2020 GAPBS Conference Program

Georgia Association for Positive Behavior Support

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Georgia Association for Positive Behavior Support
KEYNOTE SPEAKERS

Judge
Steve Teske

Dr.
Jemelleh Coes

Dr.
Heather George
DAY 1: December 2, 2020

9:00-9:30 am – Lara Sims (Cornelius George/PBIS Film)
9:45-11:15 am – Judge Teske’s Keynote
11:30-12:15 pm – Justin Hill - GADOE
12:15-1:00 pm – Lunch/ Exhibitors Open
1:00-2:15 pm – Dr. Jemelleh Coes’s Keynote
2:30-3:15 pm – Innovative Practices/ Exhibitors Open
4:00-5:00 pm – Breakout Sessions

DAY 2: December 3, 2020

9:00-9:30 am — Lara Sims/GAPBS Awards
9:30-10:00 am — Jason Byars
10:15-11:00 am — Dr. Heather George’s Keynote - No One is Exempt! The Need for Safety, Equity and Working Together
11:00-12:00 pm — Lunch Break/ Exhibitors Open
12:00-1:00 pm — Breakout Session
BREAKOUT BREAKDOWN — DAY 1

• Room 1: Strengthening Your PBIS Framework Given Current Events! — Tony Feldman, GaDOE
  ▪ Define social competencies to address current events. Ensure Leadership Team is utilizing best practices to teach and acknowledge expected behaviors. Implement simple and effective ways to utilize data within a problem-solving process to produce informed decisions.
  ▪ Learning Objectives:
    • Implementing the Core Practices of PBIS to address Current Events
    • Ensure Leadership Team is utilizing simple and effective practices to problem-solve.

• Room 2: ePBIS- HERO in Every Environment — Veterans Elementary, Bibb Co

• Room 3: Nurturing an Effective Workforce: Leadership Strategies and Considerations that Support Educators and the Social Emotional Development of Students— Esther Dykes & Peggy Sutton, DECAL
  ▪ This session focuses on effective leadership strategies to support the systems, policies and resources necessary to ensure an effective workforce that addresses social-emotional development and challenging behavior.
  ▪ Learning Objectives:
    • Connect the role of program leaders in building an effective workforce that supports social emotional learning
    • Understand basics of mind shifts of adults that will create positive outcomes for children
    • Review leadership strategies including collaborative planning and professional development
    • Discuss adult capabilities, self-regulation, and the importance of supporting self-care for educators
    • Apply collaborative action planning strategies for improving social-emotional

• Room 4: Integrating Restorative, Trauma-Informed and Cultural Responsive Practices to Propel your PBIS Framework — Michele Flowers, Clayton County Schools
Learning Objectives:

- Participants will explore some of the principles of Trauma-Informed Care and how they complement the primary ideas behind PBIS.
- Participants will learn how the integration of restorative practices and culturally responsive teaching can improve PBIS implementation.
- Participants will practice using SEL, Trauma, and Culturally sensitive approaches through a VIRTUAL classroom circle.

Room 5: Putting the "Universal" in Universal Screening: Focusing on the Whole Child…MCSD’s Journey—Kenya Gilmore and Nikki Sutton — Muscogee County Schools

- The presentation will describe the successes and challenges of implementing universal screening to identify students needing additional behavior and social/emotional supports. We will provide information on how we began our journey from screening some to students at selected schools to screening students at all MCSD schools. We will describe the successes and pitfalls that we have experienced on this journey and provide trend data collected.
- **Room 6: The Transformative Power of Student Voice and Wraparound Services — Leigh Colburn, Centergy Project**

  - What happens when early warning systems point to barriers outside of the school’s control? How do teachers, principals, and school districts address issues of transiency, family changes, poverty, trauma, immigration, addiction, mental, emotional, social, and physical health? Teachers, principals, and more importantly, students, know external factors get in the way of student learning, but don’t know what to do about them. In this training, you will receive an overview of how schools and districts are gathering student voice to inform wraparound services for the purpose of holistically meeting the family, social & emotional, and academic needs of their students.

  - **Learning Objectives:**
    - Identify academic and social-emotional barriers to achievement.
    - Identify family needs.
    - Socialize the concept of wraparound services.
    - Build a culture of trust.

- **Room 7: Survival of the Fittest: “Changing Your Lens in 2020” — Lisa Futch, Coastal Academy GNETS**

  - The educators of 2020 are facing more challenges than ever. Given the rise of the COVID-19 pandemic as well as the civil unrest in our country this year, stress and burnout has increased to an all-time high for staff and students. With this unprecedented phenomenon in mind, it’s time for a lens change in education. This presentation will provide a new perspective on creating and maintaining healthy learning environments for all stakeholders. The purpose of this presentation is to foster the idea that staff should be afforded the same physiological and psychological safety nets that we expect students to receive.
• Learning Objectives:
  • Utilizing Maslow’s Hierarchy of Needs as a conceptual framework, participants will:
  • Understand how staff unmet needs can lead to trauma, toxic stress, and burnout.
  • Examine how staff can spread more trauma, toxic stress, and burnout to students as a result of their own.
  • Value the need for self-care for staff and students.
  • Create strategies to address self-care for staff and students using a trauma informed lens.

