadorS: Making Student Leadership the Cornerstone of PBIS Success”

Emily Suski, JD
“Legal Guidance Related to Behavioral Supports for Students with Disabilities”

Paul Baker, PhD
“The PersonBrain Model: A Positive, NeuroRelational Behavioral Support Model for Challenging Students”

Joy Warren & Clements Middle School PBIS Team
Newton County School System
“The Role of Student PBIS Teams and De-Escalation Techniques in Promoting a Positive School Climate”

Leonora Clarkson
“Including All Tiers and All Participants in the RTI/MTSS Process”
Registration from 7:30-8:30am in the Lobby

Wednesday 8:30-10:00am Wednesday

**Student Center East - Auditorium**

**School Climate and PBIS - There is a connection**
Tony Feldman & Mark Fynewever, Georgia Department of Education

This session will provide an update on the Positive Behavioral Interventions and Supports (PBIS) statewide plan and the implementation of the plan in Georgia. Learn more about the correlation between the school climate star ratings and school districts implementing the PBIS framework with fidelity. Additionally, a preview of the statewide data, the development of regional resources to support local districts, examples of outstanding schools and an innovative approach focusing on the framework for PreK-3rd grade in 3 school districts will be provided.

**GaDOE PBIS School**
Presentation Track: K-12 (Middle)
Tier(s) of Intervention: Tier 1

**Student Center East - Court**

**Understanding Each Other - Developing Positive Relationships with Challenging Students**
Ann Van Buskirk, PhD & Kimberly Robinson, PhD, DeKalb-Rockdale GNETS

*Understanding Each Other - Developing Positive Relationships with Challenging Students* will provide participants with a framework for understanding the behavior and needs of challenging individuals. The importance of positive relationships in facilitating academic success and behavioral change will be discussed. Participants will be encouraged to identify which types of students are most challenging for them, and will be provided with positive and supportive strategies for engaging with those students. While this presentation is aimed at educators, we recognize parents as the primary teachers for their children, and will present strategies for engaging positively at home as well as in the school environment.

**GNETS/GaDOE PBIS School**
Presentation Track: K-12 (High)
Tier(s) of Intervention: Tier 1

**Student Center East - House**

**FEATURED PRESENTATION**

**Student PBIS Teams and De-Escalation Techniques Promote Positive Climate**
Joy Warren, Meghan Rober, & Christi Zelek, Clements Middle School (GaDOE PBIS School)

Maintaining a positive school climate and Operational Status through PBIS is no easy task. Clements Middle School embraced PBIS and worked hard to maintain both. Find out how this middle school took on the task of keeping a positive climate and creating a safe environment through PBIS.

**GaDOE PBIS School**
Presentation Track: K-12 (Middle)
Tier(s) of Intervention: Tiers 1, 2, 3
Student Center East- Senate
The A-B-C’s of Behavior - May the Environment Be With You
Denise Duke, EdS, BCBA, Houston County Schools
Virtually every observable behavior known to man has three distinct parts: the trigger that causes it to happen, the behavior itself, and the results of the behavior that either help it happen again or stop it dead in its tracks. This presentation will explore those three aspects of behavior known best as the Antecedent-Behavior-Consequence and how to use them to your advantage to promote Positive Behavior Change.
Presentation Track: K-12 (Elementary)
Tier(s) of Intervention: Tiers 1, 2, 3, 4

Student Center West - Room 460/462
Whole Body Learning in the Classroom
Katherine McGee & Emily Swindall, MEd, The Cloverleaf School
Explore the facets of “whole body learning” and how it encompasses best practices for teaching all students, but especially those with special needs. Practical applications to address the physical, mental, and social-emotional needs of students will be covered.
Presentation Track: K-12 (Elementary)
Tier(s) of Intervention: Tiers 1 & 2

Student Center West – Room 466/468
Take It to the Bus: Extending the PBIS Framework to School Buses
Krystal Kennedy, MA, Tennessee Technological University
Schools increasingly promote the use of positive behavioral interventions and supports (PBIS) to reduce behavioral concerns. However, many schools have not extended the PBIS framework to the school buses despite the need to reduce challenging behaviors. This session introduces a model for the implementation of universal, or Tier 1, PBIS on school buses in rural Tennessee schools and provides practitioners with resources and ideas to initiate a PBIS framework on one or more school buses. Results of the Tier 1 model implemented in rural Tennessee will also be shared.
Presentation Track: K-12 (Elementary)
Tier(s) of Intervention: Tier 1

Student Center East - Capital
Building Community among Staff and Fostering Teacher Buy-In
Melanie James, PhD & Cheryl Sewell, EdS, Clark County Schools
Developing positive teacher morale, establishing a positive school culture, and fostering teacher buy-in are issues that school administrators struggle with each year. In this presentation, attendees will learn how the administration team at Fowler Drive worked to build community among the staff members through teacher recognition programs, workshops, yearly themes and other means. The presenters will discuss how establishing teacher buy-in is essential to a successful school-wide discipline program.
Presentation Track: K-12 (Elementary)
Tier(s) of Intervention: Tier 1
Student Center East - Sinclair
A Panel Discussion on PBIS Implementation in Early Childhood Settings
Cassa Andrews, MEd, Lindsey Urry, Georgia Department of Early Care and Learning, Julie Barnett, & Katelyn Sands, Kindercare
A panel discussion about the implementation of PBIS (Pyramid Model) in early childhood programs in Georgia. The panel will include coaches and members of the site leadership teams of two programs who are implementing the Pyramid Model: Promoting Social and Emotional Competence and Addressing Challenging Behavior.
Presentation Track: Birth through 5; Tier(s) of Intervention: Tiers 1 & 2

Student Center East - Lucerne
Sustaining a Positive School Climate at the Middle School Setting
Daphne Winkler, EdS, & Kellye Flood, EdS, Murray County Schools
Bagley Middle School Assistant Principal, Daphne Winkler, and Teacher, Kellye Flood, will be presenting on effective strategies for sustaining a positive school climate at the middle school level. The presentation will focus on school climate through the eyes of students, teachers, parents and administrators. Attendees will walk away with key ideas and strategies proven to be effective in sustaining a positive school climate.
GaDOE PBIS School
Presentation Track: K-12 (Middle)
Tier(s) of Intervention: Tier 3

Student Center East - Lanier
Class Dojo: An Awesome Progress Monitoring Tool
Patricia Wolf, EdS, GNETS of Oconee
Classroom DOJO is a FREE, efficient and highly effective classroom management tool that enhances both the classroom and schoolwide school culture through encouraging positive behaviors with an electronic classroom management platform. The program can be used to progress monitor student and class behaviors. Teachers will love the real-time use because it saves on having to document behaviors later. Parents love the immediate communication and students love getting the frequent positive feedback.
GNETS/GaDOE PBIS School
Presentation Track: GNETS
Tier(s) of Intervention: Tiers 1, 2, 3, 4

Student Center West - Room 464
PBS and RTI: Best Practices and Practical Applications Using Technology
Maggie Kjer, PhD & Blake DuBose, Pearson Clinical Assessments
This presentation will focus on the practical application of PBIS and RTI for Behavior within a Multi-Tiered System of Supports (MTSS) for K-12. The common challenges expressed by districts in establishing these systems will be reviewed, as will the requisite components and processes for a complete PBIS rollout. The presenters will discuss these challenges, and how districts have utilized available online tools to help overcome them, and have more successful processes and better outcomes for their students. Please join us as we look at
how to take Behavior Improvement from theory to practice with real outcome data from schools districts in the field.
Presentation Track: K-12 (Elementary)
Tier(s) of Intervention: Tiers 1, 2, 3, 4

Student Center West - Room 455
Collaborating with Families: Supporting and Including Caregivers in Early Intervention
Chris Watts, MSW, Kimberly Ann Resua, MT, & Jennifer Staple-Wax, PsyD, Marcus Autism Center
Collaboration with families is essential to successful early intervention services. Early childhood educators and caregivers will learn the benefits of caregiver-mediated intervention, as well as coaching strategies to translate evidence-based research into practice. While natural challenges can occur within caregiver coaching, strategies for collaborating with caregivers, gaining and sharing information, and having crucial conversations will be discussed in order to support providers to deliver high-quality intervention services.
Presentation Track: Birth through 5
Tier(s) of Intervention: Tier 1

Student Center East - Dalton
Securing the Education Pipeline: Arrested Learning- When we Suspend and Expel our Youngest from School
Pamela Perkins Carn, Interfaith Children’s Movement & Marlyn Tillman, Gwinnett SToPP
Simply relying on suspensions and expulsions...is not the answer to creating a safe and productive school environment (US Department of Education, 2014). In school year 2013-2014, more than 14,000 children in pre-kindergarten through third grade were suspended from Georgia’s public school system. This presentation will focus on Georgia’s youngest learners; the negative outcomes that result from applying suspension and expulsion as primary responses to addressing mundane and non-violent student behavior; and the frameworks and approaches of PBIS, cultural proficiency and restorative justice/practices that promote positive school climates, better student achievement and intentional parent and family engagement.
Presentation Track: K-12 (Elementary)/All Audiences
Tier(s) of Intervention: Tiers 1 & 2
FEATURED PRESENTATION

RAMbassadorS: Making Student Leadership the Cornerstone of PBIS Success
Chris Williams, MPA, Andre Byrd, MEd, & Adrienne Boisson, Newton County Schools
Newton High School is a Title I school serving 2,400 students 35 miles East of Atlanta. Now in its fourth year of PBIS implementation, data shows a successful impact on student behavior and achievement at the high school level. The objective of this presentation is to provide a map for the creation of a successful PBIS student advisory organization by detailing a) PBIS at Newton High School, b) modeling expectations with RAMbassadorS, and c) the planning and structure of the RAMbassadorS organization.

Student Center East - Court
How to Sustain Excellence: Reigniting Your Mojo
Laurel Kinard, PhD & Kelly McNabb, EdS, Cobb County Schools, Jaime Espinosa, MA, Gwinnett County Schools
Schools at all levels sometimes struggle to maintain commitment and effectiveness after several years of PBIS implementation. District level coaching support and training may need to be differentiated based on factors impacting individual schools. Learn from the experience of two metro districts who have tackled this issue and pursued strategies to reignite the commitment of their district and school teams.

Student Center East - House
Creating Self-Sufficient Learners: Applying the Science of Self-Control and Delayed Gratification to Academic Management
Sucheta Kamath, MA, BC-NCD, Cerebral Matters
This presentation will discuss the role of the prefrontal cortex and development of Executive Functions and self-regulation. Sucheta will present academic management techniques that promote development of organization and planning via the process of delaying gratification and self-control.

Student Center East - Senate
Using Check & Connect to Increase Student Attendance and Academic Performance
Jason Cavin, BCBA, Georgia State University
This presentation details the steps and tools necessary for implementing Check & Connect, a “comprehensive student engagement intervention” (Christensen, Stout, & Pohl, 2012) with disengaged high school students. The presenters will provide a comprehensive overview of Check & Connect through a combination of didactic instruction and small group activities. Participants will leave this presentation with an understanding of the Check & Connect process.
Student Center West - Room 460/462
Positive Behavior Support System That Works- School-Wide, Classroom, & Home
Katherine McGee & Jen Owen, MEd, The Cloverleaf School
The Cloverleaf School successfully implements a school-wide positive behavior support system that builds student independence, encourages self-reflection, and promotes positive behaviors. This presentation will outline the steps for anyone to develop and implement a positive behavior support system in a school, classroom, or home.
Presentation Track: K-12 (Elementary)
Tier(s) of Intervention: Tiers 1, 2, 3

Student Center West – Room 466/468
What to do about children’s persistent challenging behaviors?
TEACH!
Daniel Crimmins, PhD, GSU Center for Leadership in Disability & Stacey Ramirez, Georgia ARC
This will be an extended session to allow parents and teachers to conduct a preliminary assessment of one child’s behavior and develop an initial behavior intervention plan. We will use the Brief Behavior Questionnaire and Intervention Plan (BBQuIP) to guide our efforts. The BBQuIP is a positive behavior support planning tool. The focus of the session will be to identify the communicative function of one child’s persistent behaviors, select ways to prevent the behavior, and select one or more replacement skills to be taught. This is a lot to accomplish in a short time, so come to this session ready to work!
Presentation Track: Family/All Audiences
Tier(s) of Intervention: Tiers 2, 3, 4

Student Center East - Capital
Using PBIS in Your GNETS Classroom
Meg McDuffie & Leigh Ann Myers, The FUTURES Program, GNETS
This presentation will provide the participant background knowledge on the structure of social skills training and how it was meshed with the PBIS matrix to form expectations inside and outside the classroom setting. The participant will learn about a data collection system that integrates the PBIS expectations, the student’s IEP goals, and the student’s exit criteria, and how to allow the student can take ownership in their own goals and exit criteria.
GNETS/GaDOE PBIS School
Presentation Track: GNETS
Tier(s) of Intervention: Tiers 1, 2, 3, 4
Student Center East - Sinclair
An Ounce of Prevention: Pyramid Strategies to Prevent Challenging Behavior
Cassa Andrews, MEd, Georgia Department of Early Care and Learning
Self-regulation, prosocial behaviors, and emotional competence are skills that we can help children develop. Sometimes, children express their emotions or needs in ways that we view as socially unacceptable or challenging in our classrooms. Participants in this session will learn how to adapt their behaviors and environments to prevent or intervene in children’s challenging behaviors.
Presentation Track: Birth through 5
Tier(s) of Intervention: Tier 1