BREAKOUT BREAKDOWN — DAY 2

• Room 1: Sources of Strength — Tammi Clarke, GADOE
  • Sources of Strength is one of the most researched “upstream” student-led programs for preventing suicide, violence, bullying and substance abuse. Through the power of peer influence, social networking, and positive messaging, Sources of Strength mobilizes individuals and communities to lean on strengths through the ups and downs of life. Participants will experience the interactive presentation style of Sources of Strength that promotes connection and builds trust among adults and youth. During our presentation we will provide an overview of the program, allow participants to explore the strengths wheel, and demonstrate creative engagement strategies that promote strong relationships.
  • Learning Objectives:
    • Understanding of the Sources of Strength program
    • Understand the eight sources of strength that promote resilience
    • Understand how to apply hope, help and strength personally and professionally

• Room 2: Mental Health Supports within a Tier 3 System — CLD
  • Students with challenging behaviors often have underlying, and sometimes overlooked, mental health concerns. Through this session, participants will learn how to identify and support students with mental health concerns.

• Room 3: Targeted Social Emotional Strategies for Educators — Alicia Prather and Emily Graham, DECAL
All students need a strong foundation in social and emotional learning in order to succeed academically. This session focuses on how educators can enhance students’ social emotional skills through building the core competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making.

Learning Objectives:

- Learn and discuss the importance of social emotional learning
- Understand how children and adults react and respond as it relates to various brain states
- Identify strategies to enhance emotional awareness and management
- Identify ways to support students’ ability to build and maintain friendships
- Identify strategies for teaching problem solving skills to support anger and impulse control

Room 4: “Culturally Responsive Triangulation of Data That Helps Reduce Bias and Disproportionality” — North Metro GNETS

Implementing effective FBAs & BIPs can present formidable challenges for many schools. It is essential that schools know, understand, and consider the impact that traumatic experiences can have on a student’s inability to trust, increase feelings of powerlessness, fear, and hopelessness which can negatively impact a student’s ability to adhere to traditional behavioral norms. Implementing relevant culturally responsive and restorative practices into therapeutic behavioral interventions using the triangulation of data process can lead to more effective behavioral intervention plans, a reduction in implicit bias and disproportionality, resulting in more students mastering their behavioral goals and being reintegrated back into the least restrictive environment.

Learning Objectives:

- Identify, define, and understand culturally responsive and restorative practices
- Identify, define, and understand implicit bias and disproportionality
- Comprehend trauma history and trauma informed care
- Examine the triangulation of data process and be able to effectively identity FBA target behaviors while developing effective BIPs that include interventions that consider data from the triangulation process that include targeted behavior, trauma history, restorative practices, and culturally responsive therapeutic behavioral interventions
Room 5: Exploring Tier II Intervention Options to Improve Student Behavior and Mental Health Outcomes — Robert J Marsh, Mercer University

- Schools have a variety of interventions occurring on school campuses, often times these interventions are implemented in silos without much understanding of the alternatives and additional supports that also exist on campus. The purpose of this presentation is to take a deeper look into the options of Tier 2 interventions including intervention options and staff involved that can support school-wide positive behavioral supports and student mental health.

- Learning Objectives:
  - Participants will leave this session with the understanding of the purpose of Tier 2 interventions and the differences of school-level MTSS systems.
  - Participants will leave this session with the knowledge of Tier 2 interventions that are designed to improve student behavior and mental health.

Room 6: High School Panel

Schools have a variety of interventions occurring on school campuses, often times these interventions are implemented in silos without much understanding of the alternatives and additional supports that also exist on campus. The purpose of this presentation is to take a deeper look into the options of Tier 2 interventions including intervention options and staff involved that can support school-wide positive behavioral supports and student mental health.

Room 7: All the Way Up: Scaling Up PBIS Fidelity across the Tiers — Cobb County- Griffin Middle School

Nestled in the growing community of Smyrna, GA, Griffin Middle School has been implementing PBIS since the 2015 school year. Session participants will learn about the journey of the PBIS team and identify ways they have pivoted amidst the global pandemic to intentionally adopt and embed family engagement strategies, community partnerships, restorative practices, adult and student SEL, and cultural responsiveness.

- Learning Objectives:
  - Examine how the PBIS team embedded family engagement strategies, community partnerships, adult and student SEL, and cultural responsiveness across the tiers.
  - Identify ways the PBIS team modified implementation to fit the context of Griffin Middle School due to the global pandemic.
  - Describe the strategies the PBIS Team identified to scale up fidelity for the 2021 school year.
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