Student Center East - Lucerne
School-Wide PBIS Start-Up Tools
Matthew Donahue, MEd, Emily Smith, & Erin Armour, Fulton County Schools
This presentation will discuss methods and tools to start-up a Positive Behavior Interventions and Support (PBIS) framework at your school. The presenters will cover first steps, committee selection, staff and student buy-in and implementation through use of character education units, and a behavior recognition system that is aligned with a school-wide behavior matrix. Presentation includes using data to evaluate and inform the RTI process and raising funds to support the PBIS framework.
GaDOE PBIS School
Presentation Track: K-12 (Elementary)
Tier(s) of Intervention: Tiers 1 & 2

Student Center East - Lanier
Preservice Teachers’ Design of PBIS Structures in Practica Experiences
Kymberly Harris, PhD & Catherine Howerter, PhD, Georgia Southern University
This presentation provides an overview of an onsite undergraduate classroom management class and the connection that the preservice teachers make to PBIS. All preservice teachers in this cohort designed a PBIS model for their year-long school placements. Implications for teacher preparation will be discussed.
Presentation Track: K-12 (Elementary)
Tier(s) of Intervention: Tier 2

Student Center East - Dalton
Spectrum Teens and the Issues They Face
Stephanie Holmes, MA, Calvary Church Counseling
Stephanie C. Holmes has interviewed and written articles with Dr. Tony Attwood, world renowned ASD/ASD expert on the issues of spectrum teens and dangerous and unhealthy special interests. Spectrum teens are facing bullying and social isolation leading to clinical levels of depression and anxiety, underachievement at school, and underemployment at work. Better understanding issues spectrum teens face will aid in implementing positive supports by understanding different paths to the same profile and what behaviors are communicating. Spectrum persons respond better to positive support and understanding than punishment when helping to change behaviors or implement change. Stephanie’s presentation will include some video interviews with Aspie teens.
Presentation Track: Family/All Audiences
Tier(s) of Intervention: Tier 1
Student Center West - Room 455
Excellence for All: A Community Viable Coaching Initiative throughout Georgia
Sonja Ziegler, MS, Tabitha Nelson, & Jennifer Staple-Wax, PsyD, Marcus Autism Center
All children who are in need of early developmental support should receive the highest quality evidence-based intervention in their natural environments, regardless of their location. This can be achieved through collaborative coaching partnerships between specialized coaches, early childhood professionals and caregivers, empowering each team member with expert knowledge and practical skills to successfully support all children in obtaining their fullest developmental potential. The Marcus Autism Center's currently implemented nonprofit - public collaboration model uses coaching to further develop the knowledge and skills of early childhood professionals around autism and evidence-based developmental supports through the integration of in-person coaching, live remote coaching, and collaborative web-based video review. Underlining access, efficiency and community viability, this innovative delivery of coaching allows Marcus community interventionists to support the development of early childhood professionals in public health districts throughout Georgia, who in turn empower Georgia’s parents and caregivers to best support their children’s development, thereby ensuring their best developmental trajectory.
Presentation Track: Birth through 5
Tier(s) of Intervention: Tiers 1, 2, 3, 4

Student Center West - Room 464
Cultural Competence in Education
Brenda Liz Muñoz & Emily Graybill, PhD, GSU Center for Leadership in Disability
Cultural competence is critical when providing supports and services to our students with mental health and behavioral health challenges and their families. Yet, cultural competence is a term that can be vague and not well defined. This presentation will provide specific recommendations for monitoring one’s own cultural competence and for ensuring culturally responsive practices when working with youth in schools and their families. Participants will gain practical strategies and resources that will help guide them on their path toward culturally competent practice.
Presentation Track: K-12 (High)/All Audiences
Tier(s) of Intervention: Tiers 1, 2, 3, 4

11:45-12:30pm
LUNCH
Join us in the Ballroom
“School-Based DBT: Merging Mental Health and Behavioral Supports for High School Students at Tiers II & III”

Dialectical Behavioral Therapy (DBT) is a research-based methodology to teach students and families emotional, behavioral, cognitive, and interpersonal regulation skills. School-Based DBT (SB-DBT) is an adaptation of DBT designed as a Tier II and Tier III mental health intervention within a Multi-Tiered System of Supports (MTSS). Data support the effectiveness of SB-DBT for students with mental health challenges.

Student Center East- Auditorium

Large-Group Session (12:45-2:15pm)
During the large-group session, Mr. Hanson will provide an overview of SB-DBT and how it fits into a MTSS. Learn which systems that must be in place to implement SB-DBT as well as how Student Support Teams can coordinate SB-DBT with other evidence-based interventions. The SB-DBT foundation in behaviorism and dialectics will be examined. Finally, student and program results from seven years of implementation in a large urban high school in Portland, OR will be shared.

Break-Out Session (2:30-4:00pm)
During a break-out session following the large-group session, Mr. Hanson will provide a more in-depth examination of SB-DBT implementation, fidelity, and sustainability. He will examine issues such as practitioner qualification and training and supervision, student selection, scheduling, and treatment plans/IEP goals. Practical tools such as an SB-DBT syllabus, agenda, curriculum, and orientation checklists will be shared. Finally, facilitators and obstacles to district and site-based implementation will be discussed.
Large-Group Session (12:45-2:15pm)
The role of play is often neglected in assessing and supporting the development and learning in children with disabilities. This session will outline critical issues related to: (1) why play should be a primary learning target for children with disabilities, (2) how practitioners can assess children’s play, and (3) what strategies can be used to teach play.

Break-Out Session: “Coaching Families: A Focus on Nurturing and Responsive Relationships” (2:30-4:00pm)
The purpose of this session is to demonstrate the use of specific evidence-based family coaching strategies with a focus on supporting nurturing and responsive relationships. The presenter will introduce specific coaching strategies (e.g., performance-based feedback, video modeling, providing opportunities for practice), describe how and when to use the coaching strategy with families, and present several examples for using each coaching strategy with families. Participants will have opportunities to practice and plan for using the family coaching techniques.
Implementing Universal Screening for Mental Health in Elementary and Middle Schools
Jason Byars, Griffin-Spalding County Schools, Tammi Clarke, Muscogee County Schools, Emily Graybill, PhD & Andy Roach, PhD, GSU Center for Leadership in Disability

Through this presentation, participants will learn about the use of universal screening for mental health in three PBIS school districts in Georgia. Participants will learn about resource mapping, parental consent, facilitating the screening, analyzing the screening data, and using the results to inform supports provided through a multi-tiered system of support.

GaDOE PBIS Schools
Presentation Track: K-12 (Elementary)
Tier(s) of Intervention: Tiers 1, 2, 3, 4

Token Boards and Beyond- Digging Deeper into Problem Behavior
Samantha Hebensteit, MEd, & Karen Barineau, EdS, DeKalb County Schools

This presentation will outline some of the challenges that arise in dealing with students with problem behaviors. The presenters will provide practical strategies to assist educators and parents in identifying problem behavior, examples will be given on how to determine the function or purpose of the behavior, and how to develop interventions to teach acceptable alternatives to that behavior. A variety of strategies will be discussed such as: token boards, behavior contracts, self-monitoring, check-in/check-out systems, and many more.

Presentation Track: K-12 (Elementary)
Tier(s) of Intervention: Tiers 1, 2, 3, 4

Building District-Level Capacity for the Sustainability of PBIS
Michele Flowers, EdD, Bibb County Schools

Are you struggling with how to make PBIS work in your District? Are you frustrated and or concerned about staff buy-in? Are you pondering on how you can overcome the barriers? Then this session is for you.

GaDOE PBIS Schools
Presentation Track: K-12 (High)
Tier(s) of Intervention: Tiers 1, 2, 3

Screening for Internalizing Behavior in the Classroom
Peyton Groff, PhD, Georgia Neurobehavioral Associates

Students with internalizing behavioral concerns are an underserved segment within education that when overlooked can lead to poor academic and social outcomes. The following presentation will seek to review some of the most well documented screeners for internalizing problem behaviors. It will also provide strategies that teachers and parents can use to better look for early warning signs for internalizing problems taking into consideration age and gender.

Presentation Track: K-12 (Elementary)
Tier(s) of Intervention: Tiers 1 & 2
Student Center East - Capital
Positive Supports for Families with Gender Nonconforming Children
Rebecca Baker, PhD, Georgia Gwinnett College
Children who demonstrate gender nonconformity face numerous challenges throughout their development. While recent years have shown a positive shift in how professionals view gender nonconformity, parents still struggle with finding helpful resources and social support in an effort to understand and empower their gender nonconforming child. Families continue to need support and advocacy as parents learn to provide an environment for their children that allows them to thrive and reach their fullest potential. This presentation provides practical tools grounded in research and theory regarding how best to support gender nonconforming children.
Presentation Track: Family/All Audiences
Tier(s) of Intervention: Tiers 1, 2, 3

Student Center East - Sinclair
Positive Behavior and Visual Supports for Young Children with Autism
Lillie Huddleston, PhD, Allison O’Hara, EdS, Breanna Kelly, MSW, & Daniel Crimmins, PhD, GSU Center for Leadership in Disability
The Positive Behavior and Visual Supports (PBVS) project was designed as a 5-session, home-based program to compliment services provided by Babies Can’t Wait. The curriculum is a Tier 3 targeted intervention for children with autism. This presentation will include an overview and discussion of project goals and objectives, as well as, an in-depth orientation to the use of visual supports and positive behavior strategies to improve communication, social, and behavioral development.
Presentation Track: Birth through 5
Tier(s) of Intervention: Tier 3

Student Center East - Lucerne
The Importance of Trauma-Informed Practices in Schools
Olabisi Agboola, MA, Sheltering Arms
This presentation will focus on the correlation between childhood trauma and low school performance and the benefits of trauma informed-care, which is; an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Come learn the steps needed to create a Trauma-Informed Care plan for your educational program.
Presentation Track: K-12 (Middle)
Tier(s) of Intervention: Tiers 1 & 2

Student Center East - Lanier
Stars and Stakeholders: Leaders Linking School Climate to Sustainable Success
Anne-Marie Jones, EdS, St. Simons Elementary, & Nancy Purcell, MEd, Satilla Marsh Elementary
“Perception is reality.” Stakeholder experiences and perceptions directly tie to a school’s Climate Star Rating and in turn, the CCRPI Score. This session is designed to showcase effective strategies that are targeted at sustaining positive school climate and perception. Real-world suggestions for utilizing social media, school
events and community outreach will be provided and attendees will be encouraged to share their own suggestions with the group.

GaDOE PBIS School
Presentation Track: K-12 (Elementary)
Tier(s) of Intervention: Tiers 1, 2, 3, 4

Student Center West - Room 464
Collaborative and Proactive Solutions: SuccessfullyTreating Oppositional Behavior in Children
Moshe Manheim, LCSW
Collaborative Proactive Solutions was initially described in in Ross Greene's groundbreaking book "The Explosive Child." CPS provides an alternative problem solving methodology for children with oppositional and behavioral disorders. Principles of CPS will be highlighted with clinical examples of its effectiveness with typical as well as special needs children.
Presentation Track: Family
Tier(s) of Intervention: Tiers 3 & 4

Student Center West – Room 455
We’ve Got the P.O.W.E.R.
Charcia Nichols, EdD, Tammy Lumpkin, Stephanie Gauntt, Christy Thornton, Lisa Callahan, Tonya Simpkins, & Jennifer Connell, Social Circle City Schools
Creating a positive and effective school culture is a principal's primary job. A good school culture doesn’t develop by chance; it exists because the principal, school leaders, parents and students have identified what is important and has worked to foster a culture of growth. In this session, we will define and identify positive school and home culture that will spur student growth. We'll also examine how community and school collegiality contributes to a healthy school environment and explore ways to better structure student expectations and rewards.
GaDOE PBIS School
Presentation Track: K-12 (Middle)
Tier(s) of Intervention: Tiers 1, 2, 3

Student Center East - Dalton
Early Identification and Screening of Infants and Toddlers with Autism and Related Disorders
Naima Bond, MEd, & Erica Chapman, EdD, Marcus Autism Center
This presentation will discuss how caregivers and early childcare providers are on the frontline of identifying and screening infants and toddlers at risk for autism and other developmental delays. Information regarding developmental milestones, early signs of autism and other related disorders, and developmental screeners will be described in great detail in order to equip parents and professionals with important knowledge and skills. Knowledge of parent/caregiver-implemented positive supports are vital to ensuring that infant and toddlers at risk get the early intervention services that they require. Marcus Autism Center is spearheading initiatives to increase evidence-based early intervention in the community settings.
Presentation Track: Birth through 5
Tier(s) of Intervention: Tiers 1, 2, 3
Session 1: “Using Classroom Check-Up to Support Teacher Use of Effective Classroom Management Practices”
(8:30-11:45am)
Effective classroom management is directly tied to high levels of student involvement and academic achievement, making it an important component of teaching. The increasing numbers of students with challenging behaviors entering schools present new complexities for teachers working to manage classroom behaviors. The Classroom Check-up (CCU) is a consultation model to address the need for classroom level supports. Participants will learn about the CCU framework and how to use Motivational Interviewing, an empirically driven theory of behavior change utilized by the CCU, toward developing effective classroom level interventions with teachers.

Session 2: “The Incredible Years Teacher Program: Supporting Teacher Practices to Promote Social and Emotional Health of Children”
(12:45-4:00pm)
The Incredible Years Teacher program is an evidence-based, group-delivered, video-modeling method for promoting effective classroom management and reducing disruptive behaviors. The Incredible Years Teacher program is designed to promote teachers' knowledge and use of good classroom management practices including effective praise, proactive teaching strategies, compliance training, giving effective commands, consistent consequences, ignoring, and use of time out procedures for teachers. Additionally, the program focuses on ways to foster social-emotional development among children, build positive relationships between teachers and parents, and increase parental involvement in their children’s education. The core principles and processes of the Incredible Year Teacher program will be reviewed.
Student Center East - Court
FEATURED PRESENTATION
Including All Tiers and All Participants in the RTI/MTSS Process
Leonora Clarkson, EdS, Butts County Schools
Having an understanding of how the RTI/MTSS process works includes all students. Interventions are part of the process, but there are many things a school needs to consider when evaluating their RTI process for behavior. Parents and community members are important elements that need to be considered.
Presentation Track: K-12 (Elementary)
Tier(s) of Intervention: Tiers 1, 2, 3, 4

Student Center East - House
Teaching with Love & Logic
Sandy DeMuth, EdS, & Donna Ann Flaherty, EdS, Georgia Department of Education
Have you ever felt you were in an argument with a student and you were not sure how it happened? Have you overreacted to a student’s misbehavior, felt you should have given a different consequence, or just couldn’t think of what consequence to give at the time? Do you feel minor misbehavior becomes elevated because you are not sure how to handle it? Do you wish you had some additional tricks to “nip misbehavior in the bud” so your class would run smoother? Teaching with Love and Logic has answers. In this presentation you will learn several powerful interventions to help you manage your classroom with ease.
Presentation Track: K-12 (High)
Tier(s) of Intervention: Tiers 1 & 2

Student Center East- Senate (8:30-11:45am)
FEATURED PRESENTATION- EXTENDED SESSION
The PersonBrain Model: A Positive, NeuroRelational Behavioral Support Model for Challenging Students
Paul Baker, PhD, International Strength Based Institute
The PersonBrain Model is a positive, strength-based NeuroRelational behavior support framework that provides practical tools for those working with challenging students. Participants will explore cutting-edge research in the areas of trauma-informed care, relational brain science and culturally-responsive educational practice along all Tiers of support. This presentation is appropriate for both general and special educators who work with challenging behaviors.
Presentation Track: GNETS
Tier(s) of Intervention: Tiers 1, 2, 3, 4

Student Center West - Room 460/462
Teaching Social Skills in the Community to Individuals with Autism
Lisa Cymbor, BCBA, Chiara Cunningham, BCBA, & Dana Zavatkay, BCBA-D, Marcus Autism Center
Often times social skills are missed as a significant clinical need for children with high functioning autism when they are successful academically. Social skill deficits impact an individual’s ability to make meaningful friendships, to participate fully in a fully inclusive setting (e.g., public school), and to participate in community activities with their peers and family (e.g., sports events, restaurants, baseball/soccer games, etc.). An approach to selecting individual social goals, intervention techniques, and data collection procedures will be discussed.
Student Center West – Room 466/468
Faculty, Community, and Parental Ownership and Buy-In throughout the PBIS Process
Christina Craft, EdS, Heidi Thompson, & Lauren Flanagan, Mainstay Academy-Griffin GNETS
This presentation describes the process of acquiring and maintaining staff, home and community ownership, participation and buy-in to the PBIS process.
GNETS/GaDOE PBIS School
Presentation Track: GNETS
Tier(s) of Intervention: Tier 1

Student Center East - Lucerne
Building Respect and Relationships in Alternative Schools
Jill Rogers, EdS, & Marcus Richardson, EdS, Murray County Schools
Learn how to teach effective social skills in controlling behavior and interactions, which can be taught to students, parents, employers to implement in the home and community.
GaDOE PBIS School
Presentation Track: K-12 (High)
Tier(s) of Intervention: Tiers 1, 2, 3

Student Center East - Sinclair
Disproportionality in Special Education: Current Data and Recommendations
Jasolyn Henderson, PhD, Georgia Department of Education, & Paula Freer, PhD, DeKalb-Rockdale GNETS
This presentation will focus on disproportionality in special education in Georgia over the last five years. We will describe what disproportionality is, how it is calculated, and the State Education Agency (SEA) and Local Education Agency (LEA) statutory requirements related to disproportionality determinations. In addition, disproportionality trend data over the last five years will be discussed. Lastly, recommendations for practice, resources, and references will be provided.
Presentation Track: K-12 (Elementary)
Tier(s) of Intervention: Tiers 3 & 4
Student Center East - Lanier
Dialogue Journaling and Students in a Therapeutic Education Setting
Carrie Kane, MEd, David Houchins, PhD, Kris Varjas, PsyD, & James Schwab, MEd, Georgia State University
Disruptive behavior and academic achievement are concerns for all teachers, but are especially concerning for teacher in alternative settings (Lehr, Tan, & Ysseldyke, 2009). Positive school climate, including positive student-teacher relationships, is one way to address both academic achievement, and student behavior outcomes (Cohen, McCabe, Michelli, & Pickeral, 2009). In addition, implementing effective instructional strategies has been shown to improve on-task behavior as well as academic achievement (Gunter, Hummel, & Conroy, 1998). One instructional strategy that has been shown to improve student on-task behavior and writing skills is Dialogue Journaling (Regan, Mastropieri, & Scruggs, 2005).
Presentation Track: GNETS
Tier(s) of Intervention: Tiers 3 & 4

Student Center East - Dalton
Be the Difference
Donna Eskut, EdD, Coweta County Board of Education
How can you “Be the Difference” in a student’s life? In this session, you’ll hear stories of educators that have made a difference in the lives of students by providing positive supports. You should walk away ready to work with those students that currently give you anxiety and stress. Be ready for encouragement and motivation…and a bit of fun. Whether you teach in elementary, middle, or high school, you’ll find this session worthwhile.
Presentation Track: K-12 (Middle)
Tier(s) of Intervention: Tiers 1, 2, 3

Student Center West – Room 455
Integrating Functional Communication Training Strategies in the Individual Therapy Session
Ashley Burdette & Emily Graybill, PhD, Georgia State University
This presentation will explain Functional Communication Training and the research supporting the efficacy of use with children who need an individualized approach to the management of challenging behaviors. Implementing Functional Communication Training strategies into the individual speech therapy session can help decrease challenging behaviors and frustration, allowing for more time to be spent working on communication goals. These strategies can also be adapted for use by parents at home for therapy practice.
Presentation Track: Family
Tier(s) of Intervention: Tier 4
<table>
<thead>
<tr>
<th>Student Center East - Court</th>
<th>The Journey Towards a Culturally Responsive School</th>
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<tbody>
<tr>
<td>Julie Schneider, Deana Ingraham, Jose Mena, Errol Dice, &amp; Sarah Barbour, Fulton County Schools</td>
<td>This interactive session will have participants involved in activities that build awareness and understanding of culturally responsive schools in order to improve the participants’ communication and relationships with the students and community stakeholders.</td>
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<td>Presentation Track: K-12 (Middle)/All Audiences</td>
<td>Tier(s) of Intervention: Tier 1</td>
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<thead>
<tr>
<th>Student Center East - House</th>
<th>PBIS Implementation in Georgia: What we know and what we need to know</th>
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<tr>
<td>Andy Roach, PhD, Joel Myers, PhD, Jackie Bialo, MPH, &amp; Megan Frank, Georgia State University</td>
<td>Tara Davis, MEd, &amp; Ginny O'Connell, EdS, Georgia Department of Education</td>
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<tr>
<td>This presentation will provide an overview of evaluation data from the Georgia Department of Education’s PBIS implementation efforts. The GaDOE and their evaluation partners from Georgia State University have collected and analyzed multiple years of implementation and outcome data from over 250 schools from across the state. The evaluation results presented during this session will provide attendees with &quot;the state of the state&quot; in terms of PBIS in K-12 schools.</td>
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<td>Presentation Track: K-12 (Elementary)</td>
<td>Tier(s) of Intervention: Tier 1</td>
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<tr>
<th>Student Center West - Room 460/462</th>
<th>Conducting Functional Behavior Assessments and Functional Analyses in Schools</th>
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<tr>
<td>Andrea Zawoyski, MA, University of Georgia, &amp; Dana Zavat kay, BCBA-D, Marcus Autism Center</td>
<td>This presentation will describe methods for conducting Functional Behavior Assessments (FBAs) in schools. Attendees will learn about specific parts of the assessment, including functional analysis. Information about how functional analyses have been conducted in schools will be provided, as well as data from individual cases.</td>
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<td>Presentation Track: K-12 (Elementary)</td>
<td>Tier(s) of Intervention: Tier 4</td>
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<tr>
<th>Student Center West – Room 466/468</th>
<th>Creating Community- Student to Student through PBIS Student Ambassadors</th>
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<tr>
<td>Chris Briggs, EdS, &amp; Lauren Flanagan, Mainstay Academy</td>
<td>This presentation will show how Mainstay Academy has used the Student PBIS Ambassador Program to promote student involvement in the PBIS process and create a student-invested, positive school community.</td>
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<tr>
<td>GNETS/GaDOE PBIS School</td>
<td>Presentation Track: GNETS</td>
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<td>Tier(s) of Intervention: Tiers 1 &amp; 2</td>
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Student Center East - Sinclair
Restorative Discipline: Rebuilding Learning Communities through Responsive Practices
Restorative discipline represents an integrative approach to addressing challenging or difficult behaviors within any learning community. The combined use of evidence-based practices for effective classroom management with techniques for prevention and de-escalation serve as viable means through which students can learn prosocial skills and replacement behaviors. As an ideal model for a discipline grounded in dignity and cultural responsiveness, restorative discipline serves as the nexus between equity and balanced consequences when managing student behaviors.
Presentation Track: K-12 (Elementary)
Tier(s) of Intervention: Tiers 1, 2, 3, 4

Student Center East - Lucerne
Reading, Writing, Arithmetic, & Targeted Instruction using PBIS Data
Kathy Hawkins, EdD, Dorothy Floyd, MEd, & Vicki Ramos, MEd, Sand Hills GNETS Augusta
Session will include teaching PBIS expectations across curriculum using common core objectives & using classroom PBIS data to target behavior instruction. Our goal: helping students and teachers make the PBIS matrix relevant and promote student achievement. We also promote application across settings, including school & the home.
GNETS/GaDOE PBIS School
Presentation Track: GNETS
Tier(s) of Intervention: Tier 4

Student Center East - Lanier
What Are the Stories of Students Who Attend an Alternative High School?
David Houchins, PhD, Kristen Varjas, PsyD, Carrie Kane, MEd, Zachary Johnson, MEd, & Mora Pressley, MEd, Georgia State University
Students who attend alternative school have typically had a greater number of factors in their lives that put them at risk for failure in school than do their peers in traditional schools. (Fulkerson, Harrison, & Beebe, 1997). These students have a variety of stories about their experiences in school and life that contributed to their attendance in an alternative setting. Through this mixed-methods study, researchers conducted the Three Interview Series of in-depth phenomenological interviews (Seidman, 2006) with high school students to identify their experiences that have led to them attending alternative schools, what school is like at the alternative school and what are their prospects for the future and what control do they have over that. By understanding the student's perspective of how they got to the alternative school and what they think their future looks like, teachers and parents will be able to identify strategies and interventions to help students be successful at the alternative school and to help them return to traditional schools.
Presentation Track: GNETS
Tier(s) of Intervention: Tiers 1, 2, 3, 4
Student Center East- Dalton
Stabilizing the Pyramid of Intervention
Donna Eskut, EdD, Coweta County Board of Education
Tired of seeing the pyramid of interventions (POI) topple when a student has inappropriate behaviors? The POI is established for academics. However, when behavior becomes an issue, many professionals don’t know what to do. This session will highlight the various tiers and provide ideas of what can be done from Tier 1 through Tier 3 with research based interventions. (Note: Tier 4 is considered Special Education in Georgia.) We’ll take a look at how the pyramid often topples over and what can be done to stabilize it and move forward for the sake of our students.
Presentation Track: K-12 (Middle)
Tier(s) of Intervention: Tiers 1, 2, 3

Student Center West – Room 455
PBIS: What does it take to make it work?
Jessica Harris, EdS, Newton County Schools
This presentation will highlight the 10 critical areas of the PBIS framework. Examples of how an elementary and secondary school utilized the PBIS framework to achieve operational status will be discussed. Resources will be given on how to effectively gain parent and community stakeholder support of a school wide PBIS system.
GaDOE PBIS School
Presentation Track: K-12 (Elementary)
Tier(s) of Intervention: Tiers 1 & 2

11:45am-12:30pm
LUNCH
Join us in the Ballroom
Student Center East - Court  
Function-Based Interventions, PBIS, and North Metro GNETS
Student Successes
Cassandra Holifield, PhD, & Jessica Schuster, MEd, North Metro GNETS, Kimberly Thorpe, EdS, Metro RESA

The broader perspective of an FBA offers a better understanding of the function or purpose behind student behavior. Behavior Intervention Plans when developed based on an understanding of "why" a student misbehaves are extremely useful and effective in reducing problem behaviors.

GNETS/GaDOE PBIS School  
Presentation Track: GNETS  
Tier(s) of Intervention: Tiers 3 & 4

Student Center East - House
Almost Everything You’ve Ever Wanted to Know about Video-Based Instruction
Chris Tullis, BCBA-D, & Eli Jimenez, BCBA-D, Georgia State University

Video-based instruction is an evidence-based practice that may be effective in a number of settings and for a variety of skills. Although effective, some practitioners may struggle with setting up video-based programming. This presentation will guide attendees through the research-base, current data, and set-up video-based instructional programming for a number of community-based skills.

Presentation Track: K-12 (High)/All Audiences  
Tier(s) of Intervention: Tiers 3 & 4

Student Center East - Senate (12:45-4:00pm)
FEATURED PRESENTATION- EXTENDED SESSION
Legal Guidance Related to Behavioral Supports in Schools
Emily Suski, LL.M, JD, MSW, Georgia State University College of Law

This presentation will focus on the relationship between behavioral supports, FAPE, and LRE. In addition, it will include information on how behavioral issues trigger child find/the responsibility to evaluate students for special education. It will also cover bullying--specifically how bullying of (or by) students with disabilities gives rise to responsibilities to address the issue in the IEP. Finally, it will cover how Hospital/Homebound should and should not be used for students exhibiting behavioral problems.

Presentation Track: K-12 (Middle)  
Tier(s) of Intervention: Tiers 2, 3, 4

Student Center West - Room 460/462
Operational, now what? Sustaining high quality methods of PBIS implementation
Oatanisha Dawson, EdD, April Kilroy, EdS, & Amy Yacobacci, EdS, Glynn County Schools

Now, after acquiring and maintaining operational status, Glynn County’s school leaders merge trend data with survey results to prioritize target areas. In this session, school leaders will highlight strategies to reduce office discipline referrals and improve committee ratings on the Benchmarks of Quality in order to sustain the implementation of PBIS. School leaders will share how to use smart technology to enhance data collection.
methods, improve parental involvement and survey data to positively impact the CCRPI score.

*GaDOE PBIS School*
Presentation Track: K-12 (Elementary)
Tier(s) of Intervention: Tiers 1, 2, 3, 4

### Student Center West – Room 466/468
**Picture This! Promoting Positive Supports through Creative Arts Activities**
Chris Briggs, EdS, Mainstay Academy GNETS
This hands-on workshop is designed to provide adults who work with and live with youth some FUN and first-hand experience using the arts to promote positive relationships and cultures in classrooms, therapy groups and families. Participants will be guided through a number of short creative arts activities designed to promote understanding and relationship development and provide positive shared experiences. A brief review of development as it relates to a child's needs, interests, fears and abilities will be interwoven into the workshop.

*GNETS/GaDOE PBIS School*
Presentation Track: GNETS
Tier(s) of Intervention: Tiers 2, 3, 4

### Student Center East- Sinclair
**A person’s a person no matter how small- Understanding the Role of Temperament in Working with Toddlers and Young Children**
Kimberly Robinson, PhD, & Ann VanBuskirk, PhD, DeKalb-Rockdale GNETS
A Person’s a person no matter how small - Understanding the Role of Temperament in Working With Toddlers and Young Children, will provide participants with a framework for understanding the relationship between a child’s temperament and the environments where they learn and grow. Participants will be engaged in a discussion on the challenges of working with young children with temperaments often categorized as “difficult” or "slow to warm up". This presentation will provide participants with strategies that can be used to help increase the social, emotional and adaptive functioning of children through positive and supportive interventions. While this presentation is aimed at educators, we recognize parents as the primary teachers for their children, and will present strategies for engaging positively at home as well as in the school environment.

Presentation Track: Birth through 5
Tier(s) of Intervention: Tiers 2, 3, 4

### Student Center East- Lucerne
**Start with the Heart: Building Warm and Welcoming Early Learning Climates**
Deanna Hibbard, MS, Metro RESA, Tara Davis, MA, Georgia Department of Education, & Cassa Andrews, MEd,
Georgia Department of Early Care and Learning
This session will share details of *Start with the Heart*, an Early Learning Climate prototype taking place in select Metro Atlanta elementary schools focused on children Pre-K – 3rd grade. Working together, the Georgia Department of Education, the Georgia Department of Early Care and Learning and the Metropolitan Regional Educational Service Agency will share how they are blending the curricula of the Tier School-wide PBIS framework with the Program-Wide PBIS framework via the Pyramid Model. The blending is designed to ensure early learners are equipped with social emotional, developmentally appropriate practices that will lead to more
positive behavior in a school environment. The early stages of this process related school selection, teaming, training curriculum, data reporting as well as classroom coaching and practices will be shared. Presentation Track: All Audiences Tier(s) of Intervention: Tier 1

**Student Center East - Lanier**

**Improving Student Outcomes: A Comprehensive Program for At-Risk Students**

Heather Bradley, EdS, Monroe County Board of Education

In this presentation we will discuss the development and implementation of a comprehensive program designed to improve general education student outcomes in the school setting using positive interventions and supports. The presentation will include: criteria for identifying at-risk students, the plan for implementation of the program, an explanation of the social skills and anger management curriculum implemented, data regarding the effectiveness of the program, and testimonials from the students who have participated in the program.

**GaDOE PBIS School**

Presentation Track: K-12 (High)

Tier(s) of Intervention: Tiers 2, 3, 4

**Student Center West – Room 455**

**Mother and Son Q&A: Autism Life Lessons/Experiences**

Eren Niederhoffer, Autism Self-Advocate, & Dorian Sue Denburg, Attorney and Mother

Autism Self-Advocate Eren Denburg Niederhoffer and his Mother Dorian Denburg will be hosting a presentation where you the audience get to contribute to and help build the presentation itself. For the duration of the presentation, Eren and Dorian will answer questions from the audience about his experiences and trials as an individual on the Spectrum and from a mentoring parent. The presentation will be created using a voice recorder Eren will dictate to, so no need to worry about having your voices recorded in the audio files, you will just have your questions recorded using Eren and Dorian’s voices.

Presentation Track: Family/All Audiences

Tier(s) of Intervention: Tiers 2 & 3

**Student Center East - Dalton**

**Improving Skills When Working with Challenging Behaviors: Get “Sneaky Smart”**

Jeffery Craver, PhD, Rockdale County Public Schools

There isn’t a definitive “guidebook” for educators and parents to turn to, thus making us hungry for more training in behavior management, especially proactive strategies. This presentation will help the participants to see that being “sneaky smart” is all about changing adult behavior, being flexible & willing to truly problem solve, and being more skilled at ways to alter the environment & the positive supports that we can put into place. Evidenced-based strategies will be reviewed that the participants can begin to implement immediately with children that fall into all tiers.

Presentation Track: K-12 (Elementary)

Tier(s) of Intervention: Tiers 1, 2, 3
Student Center East - Court

Reaching and Maintaining PBIS Operational Level in an Alternative Setting

Thiago Aleixo, EdS, & Hanna Kiser, EdS, Elam Alexandar Academy

After 3 years of changing obstacles into challenges and challenges into goals, we have been able to reach and maintain operational level under PBIS. An operational school has scored 80% on school-wide benchmarks of quality; school-wide benchmarks of quality consider the critical elements of PBS team, faculty commitment, effective procedures for dealing with discipline, data analysis, and the development of rules and expectations. This journey has been a teaching experience for our staff and students at Elam Alexander Academy, GNETS program. PBIS is about creating school-wide discipline codes of conduct that align with the PBIS framework, using problem solving process to reduce office discipline referrals, acknowledgement systems, and creating an overall positive school climate. In order for our team to maintain operational level we have to continually meet to review data and provide strategies and interventions that effectively impact our school. We would like to share lessons from our journey and to share experiences with others who envision the same process.

Participants will become familiar with specific strategies of implementing school-wide PBIS, learn a framework for evaluating school-wide behavior data, and understand the need for comprehensive plans for wraparound support. Participants will achieve these objectives through process analysis, in-depth case study, collaborative planning, and a question and answer session.

GNETS/GaDOE PBIS School

Presentation Track: GNETS
Tier(s) of Intervention: Tiers 2, 3, 4

Student Center East - House

Promoting Social Emotional Engagement through a Universal Design for Learning

Jennifer Ro, MA, CCC-SLP, Marcus Autism Center

A positive, caring, and supportive school environment paired with high levels of student engagement and motivation for learning are key factors that significantly influence a student’s success in school and, as a result, for life beyond. With school districts tasked to educate a diverse student population with a range of abilities and learning styles, teachers are challenged to maintain high levels of motivation and engagement to facilitate learning within their individual classrooms. An innovative program through the Marcus Autism Center specifically addresses these challenges within the context of the classroom through a Universal Design for Learning (UDL) framework relevant for all students in both the general education and special education settings. Based on the most current social neuroscience and on normative social emotional guidelines, the SEE-KS program facilitates teachers’ ability to meet the needs of all students through proactive planning that considers students’ developmental levels and learning styles.

Presentation Track: K-12 (Elementary)
Tier(s) of Intervention: Tiers 1 & 2

Student Center West - Room 460/462

Yoga for Regulation of Emotions

Stephen Fusco, JD, Georgia State University, & Kimberly Viel-Ruma, PhD, University of Georgia

Yoga is an ancient tradition that has been around for centuries to help center students and assist in the regulation of emotions. The presenters conducted a study at Hillside regarding the use of yoga for the
regulation of behaviors. Additionally, this program offers suggestions for the use of yoga in the classroom as a Tier-1 and Tier 2 support and provides a model to easily implement this strategy in the classroom.

Presentation Track: K-12 (High)
Tier(s) of Intervention: Tiers 1 & 2

**Student Center West – Room 466/468**

**Differentiating Instruction with Technology**

Amanda Oxford, EdS, Northwest GNETS

Differentiating instruction with Technology is a presentation intended to improve teacher and parent understanding of what differentiation looks like in a modern classroom. Differentiation strategies are not only effective tools for increasing learning and engagement but can also be an important part of a student's Individualized Education Plan.

**GNETS/GaDOE PBIS School**
Presentation Track: GNETS
Tier(s) of Intervention: Tier 4

**Student Center East - Capital**

**Prevention and Replacement of Challenging Behaviors in Young Children**

Allison O’Hara, EdS, Breanna Kelley, MSW, & Lillie Huddleston, PhD, GSU Center for Leadership in Disability

Participants will be introduced to the functions of behavior and learn why their child is engaging in challenging behaviors. Participants will be guided through the research-supported interventions aimed at prevention and replacement of challenging behaviors. Participants will have the opportunity to create an individualized behavior intervention plan for their child, student, or client via the use of the Brief Behavior Questionnaire and Intervention Planning tool (BBQuIP).

Presentation Track: Birth through Five; Family
Tier(s) of Intervention: Tiers 3 & 4

**Student Center East - Sinclair**

**Preschool Pyramid Model Tier Two: Implementation and Research**

Cynthia Vail, PhD, University of Georgia

In this session, participants will learn about the importance of teaching social/emotional skills to young children. Key social skills such as those key to developing friendships along with emotional literacy will be discussed. Finally, participants will learn about Dr. Vail’s research teaching emotion words to 3-year olds in Headstart using a bilingual approach.

Presentation Track: Birth through 5
Tier(s) of Intervention: Tier 2
Student Center East - Lanier  
Development and Training of Comprehensive Behavior Intervention Plans  
Jennifer Alexander, BCBA-D, & Katie Smith, BCBA-D, Comprehensive Behavior Change  
When it comes to behavior intervention plans (BIP), there is a large discrepancy between what is required, what is best practice, and what is actually occurring. This presentation will cover recommended components for an effective BIP that meets federal and state requirements, research based methods for training staff and parents to implement BIPs in the school and home, and ways to evaluate BIPs once implemented. Participants will leave with a copy of the Behavior Intervention Plan Development Tool.  
Presentation Track: K-12 (Elementary)  
Tier(s) of Intervention: Tiers 3 & 4

Student Center East - Lucerne  
Assessment and Treatment of Challenging Behaviors that Interfere with Academic and Social Development  
Jamieson Ekstrom, MEd, Clarissa Priore, Shannon Hewett, Nicholas Shrewsbury, Mindy Scheithauer, BCBA-D, & Joanna Lomas Mevers, BCBA-D, Marcus Autism Center  
Individuals with developmental delays are at high risk for exhibiting challenging behavior that interfere with learning and adaptive skill development. These behaviors can often be resolved, or their impact can be mediated, by the use of behavioral interventions using functional assessments and reinforcement strategies. This talk will present on research representing specific behavioral strategies used to treat challenging behavior specifically focusing on applied examples that have implications in the home, school, and community settings.  
Presentation Track: K-12 (Elementary)  
Tier(s) of Intervention: Tiers 3 & 4

Student Center West – Room 455  
Cultural Competence, Family Support, and Disability  
James Butler, Lamar County Schools, & Stacey Ramirez, Georgia ARC  
The GaDOE Cultural Competence Project: Family Support, Culture and Disability was initiated approximately five years ago by the Georgia Department of Education, Division of Special Education and Services and the Center for Leadership in Disability at Georgia State University. The cultural competence project followed the Family Support, Culture, and Disability curriculum developed out of Denver, CO. The curriculum is highly interactive and is driven by participant interaction. Project participants reported gaining an understanding of the perspectives of many of the challenges faced by individuals with disabilities and their families. This understanding led to a self-reported increase in empathy among project participants. Participants in this presentation will experience parts of the 8-hour Family Support, Culture, and Disability curriculum and will leave the presentation with positive attitudes about disability, and understanding about the family perceptions of disability, the impact of culture on services, supports and attitudinal change relative to disability.  
Presentation Track: Family/All Audiences  
Tier(s) of Intervention: Tiers 1, 2, 3, 4
NOTES
- In Student Center East, take the elevator to the third floor
- Cross the third floor bridge (you will go outside) to Student Center West
- When you enter Student Center West, turn right
- Walk to the end of the hall (past the GSU bookstore)
- Turn right and go up the stairs to the 4th floor
- The conference presentation rooms are on the 4th floor
After reviewing conference presentations and locations, use this template to design your own personalized quick and easy guide to the 2015 GAPBS Conference.

**Wednesday, December 2nd**

8:30-10:00am
Session: 
Room: 

10:15-11:45am
Session: 
Room: 

11:45am-12:30pm
Lunch 
Room: Ballroom 

12:45-2:15pm
Session: 
Room: 

2:30-4:00pm
Session: 
Room: 

4:15-6:15pm
Conference Happy Hour
Location: Ritz-Carlton (Downtown)
The conference shuttle will be available throughout the happy hour to bring you to the Ritz and to return you to the conference parking deck at your convenience!
Thursday, December 3rd

8:30-10:00am
Session:
Room:

10:15-11:45am
Session:
Room:

11:45am-12:30pm
Lunch
Room: Ballroom

12:45-2:15pm
Session:
Room:

2:30-4:00pm
Session:
Room: