

# 10th Annual Georgia APBS Conference Program (2017)

Georgia Association for Positive Behavior Support

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# Georgia Association for Positive Behavior Support 10<sup>th</sup> Annual Conference

CONNECTING



November 28<sup>th</sup> & 29<sup>th</sup>, 2017  
Infinite Energy Center  
Duluth, Georgia

Greetings,

Thank you for attending the 10<sup>th</sup> annual Georgia Association for Positive Behavior Support conference! We are very excited about this year's program and are very happy to have you joining us. This year's event includes over 100 presentations and speakers from throughout the state, nation and world.

Each year, this conference brings together educators, interventionists, family members, clinicians, disability advocates and community partners to share research, information and resources regarding positive behavior supports and the lasting impact they have upon our homes, schools and community.

We would like to thank our planning committee and community partners for helping to make this event possible. It is through their hard work, expertise and resources that we have been able to host this event over the past 10 years. By working together, as a collaborative team, we have increased awareness of positive behavior supports, interventions, and strategies throughout Georgia. By increasing the number of individuals, like yourself, who understand and utilize positive behavior support strategies, we have been able to improve the lives of children and adults within our communities.

Thank you again for attending this year's conference! Enjoy the event and keep up the good work!

Sincerely,

GAPBS Conference Chairs

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# What is GAPBS?

The Georgia Association for Positive Behavior Support (GAPBS) is a network of the national [Association for Positive Behavior Support](#) (APBS).

The purpose of the GAPBS network is to increase the visibility of positive behavior support in our state. The network aims to provide a collaborative statewide effort to disseminate positive behavior support practices. The network supports a range of persons interested in promoting positive behavior support capacity building initiatives, promoting the use of positive practices, and promoting membership in the national APBS organization.



# Presentation Tracks

This year's conference offers the following presentation tracks:

**Advanced Tiers**

**Community Support**

**School Climate**

**Mental Health**

**Classroom K-12**

**Birth to 5** (Only offered on Day 2)

**Family/Parents**

**All Audiences**

*Attendees are not locked into sessions within any one-track selection. All attendees are free to design their conference schedule with any combination of sessions.*

# Keynote Speaker

Tuesday: 9 am to 10 am in Salon 1/2/3

## Now More than Ever: Doubling Up on Prevention and Behavioral Sciences



**Dr. George Sugai, PhD**  
**University of Connecticut**

George Sugai is Carole J. Neag Endowed Professor in Special Education in the Neag School of Education at the University of Connecticut with expertise in behavior analysis, classroom and behavior management, school-wide discipline, function-based behavior support, school-wide positive behavior supports, and educating students with behavioral disorders. He has been a teacher in the public schools, treatment director in a residential program, and program administrator. Dr. Sugai conducts applied school and classroom research and works with schools to translate research into practice, especially at the school-wide, district, and state levels. He is currently co-director (with Rob Horner and Tim Lewis) of the Center on Positive Behavioral Interventions and Supports ([www.pbis.org](http://www.pbis.org)) at the University of Connecticut and University of Oregon, co-director (with Mary Beth Bruder) of the Early Childhood Personnel Center ([www.ecpcta.org](http://www.ecpcta.org)), and Research Scientist for the Center on Behavioral Education and Research ([www.cber.org](http://www.cber.org)) in the Neag School of Education.

Dr. Sugai will be giving a second presentation from 12:15-1:30 in Salon 6/7. This presentation is titled ***Having a Conversation: Prevention and Behavioral Sciences***.

# Featured Speakers

## Day One Speakers

Tuesday, November 28<sup>th</sup>



### **Jason W. Byars**

**GAPBS President**

**Presentation:** Conference Overview

**Time:** 8:15-8:30 am

**Location:** Salon 1/2/3



### **Richard Woods**

**Georgia's School Superintendent**

**Presentation:** Conference Welcome

**Time:** 8:30-9:00 am

**Location:** Salon 1/2/3





## **Emily Rubin**

**Director, Educational Outreach Program**

**Presentation:** Creating Supportive Learning Environments through Social Emotional Engagement

**Time:** 12:15-1:30

**Location:** Salon 1/2/3



## **Daniel Crimmins, PhD**

**Director, Center for Leadership in Disability**

**Presentation:**

**Time:** 1:45-3:00

**Location:** Salon 1/2/3



**Rep. Katie Dempsey**  
**Georgia House of Representatives**  
**Presentation:**  
**Time:** 1:45-3:00  
**Location:** Salon 6/7

**Day Two Speakers**  
**Wednesday, November 29<sup>th</sup>**



**Justin Hill**  
**Program Manager, GaDOE Positive Behavioral Interventions and Supports**  
**Presentation:** Conference Welcome  
**Time:** 8:00-8:15  
**Location:** Salon 1/2/3



**Joseph Barrow, Ed.D**  
**Superintendent, Fayette County Board of Education**  
**Presentation:** PBIS Update  
**Time:** 8:30-9:00  
**Location:** Salon 1/2/3



## **Susan Barrett**

**Director, Mid-Atlantic PBIS Network**

**Presentation 1:** School Mental Health Within a Multi-tiered System of Behavioral Supports in Schools

**Time:** 9:15-10:30

**Location:** Salon 1/2/3

**Presentation 2:** Addressing Students with Internalizing Needs through School-wide PBIS

**Time:** 12:45-2:00

**Location:** Salon 1/2/3



## **Tamika La Salle, PhD**

**Assistant Professor, University of Connecticut**

**Presentation 1:** Integrating Culture and Climate Within the Context of PBIS

**Time:** 9:15-10:30

**Location:** Salon 5



**Cathy Little, PhD**

**Senior Lecturer of Special Education, The University of Sydney**

**Presentation 1:** Positive Behaviour Support from an Australian Perspective

**Time:** 9:15-10:30

**Location:** Salon 6/7

# Tuesday, November 28<sup>th</sup>

*Registration opens at 7:30am*

**The following events are to be attended by all participants:**

**Conference Overview: 8:15-8:30 am**

**Location: Lower Level - Grand Ballroom Salon 123**

Presenter: Jason Byars, GAPBS President

**Featured Speaker: 8:30-9:00 am**

**Location: Lower Level - Grand Ballroom Salon 123**

Presenter: Richard Woods, Georgia School Superintendent

**Keynote Speaker: 9:00-10:00 am**

**Location: Lower Level - Grand Ballroom Salon 123**

Presenter: George Sugai, PhD., University of Connecticut

# Tuesday: Breakout Session 1

## 10:15-11:30 am

### Lower Level - Salon 4

#### **Sustaining PBIS in the Middle School Years**

*Meredith Crittenden, Tamara Edwards and Bambi Papp, Marietta City Schools*

This presentation will focus on the beginning first few years of PBIS implementation within a Middle School setting. This will include how MSGA created expectations, a token economy, started the journey to teacher buy-in, and how we best utilized the tools of PBIS. The presentation will begin with how year 1 started in each of the above areas. Next, the team will discuss how we utilized the problem solving process and the various PBIS tools to identify further areas of growth. The presentation will end with sharing where the PBIS framework is as we enter year 4 of implementation. Data will be shared to show MSGA progress in multiple areas, including: teacher buy in/attendance, student discipline, and Benchmarks of Quality. The presenters will also discuss the “Bumps in the Road” and how to persevere and overcome. The participants will be able to see how MSGA works collaboratively with different community and home resources to make the PBIS framework run effectively. Participants will learn about the importance of stakeholder engagement in the development and implementation of secondary interventions.

Participants will:

- Learn about the importance of stakeholder engagement in the development and implementation of secondary interventions
- Learn how to utilize problem solving to identify areas of growth within their school’s PBIS implementation
- Gain ideas on how to develop a successful plan for school wide PBIS implementation

**Presentation Track: School Climate**

### Lower Level - Salon 5

#### **Monitoring Fidelity of BIP Implementation at Tier III**

*Allison O'Hara, Ed.S M.S., Georgia State University*

Educators across Georgia are actively enhancing their skills related to technically adequate functional behavior assessment (FBA) processes and development of high-quality, function-based behavior intervention plans (BIP). However, many teams at the tertiary level of positive behavior support struggle with consistent and accurate

implementation of BIP components. At times, interventions are deemed ineffective during progress monitoring when, in actuality, strategies outlined in the plan are being implemented inconsistently or incorrectly. Intervention complexity, barriers to staff communication, and resource limitations are just a few of the factors that may interfere with fidelity of intervention implementation. This presentation will focus on data-driven methods for monitoring fidelity of BIP implementation. Additionally, strategies targeting prevention of errors in BIP implementation, as well as, strategies for staff feedback, self-reflection, and practice-based implementation will be covered. Educators, along with caregivers and community members attending this presentation, will leave with a greater capacity to assess and improve the accuracy and consistency of behavior intervention application.

Participants will:

- Be provided with data-driven methods for monitoring fidelity of BIP implementation
- Learn strategies targeting prevention of errors in BIP implementation
- Learn strategies for staff feedback, self-reflection, and practice-based
- Leave with a greater capacity to assess and improve the accuracy and consistency of behavior intervention application

**Presentation Track: Advanced Tiers**

### **Lower Level - Salon 6/7**

#### **Self-management & social skills strategies to support student success**

*Tom Clees, PhD, University of Georgia*

This presentation will describe research-based self-management and social skills instructional strategies to promote social and academic skills for students with disabilities, including self-recording strategies designed to facilitate academic productivity and social skills instruction designed to increase compliance to teacher requests. These strategies are pragmatic and can be used by school/clinical personnel, as well as parents.

Participants will:

- Be able to describe a social skills approach to assist students to follow teacher requests
- Be able to describe a social skills approach to assist students to give compliments to peers/siblings
- Be able to describe the theoretical framework for generalization of skills
- Be able to describe self-recording procedures to assist students with behavioral challenges in academic engagement and home responsibility skills

**Presentation Track: All**

### **Upper Level - Meeting Room 2A/B**

#### **Finding Your Zen: Mindfulness in the Classroom**

*Stephen Fusco, Georgia State University*



Meditation, mindfulness and transcendental activities are gaining popularity in today's society. There are "apps" to take a five minute meditation from the day and there are numerous studies showing the benefits of mindful practices in everyday life. This session is dedicated to teachers, parents and advocates looking for ways to incorporate mindfulness practices into their daily lives.

Participants will:

- Learn how to incorporate mindfulness practices into their daily lives
- Learn the benefits of participating in mindfulness practices
- Be provided with a variety of effective and easy resources related to mindfulness practices

**Presentation Track: Mental Health**

### **Upper Level - Meeting Room 2 C/D**

#### **Creating an Inclusive Climate for Students with Developmental Disabilities (AS/ASD)**

***Stephanie C. Holmes, Autism Spectrum Resources for Marriage & Family, LLC***

What is inclusion? Is it academic? Is it social? It is both! Students with developmental delays such as autism spectrum disorder are lacking true social inclusion in elementary schools. How do we get there? Who needs training? Teachers? Administrators? Peers? Parents? Creating a positive socially inclusive climate for students on the spectrum is a collaborative effort. Elementary school years are the foundation for students forming their image of self as a student and a friend. It is crucial to help these students achieve a sense of community and belonging beyond the mainstream academic classroom to a true social inclusion of the school community.

Participants will:

Learn what it means for a school to be truly inclusive

Learn how to use a collaborative team approach to create an inclusive school environment

Learn how we can create inclusive elementary school environments for all students

**Presentation Track: Classroom K-12**

### **Upper Level - Meeting Room 4 A**

#### **Behavior Skills Training to Build Professional Capacity**

***Janet I. Goodman, Haralson County School District; Yayoi Kitta, North Metro GNETS; and Kimberly Waldrop, Carroll County Schools***

Ongoing professional learning is one of the critical elements to promote professional capacity. Administrators and intervention staff need a way to systematically and efficiently build capacity across all school staff as educators are trained in PBIS for all students and individualized behavioral strategies for students. Behavior Skills Training (BST) (Breidenbach, 1984) is an evidence-based training approach that is effective and

efficient, and more importantly, that is generally accepted by trainees because of high engagement and follow up coaching. This systematic procedure provides participants the opportunity to engage in instruction, watch the trainer model a skill, practice and increase their own skills, and then receive feedback from the trainer on both correct and incorrect responses related to the skills. In a typical professional learning session, it is difficult to conduct BST due to time limitations, time-consuming procedures, and the individual comfort level of participants when they receive constructive feedback in a group setting. Many professional learning sessions in schools may only be 40-60 minutes long due to teacher schedules. These may be some of the reasons that many trainers avoid implementing this effective training approach. We propose that BST procedures can be modified to occur over several days or weeks by implementing a systematic procedure to instruct, model, provide practice opportunities and feedback using a systematic feedback protocol to reap the benefits and efficiency of BST. Implementation of these BST procedures to train staff in both GNETS and district wide professional learning settings will be discussed.

Participants will:

- Review procedures and the elements of Behavior Skills Training
- Examine modifications of Behavior Skills Training to meet your training needs
- Compare various feedback delivery methods (asking questions for buy-in, sandwich technique, coaching feedback loops) in training protocols

**Presentation Track: All**

## **Upper Level - Meeting Room 4 B**

### **Positive Supports for Families with Gender Nonconforming Children**

***Rebecca M. Eaker, Georgia Gwinnett College***

Children demonstrating atypical gender expression often face numerous challenges at home, at school, and within the community. This session explores the historical and modern views of childhood gender nonconformity, the behavioral dynamics and mental health challenges for children and their families, as well as specific positive interventions to support them in home and/or school environments. Participants will leave with detailed research-supported information and practical tools for working with gender nonconforming children and their families.

Participants will:

- Understand the definition of gender nonconformity, its history, as well as modern views of the dynamic of atypical gender expression
- Explore the challenges faced by children demonstrating gender nonconformity, as well as the challenges faced by their families
- Explore various types of interventions currently utilized for working with gender nonconforming children and families
- Engage in practice exercises to enhance their understanding of the interventions and reinforce learning

**Presentation Track: Family/ Parents**

## Upper Level - Meeting Room 5A

### **Building Positive Relationships through Team Building**

***Paul Parker***

It is vital for us in the education profession to develop leaders. It is my belief that we have to prepare our young people for the challenges and demands they will inevitably face in today's society. Our students must be equipped with the knowledge and character needed to run Fortune 500 companies, teach the future generation of scholars, and lead this nation back to its worldwide power. In order for that to happen, they need great models. Our youth have to have the best teachers that we can offer. Based upon my experience, I can assist with the selection and development of great teachers. I believe that it takes a unique individual to take on the responsibility of changing the world. If you think you can "pull the wool" over the eyes of today's youth by just lecturing and not providing challenging, engaging, and meaningful lessons then you are in for a surprise. Throughout my educational career, I have motivated and developed educators through seminars on leadership development, professional development, team-building initiatives, and one on one coaching.

In my position as, Assistant Director of Hyde Leadership Public Charter School, I lead a faculty in opening a new charter school as well as implementing a strong curriculum that produced a 99% college acceptance in our 4th year. I assisted new and veteran teachers with how to develop strong relationships with students and their families. I facilitated weekly meetings that focused on goals and outcomes. We analyzed data to formulate strategies and implement interventions that changed our culture and produced positive results. Through my leadership, teachers have gone on to become Principals, directors, instructional coaches as well as counselors among other educational endeavors.

In my twenty-four years as an educator, I have had the privilege of working in several Title I schools. In this setting, I have found these schools to face many challenges. Teachers usually have to have outstanding classroom management, engaging lessons, and empathy for students who face an array of disadvantages. I coach teachers on what strategies to use and how to keep students engaged. I know how to build trust with adults and get them to believe in themselves and the work that they are doing. As a transparent leader I often share my struggles and incorporate others in the decision making process.

Participants will:

- Learn how to develop strong relationships with students and families
- Learn strategies that will help them maintain student engagement
- Learn strategies that will help them become more effective leaders within their classrooms, their schools and their communities

**Presentation Track: ALL**

## **Upper Level - Meeting Room 5B**

### **Start with the Heart: Aligning PW and SW-PBIS in Early Elementary Grades**

***Michelle Sandrock, Metropolitan Regional Educational Service Agency and Brandy Woolridge, Georgia Department of Education***

Come learn about Start with the Heart, a state collaboration, aligning the School-Wide PBIS framework with the Pyramid Model (Program-Wide PBIS) for Pre-K and early elementary students. The alignment of these two frameworks is designed to ensure Pre-K – 3rd grade students are equipped with social emotional, developmentally appropriate practices that will lead to more positive behavior, as well as lifelong social emotional and academic success. Hear how Georgia is building state, district and school infrastructure in school climate to support PBIS in elementary schools and leave with practical ways to immediately strengthen existing PBIS procedures and processes to better support your students and teachers.

Participants will:

- Learn about Start with the Heart, a state collaboration that aligns the School-Wide PBIS framework with the Pyramid Model
- Learn how to build and maintain state, district and school level infrastructure related to social emotional development
- Leave with practical ways to strengthen their existing PBIS plan

**Presentation Track: School Climate**

## **Upper Level - Meeting Room 5C**

### **Barriers and Solutions to Schoolwide PBIS in High Schools**

***Deborah A. Keane***

This session will address implementation of PBIS in the high school context. Topics for discussion include the unique nuances of high school PBIS, what the data tells us, and enhancing student outcomes through PBIS. Discussion will include interventions in advanced tiers that have demonstrated success in the high school to reduce dropout rates and improve outcomes to include College and Career Readiness.

Participants will articulate:

- Current drop-out rates and interventions that work in the high school context
- How the smallest change in their setting can have the largest effect
- PBIS outcomes in high schools
- Strategies to strengthen students' CCR skills
- The unique differences of HS PBIS implementation

**Presentation Track: School Climate**

## **Upper Level - Meeting Room 6 A**

### **Increasing Student Success Through Self-Determination**

***Jennifer H. Carpenter, Georgia Network for Educational and Therapeutic Support and Tonya Plant, NW GLRS***

Adding explicit self-determination lessons to an already packed schedule is difficult at best. However, developing a student's ability to be self-determined has the potential to foster a more positive school environment in the areas of academics and behavior. NW GNETS and GLRS have partnered throughout the last year to bring ASPIRE and self-determination curriculums to the high school students of NW GNETS with positive results. This presentation will highlight this partnership, and show how self-determination skills can be successfully integrated into special education classrooms. By combining explicit self-determination lessons with social skill development, a student's ability to self-advocate in the home and school environment will be positively affected. Research on the importance of self-determination skills on student success after high school will be presented. In addition, participants will walk away from the presentation with ten "Getting Started" lessons as well as lesson topics deemed most valuable by NW GNETS students.

Participants will:

- Learn how NW GNETS and NW GLRS partnered together to help their students self-determination skills
- Be exposed to a variety of self-determination lessons that focus on social skills development and self-advocacy
- Be provided with a list of social skills lessons deemed beneficial by NW GNETS students

**Presentation Track: All**

## **Upper Level - Meeting Room 6 B**

### **P.B.I.S. - The Second Time Around**

***Courtney H. Randle, Newton County School - Liberty Middle School and Keisa M. Taylor, Newton County School - Liberty Middle School***

Have you tried to implement P.B.I.S. at your school with little or no success? Are you experiencing limited support from your administration, faculty, staff, parents and students? Do you lack the funding to support and sustain your incentives? Liberty Middle School experienced all of these pitfalls when we first attempted to implement PBIS. After some careful reflection, analyzing of our discipline data, honest conversations with administration, faculty and staff, rebranding and revamping of the P.B.I.S. school-wide program, we were able to successfully launch and sustain our school-wide program and move to Operational status.

Participants will:

- Learn how Liberty Middle School launched a successful school-wide PBIS program

- Learn about the possible obstacles that may arise during initial PBIS implementation
- Learn how the use of critical reflection, data and rebranding can increase a school's likelihood of successful PBIS implementation

**Presentation Track: ALL**

### **Upper Level - Meeting Room 6 C**

#### **PBIS and School Based Mental Health in Murray County Schools *Jill Rogers, Murray County School System; Rachel McCrickard, Georgia Hope; and Rebecca Blanton, Georgia DOE***

This session is designed to give an overview of school-based mental health services in Murray County School District and how they support and enhance the PBIS framework. We will discuss the history of PBIS in this rural school district along with the challenges and successes experienced. The process that led to the implementation of the school based mental health partnership with Georgia HOPE will also be explained as well as the extreme benefits seen by both staff and students in the school system. Meeting the unmet needs of students with mental health challenges impacts student attendance, behavioral and academic outcomes, and discipline in a positive way. We will also discuss our plan to grow the partnership and next steps. Parents benefit from this partnership on a regular basis, as these services assist families with the skills necessary to carry positive interventions and coping skills over into the home environment.

Participants will:

1. Gain an understanding of the benefits of the PBIS framework and school based mental health services for both staff and students.
2. Gain an understanding of the methods for implementing and growing a school based mental health program.
3. Gain an understanding of the way that these two frameworks support and enhance each other.

**Presentation Track: Mental Health**

# Tuesday: Breakout Session 2

## 12:15- 1:30 pm

### Featured Speaker: Emily Rubin

**Presentation:** Creating Supportive Learning Environments through Social Emotional Engagement

**Location:** Salon 1/2/3

### Lower Level - Salon 4

#### **Sustainability of Tier 1 Implementation and Parent Involvement** *Sherry Ferguson and Courtney Simpson, Gwinnett County Public Schools*

This presentation will cover sustainability of Tier 1 implementation of a PBIS program at an elementary school plus ways to increase parent involvement. The presentation will cover student and teacher rewards and incentives, PBIS committee incentives, behavior logs, flow charts on classroom managed behaviors vs office managed behaviors, PBIS core team committees and sub committees, funding sources for PBIS program, and ways to involve students. Examples of weekly PBIS topics, lesson plans and parent brochures will also be presented. Ways to involve parents in your PBIS program through workshops lunch and learns, and surveys will also be covered. Information for parents on how to incorporate PBIS into their home and family time will also be shared.

Participants will:

- Be able to identify information to share with parents on how to incorporate PBIS into their homes.
- Be able to identify funding sources for your PBIS programs.
- Be able to identify incentives for students, faculty and staff, and PBIS committee

**Presentation Track: Family / Parents**

### Lower Level - Salon 5

#### **Chaos to Calm: Three Behavior Management Strategies for “Complex” Students**

*Elaine Taylor-Klaus and Diane Dempster, ImpactADHD*

Teachers want to inspire students to reach their full academic potential, and parents want the same. But when children who struggle with learning fail to hit typical milestones alongside their peers, their challenges can raise serious obstacles for teachers in the classroom, for their relationship with parents, and damage children’s self-esteem, as well.

Behavioral management systems have been proven to be effective for classroom behavior modification and home use. However, while they make sense in theory, many teachers and parents struggle with implementing them in reality. When behavior management systems don't yield desired results, adults often don't know what to do to improve their effectiveness.

This interactive workshop will discuss how to modify traditional behavior modification techniques to improve results in the classroom or at home, offering a paradigm shift for educators and parents, with corresponding tactical strategies for implementation. It is effective for teachers, school counselors, and the administrators who support them, and for parents, as well.

Using an innovative behavior management approach – the coach-approach – that has been derived from a research-driven model for change management, both a theoretical foundation and concrete strategies to improve outcomes for children will be addressed. We will introduce three foundational principles with accompanying strategies to support school personnel and parents in day-to-day management of complex children, addressing specific messages that adults can employ to effectively help kids maximize their potential.

Participants will be invited to interact with the material in experiential exercises, personalizing the content to individual circumstances and identifying next steps for follow-up.

Participants will:

- Leave with a combination of theory and practical application
- Leave with an understanding of how a “coach-approach” can shift learned helplessness, self-sabotage, and other obstacles facing students with learning challenges
- Leave with a clear model for the cultivation of lifelong learners – at school and at home

**Presentation Track: ALL**

## **Featured Speaker: George Sugai, PhD.**

**Presentation:** Having a Conversation: Prevention and Behavioral Sciences

**Location:** Salon 6/7



## **Upper Level: Room 2 A/B**

### **Discovering Your Coaching Style**

*MiMi D. Gudenrath, State Department of Ed*

This highly interactive presentation will allow participants to discover their own personal learning style and how to then work and coach others who may learn very different style. Participants will learn the strengths and challenges of working with individuals and teams and how to maximize professional learning by understanding each person's area of need and strengths.

Participants will:

- Learn the various types of coaching and learning styles
- Learn their own preferred coaching styles
- Learn how to coach others who embrace a different style than their own.

**Presentation Track: Classroom K-12**

## **Upper Level - Meeting Room 2 C/D**

### **PBIS-Our Journey (On a Quest for the Best)**

*Charlotte S. Flores and Candace F. McGhee, Ethel W. Kight Elementary School*

This is the story of our journey from being a school where students' behaviors were controlling us to being a school where learning is our focus. Now students are being taught school wide expected behaviors, rewarded for demonstrating these behaviors, so that teachers can focus on teaching the standards. Ethel W. Kight is a Title 1 school serving a diverse student body in LaGrange, GA where we aim to include our parents and other stakeholders on this journey. Come learn how the EKES staff changed their mindset and continue to strive to assist our Kight Knights on their Quest for the Best!

Participants will:

- Learn how to change a school's culture through the implementation of PBIS
- Learn how to engage parents as stakeholders in a school's PBIS mission
- Learn how to develop and teach school wide behavior expectations

**Presentation Track: ALL**

## **Upper Level - Meeting Room 4A**

### **Bryan County Schools: The Start, The Success, and The Surprises**

*Dr. Denise Scott; Brooks Bicknell, Kerrin Daniel, Julie Hernandez, Paige Nobles, and Jamesa Nelson, Bryan County Schools*

Utilizing and Implementing PBIS in the Bryan County Schools has been a task but has also been very rewarding. We use SWIS to present all of the information to the staff monthly. This information shows all of our strengths and weaknesses. It shows the areas that need the most improvement. We will show SWIS strategies that work. We will show how PBIS works in the home and the community.

We will include the following:

- School wide positive behavioral interventions and supports
- School Climate
- Positive behavior support for birth to five settings
- Positive behavior support in the home and community
- How to use SWIS data strategies that work

Participants will:

- Learn best practices for using SWIS data
- Learn how to match the need with an intervention or practices
- Understand student responsiveness and outcomes

**Presentation Track: ALL**

## **Upper Level - Meeting Room 4B**

### **From Chaos to Calm**

***Rhonda Harris and Kelly Petaccio, Griffin-Spalding County Schools***

A hands on session demonstrating and discussing the most engaging strategies for addressing emotional and social concerns of students for Tier 2 and Tier 3 interventions. An overview of an effective student referral process, evidence based interventions like Positive Action & Second Step as well as tried and true tools such as Zones of Regulation, Social Thinking, Mindfulness and creative interventions.

Participants will:

- Learn strategies for addressing emotional and social concerns at Tiers 2 and 3
- Gain an understanding of a variety of evidence-based interventions related to social emotional wellness
- Learn how to develop an effective student referral process

**Presentation Track: Mental Health**

## **Upper Level - Meeting Room 5A**

### **Transforming Teacher Meetings to Create Collaborative Impact - A Rural Georgia High School's Journey**

***Jacqueline Johnson, Tara Noe and Jennifer Wilson; North Murray High School***

Track the journey we have taken while striving to reach the tipping point so students learn at deep levels. By shifting our work in teacher meetings to emphasize impact, we created action plans to increase deep learning.

We explore how our shift from “meeting” to “Collective Efficacy” was initiated and evolved because of our emphasis on:

- Examining Student Growth
- Listening to Student Voice

- Improving Teacher Clarity
- Increasing Feedback to and from Students
- Appreciating Peer Observations
- Providing Impact Coaching

We provide specific examples of teacher work, student work, and data with videos and photos.

Participants will:

- Learn how to restructure staff meetings to emphasize impact
- Learn how to create an action plan that focuses on “deep learning”
- Learn what it means for students to engage in “deep learning”

**Presentation Track: School Climate**

### **Upper Level - Meeting Room 5B**

#### **Using PBIS to Create a Brand Identity and Learning Climate**

*Kent P. Sparks Mr., Bibb County School District*

This presentation will share how one high school in a medium size urban district leveraged PBIS to inculcate an improved environment, drastically reducing (by 75%) the number of Office Discipline Referrals (ODR), Out of School Suspensions (OSS), and tribunals over a three-year period. The school implemented PBIS by making it a pervasive part of all aspects of the school, creating procedures and routines universally understood by all stakeholders. Also, an online tracking and management system was created to manage Level I and Level II offenses (those offenses not referred to Administration). Counseling was utilized to redirect students identified as struggling with Level I and Level II offenses. A rewards system was created that placed greater emphasis on intrinsic rewards rather than extrinsic rewards. In successfully implementing PBIS, a positive brand identity was created. Steps taken to re-brand the school will be discussed.

Participants will:

- Know how to implement PBIS and promote stakeholder buy-in and accountability
- Understand how high school implementation differs from implementation at lower levels.
- Know how to use PBIS to create a positive brand for your school

**Presentation Track: School Climate**

### **Upper Level - Meeting Room 5C**

#### **Flexible Seating: Providing the Positive Learning Environment Students Need**

*Clista M. Williams and Genevieve Barker, Waycross Middle School*

Everything in the classroom has changed....except seating! Would it be challenging for you to sit in a desk for 7 hours a day? If you answered yes, then think about the ADHD, student with autism, and all other students in today's school setting. Many of them go home to continue sitting uncomfortably while completing hours of homework! Flexible seating in the classroom or at home gives students a choice in which type of seating works best for them. Being able to move while learning increases the oxygen to the brain, which in turn increases the blood flow; therefore, allowing more learning and retention to occur. We will share our overwhelmingly successful growth with differentiated seating, as well as student testimonials.

Participants will:

- Be exposed to a variety of different types of seating
- Be provided tips and ideas on how to implement flexible seating in their home or classroom.
- Make their own seating, in order to help them understand how create flexible seating for their students

**Presentation Track: Classroom K-12**

### **Upper Level -Meeting Room 6A**

#### **PBIS Supports Using Fidelity Implementation Checklists & Coaching**

***Cassandra A. Holifield Dr, North Metro GNETS; Yayoi Kitta, North Metro GNETS; Carrie Kane, North Metro GNETS; and Janet Goodman Dr., State University of West Georgia***

In order to implement a data-based PBIS coaching cycle using a multi-tiered system of support (MTSS) within the North Metro GNETS program, the presenters will review the North Metro GNETS BIP implementation checklist, results of inter-rater reliability using a fidelity implementation checklist, and implement a MTSS PBIS Coaching Process to implement systems change within the North Metro GNETS Program. The presenters will review the BIP implementation checklist from the North Metro GNETS program and identify positive behavior supports throughout the checklist. Teachers and lead teachers self-assess their students' BIPs within the first ten days of the school year (or upon student enrollment) to ensure that PBIS strategies are included in each BIP. Once they have completed the Teacher BIP implementation checklist then site coordinators, assistant site coordinators, and lead teachers complete monthly walk-throughs to check BIP implementation fidelity in the classroom setting in a coaching capacity. The North Metro GNETS district leadership team also completes classroom walk-throughs and then data are compared with on-site coordinators for inter-rater reliability. Once walk-throughs are completed the observers compare checklist observations and meet with classroom teachers to discuss implementation of the BIP strategies. This coaching discussion allows the teachers and administrators to provide feedback on consensus on ratings related to successes and areas for improvement. Using individualized data from a BIP implementation checklist directly connects a student to home, school, and his/her community through the use of PBIS supports that are generalized across environments unique to him/her.

Participants will:

- Know how to compare PBIS best practice to BIP implementation checklist
- Review a BIP fidelity implementation checklist process
- Examine a PBIS Coaching process using a Multi-Tiered System of Support (MTSS) within the North Metro GNETS program with a Systems Change Application

**Presentation Track: Advanced Tiers**

## **Upper Level - Meeting Room 6B**

### **Demystifying Asperger's and Absolutism**

*Richard Kaplan and Simon Huebner*

High-functioning autism-also known as Asperger's-has been characterized by a lack of personal success and poor social skills. This is in reality the manifestation of absolute thinking. Absolute conclusions, judgments, and rules that have been heard, taught, and experienced from early childhood become unequivocal truths with compounding consequences over time unless directly engaged. The poor social skills and/or objectives, narrow interests, repetitive behaviors, speech and/or selective communication, as well as unique rules and habits associated with HFA are symptoms of absolute ideas developed from everyday life situations. This presentation addresses four distinct methods of intervention. When used in unison, these interventions have had a significant positive effect on the quality of life with Asperger's. These methods involve two cognitive strategies for Asperger's individuals and two communication strategies for neurotypicals. The Asperger population needs to learn how to avoid forming unnecessary absolutes and how to self-identify and dismantle established absolutes. Neurotypicals will learn how they need to talk to an Asperger individual so no new absolutes are created. They will also learn how to discover absolutes the Asperger individual has made and adjust their speech to help unravel unnecessary absolutes and ensuring no new extraneous ones are formed.

Participants will:

Learn about four interventions that can positively affect the quality of life for individuals with high functioning autism

Learn what it means to engage in absolute thinking

Be able to guide their children or student to better resolve conflicts, socialize, and improve executive functioning

**Presentation Track: ALL**

## **Upper Level - Meeting Room 6C**

### **Parents....an Invaluable "Link" to Student Success**

*Janice V. Mendence, NWGA RESA; Lori Robinson, Haralson County Central Office; and Angela West, Haralson County Central Office*

Research demonstrates the strong correlation between parental involvement and student achievement. This research, which involves studies that highlight the outcomes of parental involvement, will be presented. In addition, examples of parental involvement from tiers 1, 2, and 3 in the various PBIS systems in northwest Georgia will be given. Haralson County Schools will provide specific examples on how they have included not only parents, but also community stakeholders in their quest to increase participation. They will discuss specific strategies on how to engage parent/community stakeholders on a limited budget. Participants will walk away with ideas and strategies that have been successful in seven PBIS systems in northwest Georgia.

Participants will:

- Become aware of the research that addresses parental involvement on student achievement and the importance in making them partners in this process.
- Learn ways in all three tiers to involve parents in the educational process.
- Walk away with strategies on how to engage parents and community members while working with limited resources.

**Presentation Track: Family / Parents**

# Tuesday: Breakout Session 3

## 1:45-3:00 pm

### Featured Speaker: Daniel Crimmins, PhD.

**Presentation:**

**Location:** Salon 1/2/3

#### Lower Level - Salon 4

##### **How to Educate Students With Difficult Behaviors**

*Tera R. Reid, Angela Smith, and Joan Lloyd-Granston, DeKalb County School District*

The field of education is filled with rewarding and fulfilling moments. Then, you have those moments where you want to pull out your hair!! In a classroom with 30 plus students with varied backgrounds, learning styles, temperaments, etc., you are still expected to educate everyone regardless of behavioral outbursts. So, how do you do it all?

Participants will:

- Understand the difference between being tolerant and showing care as it relates to students with difficult behaviors
- Understand some of the causes of problem behaviors
- Understand methods and best practices to diffuse situations.
- Have practical examples of how to be a successful teacher and/or parent of a student with difficult behaviors

**Presentation Track: Classroom K-12**

#### Lower Level - Salon 5

##### **Teaching the Matrix: Stand Alone and Content Based Lesson Plans for Middle School and High School**

*Dr. Kym Harris, Georgia Southern University*

**Presentation Track: Classroom K-12**

### Featured Speaker: Rep. Katie Dempsey

**Presentation:**

**Location:** Salon 6/7

## **Upper Level - Meeting Room 2 A/B**

### **The Lights are Out and Nobody's Home - Renewing Positive Energy and Becoming Fully Present**

***Dr. Ann VanBuskirk and Robinson B. Kimberly, DeKalb-Rockdale GNETS***

In an age of high demand and limited resources, exponential information flow through constant connection with technology, sensory overload and high stress, staff and caregiver burnout is increasing. More educators are leaving the field, and teacher retention is a significant challenge. In order to be positive in our intervention, it is critical for educators, therapists, administrators, parents and caregivers to recognize symptoms of fatigue and burnout, renew our own source of positive energy and be fully present in our work. This presentation will provide information on recognizing symptoms of burnout in self and others. Participants will engage in active learning stations involving creativity, sensory and mindfulness practices, including the creation of mandalas, the use of massage, and the practice of gratitude.

Participants will:

- Gain a better understanding of symptoms of burnout, including self-awareness of quality of life.
- Able to recognize signs of burnout and fatigue in self and others.
- Able to identify mindfulness practices that lead to increased self-efficacy and feelings of positive wellbeing.
- Actively participate in mindfulness and creativity experiences.
- Receive information that will enable them to continue mindfulness and creativity practices and increase their effectiveness in positive intervention.

**Presentation Track: School Climate**

## **Upper Level - Meeting Room 2 C/D**

### **Using Classroom Coaching and Pyramid Practices to Support Pre-K thru Early Elementary Teachers**

***Michelle Sandrock, Deanna Hibbard, and Lucy Quinonez, Metropolitan Regional Educational Service Agency***

Want to equip your teachers with social emotional and developmentally appropriate strategies to better support their students and decrease challenging behavior in their classrooms? Research shows that professional development inclusive of not only lecture, demonstration and opportunities to practice, but classroom coaching increases training outcomes of content knowledge, skill and classroom application to 95%! Therefore, come see how training on the Pyramid Practices coupled with classroom coaching can create positive learning climates in your Pre-K thru early elementary classes.

Participants will:



- Leave with access to eleven ready to use Pre-K – 3rd Grade Classroom Pyramid Practice modules
- Leave with coaching resources that can be immediately utilized as part of a school's PBIS implementation
- Learn how the inclusion of classroom coaching can create positive learning climates

**Presentation Track: Classroom K-12**

**Upper Level - Meeting Room 4 A**

**When PBIS Implementation Fails...and What to Do about It**

*Tabathia S. Baldy, Amy Bennett, and Kimberly Guion; Colquitt County Schools*

PBIS Implementation does not always go as planned. In fact, sometimes it completely fails. In this session, participants will learn how one South Georgia school's PBIS Implementation almost completely failed, as well as the steps the school's PBIS Coach, administrators, and District Coordinator took to get it back on track. Participants will hear candid feedback from PBIS coaches at two different elementary schools regarding mistakes made and lessons learned during the first two years of implementation, and will learn easy to apply strategies to assist with faculty and staff buy-in, time and resource management, and shifting teacher mind-sets, as well as strategies for getting parents and community members involved. Presenters will help participants understand how to use the ten critical elements of PBIS to build and sustain a successful PBIS framework within their schools. The District PBIS Coordinator will also provide participants with strategies for supporting schools from the district level to ensure successful implementation. This information will also help parents and community members better understand the complexity of the PBIS framework and how the ten critical elements work together.

Participants will:

- Learn how to use the Benchmarks of Quality to ensure PBIS Implementation is on-track
- Learn how to prevent implementation failure
- Learn what to do if/when implementation is at risk for failure
- Learn how to engage faculty/staff, family, and community members in initial implementation to increase buy-in and support and ensure successful implementation

**Presentation Track: All**

**Upper Level - Meeting Room 4 B**

**New Attitudes and Innovative Visions will produce New Outcomes**

*Eryn Whitfield , Rita Barnes*

In order to build a community that encourages and supports positive behavior, it is important to encourage faculty/staff buy-in. Our session will focus specifically on the importance of teacher/staff involvement in the implementation phase of Tier 1. We will explain and give examples of how this can be achieved and maintained.

Participants will:

- Understand what teacher/staff involvement looks like.
- Give examples of how "by-in" can be encouraged and maintained.
- Help participants create incentives as well as a platform that encourages the sustainability and growth of PBIS within their school community.

**Presentation Track: School Climate**

### **Upper Level - Meeting Room 5A**

#### **Unspoken Secrets: Top 10 Tips for Substitutes and New Teachers**

*Teresa L. Abbey and Alisa L. Long, Douglas County School System*

Have you ever heard that life offers no guarantees? Well, in education, there are at least two guarantees: that teachers will be absent from the classroom and in need of a substitute and that new teachers will benefit from support with student behavior. We encourage teachers, administrators, support staff, and all stakeholders to attend this valuable presentation to hear the top 10 unspoken secrets of behavior so desperately needed by substitutes and in many cases, new teachers.

Did you know that substitutes have walked out on jobs due to unmanageable behavior? Are you aware that some new teachers suffer in silence, afraid to ask for help with behavior? It is no secret that student misbehavior increases when there are subs and new teachers. Ask yourself: do teachers, administrators, and parents anticipate substitute teachers leaving problematic reports or new teachers experiencing behavioral challenges? Is this why teachers are reported to bribe and/or threaten students to behave appropriately in their absence?

A re-emerging need for rebuilding learning communities through practices that preserve the dignity of students and teachers remains central to restoring an ethos of support. In other words, schools can influence the climate by providing a framework of tools and strategies to support substitutes and new teachers. Deeper exploration of responsive practices is integral to connecting the school, home, and community with strategies for promoting positive learning climates.

Participants will:

- Learn valuable tips that can be shared with all educational stakeholders
- Gain knowledge regarding how to help schools, across grade levels and settings, proactively respond to the unique needs of substitutes and new teachers.
- Gain access to models, templates, and resources that can be shared with and utilized by substitute teachers in addition to new classroom teachers

**Presentation Track: Classroom K-12**

## **Upper Level - Meeting Room 5B**

### **Transforming In-school Suspension into a Positive Tool for Changing Behavior**

*Rosie N. Cooper-Neary and Sarah Harber, Clarke County School District, Athens, GA*

The presentation will provide an overview of a secondary in-school suspension program using a positive behavior intervention and supports model that includes an evidence-based social emotional behavior curriculum effective in targeting at-risk students. Structuring in-school suspension programs in a way that provides students with the means to change poor behaviors when presented with the opportunity to do so is a viable solution to classroom behavior problems plaguing secondary schools today. This presentation will be valuable to education leaders who desire to transform their ISS program into one that reduces recidivism rates and makes academics and behavior modification a priority. The presenters will also discuss ideas for using this social emotional learning curriculum in the elementary setting.

Participants will:

Learn how to reduce recidivism by transforming the structure of their in-school suspension program

Learn how to prioritize academic and behavior modification within the ISS structure

Learn how to incorporate a social-emotional learning curriculum into a high school ISS structure

**Presentation Track: School Climate**

## **Upper Level - Meeting Room 5 C**

### **High School 101**

*Catherine Johnson*

By the time they get to High School, "they ought to know better". We have all heard or even have said this at one time or another. Well, what do we do if they don't know better? The answer is simple...We are teachers, we need to teach. Our presentation will explain the reasons we need to make a change in the way we educate our children. New to PBIS and are in a High School? Where do you begin? Let us share with you, our story and how we made it happen. We would like to share with you what it takes start the conversation. How did we sell it to our stakeholders, our parents, our business partners and most importantly our students? Our team of 17 members, with fidelity, worked together to divide and conquer the task during our implementation year and how we are planning to roll out the new framework that will be our new climate and community. We are going to develop new citizens through the education of positive behavior as our standards for success. Together, we can all positively make a difference in the development of our futures. The data is there to support our needs for change and together, we will be the change that we want to see in the world. (Ghandi)

Participants will:

- Learn how to sell this framework to their community stakeholders

- Learn tips and ideas on how to make a PBIS program as successful as possible
- Learn vocabulary related to the use of PBIS within the high school experience
- Gain access to lesson plans, resources and incentive ideas on how to incorporate a PBIS program into a high school setting

**Presentation Track: School Climate**

**Upper Level - Meeting Room 6A**

**How to Catch a Second Wind to Avoid a Second Year Slump**

*Robbie Y. Vincent, Rome City Schools*

Dr. Robbie Vincent and the Rome City Schools team will present effective strategies to maintain a positive school climate after the initial implementation of district-wide PBIS and will also offer suggestions of how to avoid a "second year slump". School level PBIS coaches from our district will share ideas and strategies that have proven to be successful in maintaining a positive school climate. The Rome City Schools team will discuss our district plan to involve district level administrators, parents and community members with PBIS in our district. The presenters will also share strategies and interventions that can be implemented at elementary, middle, and high school levels to provide tier 1, tier 2, and tier 3 behavioral support to students. The team will also provide ideas for "low cost" and "no cost" resources and incentives that teachers and administrators can use to enhance PBIS within their schools.

Participants will:

- Receive ideas and strategies that have proven to be successful within Rome City Schools
- Be exposed to strategies and interventions that are effective across grade level and tiers
- Be provided a variety of low cost and no cost PBIS resources and incentives

**Presentation Track: School Climate**

**Upper Level - Meeting Room 6B**

**The School Has Called. What Now? 10 Steps for Parents**

*Angela Delvin-Brown, Sharon Walters, and Sharon Walters*

Parents always cringe when they get ‘that call’ from the school. This time the call references a ‘serious’ behavioral incident that involved your child at school. As you speak with them, there are things parents should know and steps that may be necessary to take before the school event does or is allowed to escalate. When situations escalate without appropriate intervention, students sometimes end up with out of school suspensions, changes in placement, or other serious actions proposed or taken by the school. This presentation takes you through the steps that parents need to know to insure their child has the right supports to be behaviorally and academically successful as well as avoiding a potentially damaging situation for your child now or in the future. School personnel can also benefit from a basic understanding of key information and steps to take in these situations.

Participants will:

- Be able to identify at least 5 steps to take to provide effective school supports for their child.
- Understand what an FBA is and how and/or why to ask that one be completed.
- Be aware of several different assessments that can be requested when behavioral challenges surface.
- Be informed of their right to inspect their child's school records and take actions if they disagree with the contents

**Presentation Track: Family / Parents**

## **Upper Level - Meeting Room 6 C**

### **Never Raise Your Voice Again**

*Phalanda E. Perriman and Amie Cumming, Newton County Schools*

Never Raise Your Voice Again will feature ideas and strategies used in the alternative setting. PBIS has been so successful for our program and could easily work in a regular education setting. We also teach parents positive strategies to use at home. A short video presentation from our Academy will feature students, parents, staff, and community members. Our hope is to share strategies with classroom teachers on the power of positive redirection as opposed to negative strategies such as raising your voice.

Participants will:

- Learn positive strategies to use as opposed to negative strategies such as raising your voice.
- Learn ways to build positive relationships with parents and community members
- Learn the power of highlighting student success

**Presentation Track: ALL**

# Tuesday: Breakout Session 4

## 3:15-4:30 pm

### Lower Level - Salon 4

#### **Giving Students a Voice to Create a Positive Classroom**

*Jacqueline Johnson, Tara Noe, and Jennifer Wilson; North Murray High School*

Want to create a positive learning environment? Give the students a voice. Instead of being the sage on the stage, be a guide on the side. This presentation will show you how to transform your classroom into a student-centered classroom. We will look at strategies such as using reciprocal teaching, creating learning targets, and developing success criteria. When students have voice, they have buy-in.

Participants will:

- Learn how to create a student-centered classroom
- Learn about strategies that allow and amplify students' voices
- Learn how to create student buy-in

**Presentation Track: Classroom K-12**

### Lower Level - Salon 5

#### **How to be "Sneaky Smart" with Elementary Classroom Management**

*Jeffery R. Craver, Rockdale County Public Schools*

Being "sneaky smart" is all about changing adult behavior, being flexible, being willing to 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 educators can begin to implement immediately with students that fall in to all tiers. These strategies can be adapted for use in the home setting for parents as well. The "sneaky smart" approach is appropriate for any setting to increase compliance of both large groups of students & individual ones. These methods for being proactive in the classroom setting & how to better intervene with a student that is agitated and resistant have been proven effective over the years. Using humor from experiences of helping teams problem solve frustrating behaviors that children exhibit in the classroom and school settings.

Participants will:

- Learn how to improve some of the evidenced based interventions that they already use in their schools
- Be exposed to some new strategies/interventions to try as they consult and work with school teams

- Learn evidence-based strategies that can be used with students on all three tiers of the pyramid model

**Presentation Track: ALL**

### **Lower Level - Salon 6/7**

#### **EPIC Team Meetings**

***Lindsey Lynch and Kim Crawford, Franklin Forest Elementary, Troup County School System***

EPIC represents: effective and empowering agendas and action plans, productive product notebooks, information drill down, and collaborative communication. During this seminar segment, sample items such as agendas, action plans, product notebooks, and drill down forms will be shared as well as explained how they are utilized in our team meetings to cover all areas of student supports and interventions. SWIS drill down behavior data and interventions; attendance reports and supports; academic progress and interventions for Tier 2, 3, and 4 students; problem solutions; and action development are major areas covered within our team meetings which will be shared during this seminar, Past experiences and growth challenges will be shared so that other teams can learn from our team in order to make their team meetings more EPIC in their own buildings.

Participants will:

- Learn how to make their team meetings EPIC as described above
- Learn how to use effective forms and agendas for streamlining meetings in order to openly discuss effective interventions and supports which are data driven according to their school needs.
- Learn from a school's past experiences and growth challenges in order to not make the same mistakes and build stronger team meetings, which will mean more effective and specific targeted interventions and supports for student, teacher, and system needs within their school buildings.

**Presentation Track: ALL**

### **Upper Level - Meeting Room 2 A/B**

#### **Using PBIS framework in secure settings: Tier II & challenging youth**

***Janette A. Nihles, Chasidy Taylor and Lester Allen, Department of Juvenile Justice***

This presentation will provide insight into the use of PBIS in a secure juvenile facilities and how to utilize Tier II interventions to deal effectively with those youth in such facilities, who present as the most behaviorally challenged. Presenters will share experiences from multiple perspectives within DJJ facilities with different missions, age groups, and barriers. Our processes can be utilized to promote understanding about how youth in secure facilities can transition smoothly back into schools & communities providing PBIS support.

Participants will:

- Learn how the PBIS framework has been implemented by the Department of Juvenile Justice
- Gain a deeper understanding of how youth in secure settings can transition back into their home schools
- Learn how Tier 2 interventions can be utilized to increase positive behavior within secure settings

**Presentation Track: Community Support**

### **Upper Level - Meeting Room 2 C/D**

#### **Tracking Teacher-Managed Behaviors with Google Forms**

*Sallie Robinson, Social Circle City Schools*

There are many outlets for tracking office-level behaviors. Tracking classroom data can be helpful in preventing teacher-managed behaviors from escalating to the office level. A simple Google Form can organize classroom level data, providing a way for teachers and PBIS teams to more effectively track trends in behaviors that are more significant than a redirection, but less serious than office-managed.

By looking at trends and data in minor or teacher-managed disruptions, PBIS teams can strategize effective interventions for systemic issues to help the day run more smoothly and decrease the number of office-managed behavior incidents. With records of classroom behaviors readily accessible, parents and teachers can work together, to find the best way to meet a student's needs. Administrators and coaches can also use the data to help identify teachers who might benefit from additional support. Google Forms is a user-friendly tool to help PBIS teams both organize and share data regarding teacher-managed student behaviors.

Participants will:

- Learn how to create the Google Form described above
- Learn how to share this resource with their teachers and teammates
- Learn how to view and analyze the automatically generated graphs

**Presentation Track: Classroom K-12**

### **Upper Level - Meeting Room 4 A**

#### **The Road to Self-Improvement; A Mother and Son Story**

*Eren K. Denburg Niederhoffer, Center for Leadership in Disability*

Eren Denburg Niederhoffer and his Mother Dorian Denburg will discuss:

- Eren's story of his pursuit of self-improvement as a man on the Autism Spectrum
- The lessons he learned along the way while struggling with autism
- What he has accomplished as a man with autism
- What families of children and young adults with and without autism in their family can stand to benefit through Eren and Dorian's story and advice.

Participants will:



- Gain strategies/ideas for how to help family with positive growth while still in the household
- Learn how the pursuit of physical fitness/nutritional fitness assists with positive behavior
- Learn how emotional development can be heightened through the processes of dealing with stressful situations and building mental/emotional maturity
- Learn about the The Social Aspect of the Health Pyramid, which covers social networking (live/offline), communication skills, and relationship advice for individuals with autism

**Presentation Track: Family / Parents**

**Upper Level - Meeting Room 4B**

**Functional Communication Training: Practical Guidelines for Effective Implementation**

*Jessica Schuster and Whitney Pittman, Comprehensive Behavior Change*

Individuals with disabilities often exhibit problem behavior to gain access to or escape from items, activities, people, or situations. Functional communication training (FCT) involves introducing a functional communication response (FCR) to gain access to the same reinforcement as the problem behavior. This presentation outlines how to implement FCT after the function of a specified behavior has been identified through a functional behavioral assessment. We will provide practical guidelines selecting and teaching an FCR, generalization across settings and people, and data collection procedures.

Participants will:

- Learn how to select a response topography for a functional communication response based on results of the FBA and characteristics of the individual with whom they are working.
- Learn systematic procedures for teaching and thinning a functional communication response.
- Learn strategies for generalization of a functional communication response across settings and people.
- Learn to use data collection procedures to capture both decreases in problem behavior as well as increases in functional communication responses.

**Presentation Track: Community Support**

**Upper Level - Meeting Room 5 A**

**How PBIS Can Contribute to Improvement in Attendance, Behavior, and Classroom Success**

*Dr. Kim A. Hall and Heather (Niki) Hudgins, Fair Street International Academy*

Come see how PBIS can help your school reduce discipline referrals, increase attendance, increase academic gains, and improve school climate and student safety.

With support from the GaDOE, Pioneer RESA, and local administrators and leaders, Fair Street has completed their second full year of PBIS implementation and is seeing significant improvement! We will discuss some of the challenging moments, as well as some of our successes, and discuss our plan for enhancement and improvement in the upcoming year. Additionally, parents will learn how they can collaborate with schools to increase chances of teaching common expectations in the home.

Participants will:

- Learn how parents can collaborate with schools to teach common expectations within both the home and school setting
- Learn how PBIS implementation can reduce discipline referrals, improve school climate and improve school safety
- Learn how interagency collaboration can lead to successful PBIS implementation

**Presentation Track: School Climate**

## **Upper Level - Meeting Room 5 B**

### **Viewing Classroom Climate Through Rose Colored Glasses of Cultural Competence**

*Lisa Pearce and Jason Byars, GSCS*

Conscious Classroom Management are comprehensive, practical and easy effective teaching tools that integrate PBIS practices in the classroom. Effective classroom and behavior management is directly related to student achievement and classroom climate. This presentation addresses: prevention, expectations, monitoring, encouragement and correction with a toolbox of strategies and interventions. Intertwined in conscious classroom strategies are culturally responsive practices. Culturally Responsive Teaching Practices are specific educational practices, instructional strategies, team processes, and curricula content, which have been established by research to increase the achievement gap. Cultural mismatch between home and school and educators' lack of knowledge about culturally responsive educational practices are significant factors contributing to achievement gaps among student groups

Participants will:

- Learn how to integrate Conscious Classroom Management into their PBIS program
- Learn how Culturally Responsive Teaching Practices affect the achievement gap within schools
- Learn about how to lessen the cultural mismatch between home and school

**Presentation Track: Classroom K-12**

## **Upper Level - Meeting Room 6 A**

### **Whole-Body Learning**

*Elise Albrecht and Miranda English, The Cloverleaf School*

The Cloverleaf School is a private, non-profit school in Decatur that empowers neurodiverse students grades K-8th to become more capable, connected, considerate,

and creative through student-centered, whole-body learning. Whole body learning is emphasized in small classes with a comprehensive, student-centered curriculum implemented by teachers skilled in multi-sensory and differentiated instruction.

All students, but especially students with special needs, benefit from various modifications and accommodations in the classroom and thrive in a classroom environment that delivers “whole body learning.” This presentation will illustrate whole body learning in the classroom and offer examples of not only how to best support students to reach their learning potential, but also to encourage positive behaviors, social skills, and coping strategies. 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.

Participants will:

- Understand how to support various learning needs and challenges
- Learn ways to incorporate movement and multisensory activity into instruction
- Learn strategies to positively reinforce desired behaviors
- Learn tools for teaching self-regulation and social skills

**Presentation Track: Family / Parents**

## **Upper Level - Meeting Room 6 B**

### **FBA: True Collaboration Amongst Educators and Behavior Analysts**

*Carolyn Tully, Becky Lamont, Lani Pietch, and Jessica Zielske, Pathways Behavioral Consulting*

Functional Behavior Assessment (FBA) is the foundation to addressing challenging behaviors and barriers to learning. Participants will learn the importance and benefit of collaboration amongst all members of the educational team as well as details of the necessary steps in ensuring the success of the FBA and success of the student. Attendees will acquire knowledge in the areas of identifying when an FBA is required, data collection (indirect and direct), data analysis, functions of behavior, and replacement behaviors as well as classroom management techniques. A Functional Behavior Assessment is applicable yet not restricted to a classroom setting therefore parents/caregivers and all service providers are welcome and encouraged to attend.

Participants will:

- Learn the importance of collaboration amongst professionals
- Learn when an FBA is necessary and what steps are needed for accomplishing this assessment
- Learn how about both direct and indirect data collection
- Learn the "why" behind student behavior
- Learn about replacement behaviors and reinforcement of positive behavior

**Presentation Track: Community Support**

## **Upper Level - Meeting Room 6 C**

### **Autism Intervention: Positive Support With A Relationship-Based, Developmental Model**

*David Graham Nelson*

Individuals with challenges in relating and communicating, including those diagnosed with autism and other developmental disorders, have long been treated primarily with behavior management and skill development approaches. Dr. Stanley Greenspan's developmental, individual-difference, relationship-based (DIR/Floortime) approach to these challenges provides a comprehensive developmental model and effective intervention techniques, and is supported by a solid base of research. This approach helps parents to become a central part of the intervention work with their child, and provides professionals with meaningful ways to foster communication, emotional, and cognitive development in children at risk. This approach can be applied in educational settings, in private practice, and in home-based therapy programs. In this session, you will learn Greenspan's developmental model, see video examples of the intervention approach, and get a good basic introduction to DIR and Floortime.

Participants will:

- Understand Stanley Greenspan's developmental, individual-difference, relationship-based (DIR) approach to working with children who have challenges relating and communicating.
- Understand the basics of implementing the DIR Model with individuals across a range of communication challenges, including autism.
- Have some visual images of Floortime in action with individuals of different profiles, and have exposure to some specific techniques.

**Presentation Track: Advanced Tiers**

# Wednesday, November 29<sup>th</sup>

*Registration opens at 7:30am*

**The following events are to be  
attended by all participants:**

**Conference Overview: 8:15-8:30 am**

**Location: Lower Level - Grand Ballroom Salon 123**

Presenter: Justin Hill, Program Manager for GaDOE  
Positive Behavioral Interventions and Supports

**Featured Speaker: 8:30-9:00 am**

**Location: Lower Level - Grand Ballroom Salon 123**

Presenter: Joseph Barrow, Superintendent of Fayette  
County Board of Education

**Keynote Speaker: 9:15-10:30 am**

**Location: Lower Level - Grand Ballroom Salon 123**

Presenter: Susan Barrett, Director of Mid-Atlantic PBIS

# Wednesday: Breakout Session 1

## 9:15-10:30 am

### Featured Speaker: Susan Barrett

**Presentation:** School Mental Health Within a Multi-tiered System of Behavioral Supports in Schools

**Location:** Salon 1/2/3

### Lower Level - Salon 4

#### Pyramid Model: Overview of Practices

*Cassa Andrews, Michelle Clark, and Shayla Lewis; Georgia Department of Early Care and Learning*

This training provides an overview of the Pyramid Model for Supporting Social Emotional Competence in Young Children. During this training, participants will be introduced to the tiers of the Pyramid Model and the importance of focusing on social emotional development in the early childhood classroom.

Participants will:

- Be introduced to the tiers of the Pyramid Model
- Learn the importance of focusing on social emotional development in the early childhood classroom
- Discover the connection between social emotional development and challenging behaviors

**Presentation Track:** Birth to 5

### Featured Speaker: Tamika La Salle

**Presentation:** Integrating Culture and Climate Within the Context of PBIS

**Location:** Salon 5

### Featured Speaker: Cathy Little

**Presentation:** Positive Behaviour Support from an Australian Perspective

**Location:** Salon 6/7

## **Upper Level - Meeting room 2 A/B**

### **A Person's a person no matter how small - Understanding the Role of Temperament in Working With Toddlers and Young Children**

***Kimberly B. Robinson and Ann VanBuskirk, Dekalb-Rockdale GNETS***

Early childhood and educational research have indicated that a young child's temperament is predictive of success in school and adulthood. A child's temperament has the potential to impact not only their interpretation of life events, but can also influence the activities that they choose and how adults respond to and interact with them. Child temperament research has identified three widely known profiles based on nine dimensions of behavior: "difficult", "easy", and "slow to warm up". The purpose of this presentation is to provide information about child temperament and the ways in which adults can use positive relational interventions to teach and reinforce strategies to help improve behavioral, academic, and social development. Goodness of fit research suggests that when children and teachers are able to form more harmonious relationships children exhibit fewer behavior problems and experience more opportunities for encouraging learning experiences. Participants will be provided with strategies for working with children who have "difficult" and "slow to warm up" temperaments.

Participants will:

- Gain a better understanding of aspects and dimensions associated with child temperament.
- Be instructed on ways to assess aspects of temperament in children.
- Be provided with strategies for working with children who have "difficult" and "slow to warm up" temperaments.
- Receive information on how to incorporate child temperament in prevention and intervention planning.

**Presentation Track: Birth to 5**

## **Upper Level - Meeting Room 2 C/D**

### **PEERS® for Young Adults: An Evidence-Based Caregiver-Assisted Social Skills Intervention**

***Courtney A. Sievers and Meredith Sinclair***

PEERS® for Young Adults is the first evidence-based group treatment program for young adults with Autism Spectrum Disorder as well as other developmental disorders and social challenges. It is a 16-week caregiver-assisted program designed for young adults 18-30 years old who are interested in learning skills to make and keep friends and develop romantic relationships.

PEERS® provides a critical step forward in the dissemination of effective behavioral interventions for young adults in sixteen engaging group session outlines that are both user-friendly and backed by empirical research. Each session is accompanied by

homework assignments and practice suggestions designed to reinforce the group's understanding of the skills learned during each meeting. This resource is an invaluable reference for any provider working with this population.

This presentation will provide participants an overview of the program including the following topics:

- Review of the social deficits among adults with ASD
- Importance of improving friendship and romantic relationships
- Limitations of existing social skills interventions
- Effective methods of social skills instruction
- Overview of PEERS® curriculum
- Summary of research findings
- Current and proposed research

Participants will:

- Be able to identify social skills deficits in young adults with ASD and other developmental disabilities and describe how these social skills deficits affect their daily functioning.
- Be able to describe the limitations of existing social skills interventions, and identify effective methods of social skills instruction.
- Be able to describe the basic methods and of social skills intervention utilized in the PEERS curriculum.

**Presentation Track: Advanced Tiers**

### **Upper Level - Meeting Room 4 A**

#### **Developmental Delays and Problem Behavior Associated with Electronics**

***Carolyn Ritchey, Karys Normansell, Clarissa Martin, Emily Gottlieb, Colin Muething, Kristina Gerencser, and Mindy Scheithauer, Marcus Autism Center at Children's Healthcare of Atlanta***

Educators and clinicians working with children with Autism Spectrum Disorder (ASD) and related disorders are frequently familiar with the impact that electronics (e.g., tablets, computers, and video games) can have on this population. When used properly, these devices can be adventitious to the educator and clinician through use as reinforcement. However, these devices can also be problematic when removal or restriction serves as a common antecedent for problem behavior. The purpose of this talk is to discuss the impact of electronics on problem exhibited by individuals with ASD and related disabilities and how this relates to an educational context. First, we review qualitative report from caregiver's of children with ASD who engage in problem behavior to identify themes related to electronics. Second, we review systematic preference assessment data from several clients enrolled in a treatment center for problem



behavior to objectively identify how frequently electronics are in the top preferred items for this population. Third, we discuss methods for using electronics to promote compliance in individuals with severe problem behavior in demand contexts, highlighting a single-case study where this methodology was required to promote independent completion of academic work. Last, we present research, highlighting a case example, of a common treatment strategy used when problem behavior occurring when electronics are removed is too severe for educators to safely manage.

Participants will:

- Be able to describe common themes for how caregivers report that problem behavior is impacted by electronics.
- Be able to identify the prevalence of electronics serving as highly preferred items for individuals with developmental delays.
- Be able to describe how electronics can be used to promote independent academic completion in children exhibiting problem behavior during this context.
- Will be able to outline a strategy for using electronics in treatment when children engage in severe problem behavior when electronics are removed.

**Presentation Track: Community Support**

### **Upper Level - Meeting Room 4B**

#### **Differentiated PBIS: Supporting ALL students through the PBIS framework!**

*Thiago Aleixo, Hanna Kiser , Brooke Cole*

Students differ in ways that significantly affect their learning and experience of PBIS. The PBIS framework is most effective when teachers and schools proactively plan to address student differences. This session will present practical differentiation techniques for prevention, acknowledgement, and community engagement that will increase the impact of school-wide PBIS implementation.

Participants will:

- Be able to apply practical strategies to engage the community in the implementation of PBIS.
- Be able to incorporate a variety of PBIS strategies in their daily classroom practice.
- Be able to strategically differentiate PBIS strategies to meet the needs of all students.

**Presentation Track: ALL**

### **Upper Level - Meeting Room 5 A**

#### **HS Student Centered PBIS Team: Including Them In The Conversation**

***Dana Hernandez, Lee County School System; Regeana L. King, 9th Grade Campus Lee County; and Lindsey Hyslop, 9th Grade Campus Lee County***

Our school is entering their 2nd year of implementing a Student PBIS Team. Being a campus with only one grade level, our school has to start from scratch each year. In our presentation, we will include how students were selected, how the students were guided to develop their norms and responsibilities, and how our campus has benefited from this change.

Participants will:

- Learn how Lee County incorporates PBIS into their 9<sup>th</sup> grade only campus
- Learn how students can assist with the development of expectations and school wide behavioral norms
- Learn how incorporating students into the planning process has positively benefitted the campus' climate and culture

**Presentation Track: School Climate**

**Upper Level - Meeting Room 5B**  
**PBIS in Secondary Classrooms**  
***Kisha Thompson***

PBIS in secondary schools has a different look than PBIS in elementary and middle schools. This session will deliver examples and ways to implement PBIS in secondary school classrooms. It gives teachers and school administration tools to ease minds when implementing and maintaining PBIS in secondary schools.

Participants will:

- Learn strategies to implement PBIS in secondary buildings
- Learn strategies to make PBIS easier in secondary settings.
- Learn strategies to implement PBIS in secondary classes

**Presentation Track: Classroom K-12**

**Upper Level - Meeting Room 5C**  
**Clarity & Consistency: Expectations and Rules**  
***Cassa Andrews and Michelle Clark, Georgia Department of Early Care and Learning***

This training dives deeper into the second layer in Tier 1 of the Pyramid Model framework, High Quality Supportive Environments: Classroom Rules and Expectations. Learn more about the differences between rules and expectations within a classroom.

Participants will:

- Uncover strategies for developing and teaching expectations, as well as rules that support children's social emotional competence and promote engagement
- Learn how to develop expectations

- Learn strategies that can support every early learning professional
- Learn strategies for giving positive feedback to children as they move throughout their day

**Presentation Track: Birth to 5**

**Upper Level -Meeting Room 6 A**  
**Using the Three P's (Policies, Procedures, and Processes) to Build and Sustain a Positive School Culture**

***Gregory K. Gardner and Naja G. Douglas, Carver Road Middle School***

Our presentation will document the journey we have taken to achieve and sustain our operational PBIS school status. We will reveal the strategies that we have used continuously to decrease our discipline referrals, improve attendance, and sustain a positive culture. Our presentation will be for all stakeholders (students, teachers, parents, community member), and we will go through the process that we have taken to help students change negative behaviors and live up to the qualities of a successful, optimistic, actively involved, and respectful student at our school.

We will show the processes we have put in place to hold everyone accountable- students, parents, teachers, and other faculty and staff. This process has built a partnership to educate the whole child and has provided the framework we needed to work together to change our students' thought processes. Through the policies, procedures, and processes we have in place, we have built a school culture where everyone takes pride in the school and where everyone works together to have a positive atmosphere. Our process has helped decrease our number of discipline referrals by more than 50%, and this process has also saved 701 days of ISS and OSS combined. We will share these practical strategies and develop a network with our attendees that will help them communicate with us and one another as they implement this framework to help turnaround their schools.

Participants will:

- Learn how to implement classroom interventions & respond to behavior and student needs appropriately
- Learn how to document, track, and analyze classroom and school-wide data to make decisions for school improvement
- Learn how to de-escalate negative situations and model appropriate ways to respond to others and provide appropriate supports.

**Presentation Track: School Climate**

**Upper Level Meeting Room 6 B**  
**Dive in with PBIS: Staying Afloat Your First Year**

***Autumn Swarner, Amanda Jenkins and Pam Edge, Jasper County Primary School***

Just like the uncharted depth of the deep sea, a school's first year in the PBIS Journey can be daunting. But don't fear! This presentation will help navigate your school through

your uncharted waters of PBIS implementation for staff, students, parents, and community. The Jasper County Primary School crew will share their experiences with the setup of their PBIS program. They will share their nautical charts for the first year and how they navigated the PBIS waters. This includes what questions they were asked as they left port by staff, students, and community and what they did to get them invested in the process, what they needed to maintain cruising depth and keep on track with PBIS throughout the year, and anticipated changes in their course as they continue into year two. As the voyage continues, more obstacles, and successes, will need to be navigated. Their destination: students supported positively to succeed.

Participants will:

- Learn how to get school, home, and community stakeholders invested in the PBIS journey.
- Learn what frameworks are needed to get and keep a school's PBIS program on course for the first year.
- Be provided suggestions for how to grow a school's PBIS program as the course is continued.

**Presentation Track: ALL**

### **Upper Level - Meeting Room 6 C**

#### **Beyond Telling: Improving Initiation and Self Advocacy for Behavioral Challenges**

*Sharon Walters and Angela Delvin-Brown*

Too often, students may not consistently use and generalize the positive behavioral supports developed for them because of initiation and self-monitoring deficits that are key components of executive dysfunction. Teams often feel frustrated that a student has been taught behavioral skill(s) but does not generalize the use of those skill(s) independently. Teachers frequently rely on “telling” and reminding the student to practice the skills they have been taught. As a result, individuals who should be more independent in their actions still rely on frequent cuing from teachers, parents, or support specialists, thereby, missing opportunities to self-initiate or self-monitor their own skills. Continued and frequent verbal reminders become the entrenched trigger for the use of the behavioral supports and become more and more difficult to fade from use, perpetuating the ongoing need for direct, intrusive and, in some cases, increased support.

In Beyond Telling, the conditions of weak initiation and poor metacognition as a part of executive function weaknesses are defined. Numerous antidotal experiences are shared throughout the presentation to illustrate the key principles. Specific intervention activities are provided for a variety of daily activities occurring at school, at home, and in the community for individuals of all ages. It is critical that we target these areas that so frequently impact our client successes to support growth in the independent use of behavioral supports and self-advocacy.

Participants will:

- Be able to name 3 ways initiation deficits impact an individual's use of behavioral supports or the ability to self-advocate.
- Be able to name 3 strategies to improve initiation so that individuals are more independent in the use of their behavioral supports or ability to self-advocate.
- Be able to use two types of sentences to teach individuals the metacognition of problem solving.

**Presentation Track: Classroom K-12**

# Wednesday: Breakout Session 2

## 10:45-12:00 pm

### **Lower Level - Grand Ballroom Salon 123 Foyer AB** **State and District Collaboration for PBIS Scale Up**

***MiMi D. Gudenrath, State Department of Ed and Lindsey Allen, Bibb County School District***

This presentation will address the logistical working relationship between the Ga. Department of Education PBIS Team and the local PBIS district leadership team as they work together to support and sustain PBIS over time. Mr. Lindsey Allen, Executive Officer of Secondary Schools in the Bibb County school district, and MiMi Gudenrath, the Technical Assistant for Bibb County from the State Team, will highlight how Bibb county implements PBIS in all schools and how this work is measured as one of Bibb's three non-negotiables by the Superintendent, Dr. Curtis Jones and his leadership team.

Participants will:

- Understand the organizational role of the Ga. DOE and districts
- Be exposed to the importance of Superintendent support and administrator buy in.
- See school level data of positive change around data and climate as a result of PBIS implementation.

**Presentation Track: ALL**

### **Lower Level - Salon 4**

#### **Engaging all PBIS Partners Through a Quality Roll Out**

***Jessica E. Dunn and Lyndsey Whisner***

This presentation will outline a structure to assist schools in building capacity for staff members as the school begins to implement PBIS. The presenters will provide examples of how their local schools prepared the faculty to implement PBIS. The presenters will also provide specific examples of how their local schools involved home and community atmospheres in the implementation of PBIS. They will discuss the direct, positive impact seen as a result of PBIS incorporation across all atmospheres. Audiences, including schools, parents, and communities, will be able to take away ideas to successfully implement PBIS expectations, matrices, and a reward system.

Participants will:

- Compare and contrast how two different schools rolled out PBIS to students, staff, parents, and the community.
- Recognize the modifications that were made to each school's roll out plan after one full year of implementation.

- Recall roll out strategies they can use when rolling out PBIS at their local school.

**Presentation Track: All**

### **Lower Level - Salon 5**

#### **Readiness, Implementation, Now What? Growing PBIS Strategically and Effectively**

*Caryn Lott, Grayson Elementary School*

The purpose of this presentation is to share methods and strategies of moving beyond the initial implementation of PBIS and moving into a fully functioning and effective team. The focus will be to develop an analytical and solution oriented team meeting format, as well as define and delegate specific roles within the team and school. Last, building positive relationships with all stakeholders, from students and staff to parents and the community, will be emphasized as the backbone to every decision that is made within PBIS.

Participants will:

- Develop an agenda that reflects a problem/solution/goal mindset
- Determine needs of students and staff based on data
- Learn how to set a monthly plan of action based on this data
- Learn how to identify roles and responsibilities of team, staff, and students
- Learn how to encourage and involve all stakeholders
- Learn how to build and maintain positive relationships with students, staff, and community
- Learn how to involve parents and the community

**Presentation ALL**

### **Lower Level - Salon 6/7**

#### **PBIS @ HMS: Leading the P.A.C.K.**

*Kevin J. Adams, Lavonda Jones and Latasha Simms, Howard Middle School*

This presentation will provide participants with a first-hand account of how PBIS can be effectively implemented at the middle school level in a Title I school. Included in the presentation will be a timeline recount of our own story, suggestions for changing the culture of the school, and success stories about easily implementable acknowledgments. These tools allow schools to partner with parents to build strength of character in our students.

Participants will:

- Learn tangible tools for implementing progressive discipline
- Learn how to develop an acknowledgments toolbox with options to fit any middle school
- Learn action steps for changing the culture of the school

- Learn strategies for engaging parents in developing strength of character in our students

**Presentation Track: School Climate**

**Upper Level - Meeting Room 2 A/B**

**Creating Enthusiastic Classrooms: Reducing Problem Behaviors Through Engaged Teaching**

*Ronda Lainey Craig, Berrien County Schools*

Today teachers face many challenges in the classroom, not the least of which includes students who display problem behavior. These behaviors can range from the student being slightly off-task to him or her being completely moving around the classroom at inappropriate times or talking out, as well as a multitude of other unwanted behaviors. The result of course is a disruptive academic environment. This proposal's objective is to exemplify the role that engaged teaching plays in gaining student engagement, and how both of these factors influence improved student behavior, improved academic skills and creates a positive classroom environment.

The session concentrates on a writing lesson that was presented to my 4th grade ELA classroom this academic year. The lesson demonstrates how to implement a Constructed/Extended Response Boot Camp within your classroom. The session will introduce a new variation on the acronym R. A. C. E. using a slightly tweaked version "R.A. C. E. D."

This session will teach students with disabilities (and general education students as well) how to dissect a question and determine exactly what they are being asked to answer and to create an acceptable response. This will be done through a rotation of stations that address each component of R.A.C.E.D. (Restate, Answer, Cite, Explain, & Discuss) required in a constructed/extended response answer.

Participants will:

- Be able to incorporate an Engaged-Teaching Lesson into their own classrooms, which decreases disruptive behaviors.
- Take away a clear vision of what an engaged classroom looks like.
- Learn how to incorporate small props into a lesson and understand how this can amplify student engagement.
- Leave with a template to follow that will assist their students in meeting proficiency levels when writing a constructed/extended response.

**Presentation Track: Classroom K-12**

**Upper Level - Meeting Room 2 C /D**

**Teacher-Student Relationships: Strengthening the Impact of PBIS on Climate**

*Kate McPhee, Kiarra Givhan, Emily N. Srisarajivakul, Vanessa Ramirez, Ella Taylor, Kris Varjas, Catherine Perkins and Joel Meyers, Georgia State University*



Researchers have emphasized the importance of teacher-student relationships (TSRs), showing that the quality of these relationships can have significant, short and long-term effects on student outcomes and school climate (Baker, Grant & Morlock, 2008; Guess & Bowling, 2013; Hamre & Pianta, 2001). While School-Wide Positive Behavior Interventions and Supports (SW-PBIS) also has positive effects on school climate (Bradshaw, Waasdorp & Leaf, 2015), little research has been done to examine how SW-PBIS and TSRs intersect to influence student outcomes and school climate. This presentation will address the integration of these two factors as perceived by practitioners responsible for implementing SW-PBIS.

Data will be presented from focus group interviews with SW-PBS teams and mental health professionals (N = 178) from three high-need, low-resource school districts in Georgia. Interviews were conducted to understand how participants perceived barriers and facilitators to SW-PBIS. Of specific interest were SW-PBIS team members' views about how TSRs influence the implementation and efficacy of SW-PBIS, as well as how SW-PBIS implementation influences TSR quality and school climate.

Results indicated that TSRs support positive student behavior in a preventative way that is consistent with the goals of SW-PBIS, while the rituals and routines of SW-PBIS also provide opportunities for positive interactions between teachers and students that enhance positive TSRs. Results also provided some evidence that poor TSRs may work against SW-PBIS goals by contributing to an increase in negative student behaviors. Presenters will discuss the implications of this bidirectional relationship for school professionals who want to improve SW-PBIS implementation and/or TSR quality.

Implications from results are especially important for schools that serve diverse communities. Our results described how TSRs can be particularly important for the success of SW-PBIS in light of socioeconomic or racial/ethnic diversity within the student body, as it builds perceived trust between teachers, students and families.

Participants will:

- Inform participants about the power of teacher-student relationships when they are integrated with SW-PBIS implementation.
- Help participants generate ideas how schools can leverage teacher-student relationships to address practical SW-PBIS implementation concerns. Additionally, how SW-PBIS may be used to help improve teacher-student relationships.
- Share how school psychologists can assist in the process of improving teacher-student relationships, SW-PBIS, and school climate through consultation and collaboration.

**Presentation Track: School Climate**

## **Upper Level - Meeting Room 4 A**

### **Learning Social Skills Through Natural and Paid Supports**

*Miyah Sundermeyer, Center for Leadership in Disability*

With 1 in 68 individuals living with autism, most are born with parts of the brain that pick up on social skills. While these skills can be taught, individuals with autism need extra special support in this area. Social skills can be taught using two different types of supports: paid and natural supports. Furthermore, social skill styles can be taught through other methods such as the internet.

Participants will:

Learn the different between paid and natural supports

Learn how natural and paid supports can be used to teach social skills

Learn how to support individuals with autism

**Presentation Track: Advanced Tiers**

## **Upper Level - Meeting Room 4 B**

### **EVERYONE on the Same Page: District, Family and Community Collaboration**

*Dr. Michele F. Flowers, Clayton County School District*

As Districts embark on the PBIS journey to reduce problem behaviors and increase adaptive, socially appropriate behaviors, buy-in from ALL major stakeholders is critical to the overall success of PBIS implementation. It is not enough to just have a few people in the school or district to buy in if a climate and society in which appropriate behavior is the norm is to be established. District, family, and community support is vital to the sustainability of Positive Behavioral Interventions and Supports. The support of PBIS by all major stakeholders ensures the continued ability of the school to decrease office discipline referrals; which gives educators a classroom atmosphere where learning is the number one activity.

This session will provide strategies on how to acquire political support, business investment, media coverage, parental involvement, and school support as each of these resources are crucial to self-sustaining capacity building within each district. The presenter will share how she acquired buy-in as a District Coordinator

Participants will:

- Be able explain the key features/critical elements of PBIS/stages of implementation
- Understand and be able to implement strategies to sustain school-wide PBIS in schools.
- Understand and be able to implement strategies for building district-level capacity to sustain school-wide PBIS
- Understand how to build collaboration between major stakeholders in the community implement successful District-Wide PBIS.

**Presentation Track: All**

## **Upper Level - Meeting Room 5 A**

### **Discipline with Love and Logic**

*Sandy Demuth, Ga DOE*

This presentation provides four Love and Logic strategies appropriate for K-12 teachers. These strategies will assist teachers in addressing minor classroom disruptions that sometimes grow into time-consuming problems. Participants will be able to immediately implement these easy-to-use strategies that help build positive student-teacher relationships and a positive classroom climate.

Participants will:

- Learn about the Love and Logic program
- Learn strategies to address minor classroom disruptions
- Learn how to build positive student-teacher relationships

**Presentation Track: Classroom K-12**

## **Upper Level - Meeting Room 5 B**

### **The Success Ambassador Peer Mentor Program Boot Camp: Best Practices for Full Program Implementation**

*Ebony L. Payno, Fulton County Schools*

Are you looking for a unique program designed to enhance your school's learning environment and academic success? Come hear this dynamic and refreshing presentation to learn how to equip your students with the tools they need to make a positive change serving as Success Ambassadors. This session will offer you a wealth of invaluable information, creative resources and practical strategies that will give your students the resources they need to truly make a difference in the lives of their peers, academically, socially, and professionally.

Participants will:

- Leave the session with specific research based strategies and resources to jumpstart a Success Ambassador program within their institution.
- Receive an outline of an effective program structure, overview of program goals/purpose, sample activities/lessons to use, sample needs assessments, various scheduling scenarios, and a holistic view of the program's construct for successful program implementation.
- Learn the strategies used and benefits gained of this peer mentoring program also assist parents at home in the social/emotional development, college/career readiness, and academic support of their students.

**Presentation Track: School Climate**

## **Upper Level - Meeting Room 5 C**

### **Buddies: A Structured Outdoor Play Curriculum in an Integrated Preschool**

*Sonja M. Ziegler and Michael J. Morrier, Emory University*

Play is the natural context in which children with neurotypical development (NTD) hone their communication and social interaction skills. It is precisely these key developmental areas in which children with a diagnosis of Autism Spectrum Disorder (ASD) present with deficits (American Psychiatric Association, 2013). Early childhood education centers typically offer daily outdoor recess times in which children are given the opportunity to play outside (Georgia Department of Early Care and Learning, 2016). However, the curriculum during recess is often unstructured and adult staffing is reduced. (Kasari, Rotheram-Fuller, Locke, & Gulsrud, 2012). This lack of a structured activity time, which could otherwise be used for focused treatment, lends to children with ASD experiencing difficulties engaging in play, due to engagement in repetitive and compulsive behaviors, and impulsiveness that may be more motivating (Peeters 1997; Veale 1998). Unstructured periods of time during the school day are missed opportunities for needed social skills treatment for children with ASD. This study, conducted in an integrated preschool setting across four age groups, examines if a structured, cooperative outdoor play curriculum with a focus on natural modeling and imitation, increases the rate that children with ASD are in proximity to typically developing peers, increases the number of social bids from children with ASD to peers with NTD, and increases the number of social bids from children with NTD to peers with ASD, in both outdoor recess and indoor free-play sessions. This study is currently being conducted, however it is hypothesized that children, both with ASD and NTD, will increase these defined behaviors.

Participants will:

- Be given an account of an integrated early education setting.
- Learn about Autism Spectrum Disorder and how it effects children's development.
- Learn about difficulties children with ASD may experience in early education settings.
- Be given examples of early education curricula, which support the social communication development of all children.

**Presentation Track: Birth to 5**

## **Upper Level - Meeting Room 6 A**

### **Come Together: Nurturing Positive Relationships**

*Cassa Andrews and Shayla Lewis, Georgia Department of Early Care and Learning*

This training provides an in-depth overview of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children and the link between social emotional competence and challenging behavior. Throughout this training participants will discuss the importance of building relationships with children, families, and

colleagues, and how those relationships impact children's behavior and developing sense of self. Through nurturing and responsive relationships, early learning professionals can promote every child's success and greatly reduce challenging behavior.

Participants will:

- Learn about the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children
- Reflect on their current practice
- Develop a plan for intentionally strengthening their relationships with children, families, and colleagues

**Presentation Track: Birth to 5**

### **Upper Level - Meeting Room 6 B**

#### **Teacher Motivating Style and PBIS Interventions for Challenging Students**

*Richard Scott Lee*

Students with emotional and behavior disorders (EBD) experience a variety of difficulties in school and generally have poor post-school outcomes. This presentation will focus on original research conducted with teachers in several Georgia Network for Education and Therapeutic Services (GNETS) schools. The researcher studied the differences between the motivation styles that teachers employ with students and compare the types of interventions the same teachers used in their work with students. Using a published survey instrument, participating teachers provided information on their approach to motivating students as either autonomously oriented or controlling oriented and provided the tier 2 and tier 3 interventions they used with students over a three-month period. Statistical analysis indicated that there was a significant difference between the motivating style of teachers and the interventions they used in their everyday interactions with students. Implications for theory, teacher practice in working with students with EBD, and use of PBIS in schools will be discussed. Practical recommendations including useful tier 2 and tier 3 interventions that can be implemented within PBIS systems will also be discussed.

Participants will:

- Identify the motivating styles of autonomously oriented and controlling oriented and examples of each.
- Identify the types of interventions used by GNETS teachers used in the study.
- Discuss implications of the study results and implication for teacher practice.
- Apply learning from this study to teacher practice.

**Presentation Track: Community Support**

### **Upper Level - Meeting Room 6 C**

#### **Universal Screening for Mental Health - Determining District Readiness**

***Emily Graybill, Andrew Roach, Amelia Fitch and Preston Woods, Georgia State University***

Universal screening is a research-supported process for identifying students at risk of social, emotional, behavior, or academic challenges. With the increase in the use of the positive behavioral interventions and supports (PBIS) framework in schools over the past 10 years, schools have piloted universal screening for social, emotional, and behavioral challenges. The session will cover topics including screening readiness, resource mapping, gap analyses, screening tools that are cost-effective and psychometrically strong, parental consent, collecting screening data, data analysis, data-based decision making, and intervention implementation. District personnel will have the opportunity to practice resource mapping and identifying gaps in their tiered systems of support. This will be a hands-on session for district personnel who would be responsible for coordinating or implementing the universal screening process in their districts.

Participants will:

- Learn how to assess readiness for universal screening.
- Learn how to implement universal screening in their districts.
- Learn how to analyze universal screening data and use the data for decision-making.

**Presentation Track: Mental Health**

# Wednesday: Breakout Session 3

## 12:45-2:00 pm

### Featured Speaker: Susan Barrett

**Presentation:** Addressing Students with Internalizing Needs through School-wide PBIS

**Location:** Salon 1/2/3

### Lower Level - Salon 4

#### **The Trauma Informed Classroom**

*Kimberly Hodges, Henry County GNETS*

The effects of childhood trauma have been negatively altering the lives of individuals long before the 1990's when the DSM-IV finally recognized that Post Traumatic Stress Disorder could be applied to children as well as adults. Today, the effects of untreated and undiagnosed childhood trauma reach into our homes, schools and communities to impair emotional, cognitive and social functioning. The devastation has reached epic proportions in the United States.

The Trauma Informed Classroom is a presentation that is appropriate for all school personnel as well as parents as we will explore the Adverse Childhood Experience (ACE) Study and discuss what can be done to counteract high ACE scores in our students and children. Participants will learn about the connection between trauma and toxic stress and how trauma impacts the brain in the areas of social, emotional and cognitive function. We will identify the three types of trauma according to The National Institute for Trauma and Loss in Children and discover overlaps between trauma and medical or mental health diagnoses and why trauma is often misidentified. In addition, school professionals will learn simple strategies that can be implemented in classrooms and schools now to create trauma-informed environments that foster success in all students.

Participants will:

- Be able to list ways in which childhood trauma impacts the brain, impedes learning and impacts behavior.
- Be able to summarize the finding of the Adverse Childhood Experience (ACE) Study and why it should inform teaching and parenting practices.
- Be able to integrate basic trauma informed practices into classroom routines to create a more conducive learning environment for all students.
- Be able to list ways in which childhood trauma impacts the brain, impedes learning and impacts behavior.
- Be able to summarize the finding of the Adverse Childhood Experience (ACE) Study and why it should inform teaching and parenting practices.

- Be able to integrate basic trauma informed practices into classroom routines to create a more conducive learning environment for all students.

**Presentation Track: ALL**

### **Lower Level - Salon 5**

#### **Examining Classroom Climate: High School Students' Perceptions of Teacher Praise**

*Adrienne Stuckey, Western Carolina University*

One free and simple form of class-wide reinforcement is the use of Behavior-Specific Praise (SP; Brophy, 1981). Researchers suggest that its use by teachers can contribute to a warm classroom climate and positive interactions for both students and adults (Gable et al., 2009; Pianta et al., 2012; Sutherland, 2000). However, some have suggested that high school-age students might not desire praise from adults (Brophy, 1981), and extremely limited research has examined teacher use of SP as a primary-tier practice in high schools (e.g., Hawkins & Heflin, 2011; Simonson et al., 2010).

Participants will:

- Learn the scholarly background for using one positive behavior support, namely, praise
- Be lead through application discussions about its implications across home, community, and school settings using the results of a recent pilot survey of student perceptions.

**Presentation Track: Classroom K-12**

### **Lower Level - Grand Ballroom Salon 1/2/3 Foyer A/B**

#### **PBIS in the Classroom**

*Tony Feldmann, GaDOE*

Learn how to use PBIS in the classroom. Designed to support schools and teachers as they implement developing classroom expectations, procedures, and routines.

Participants will participate in beginning to develop a classroom matrix and learn the why and how to teach procedures to maximize the opportunity for success.

Participants will:

- Develop a classroom matrix
- Learn how to implement classroom expectations, procedures and routines
- Learn how to teach classroom procedures to students

**Presentation Track: Classroom K-12**

### **MINRS Luncheon: Closed Event**

**Location:** Room 2 A/B



## Upper Level - Meeting Room 2 C/D

### **Let's Get Social: Practical Strategies to Help Teachers & Parents Encourage Social Skills Development**

*LeNaya Smith Crawford, Kaleidoscope Kids*

We live in a social world and children need the tools necessary to adapt in a world that requires social interaction. These skills help children to succeed socially, emotionally, academically and mentally. Parents and teachers should be aware of the signs and the diagnoses associated with social skills difficulty. They also need more practical tools and strategies to help children both identify social skills and improve their social interactions. By offering social skills coaching as an avenue of early intervention it is our goal to equip caregivers with the necessary tools to learn, identify and implement strategies that will benefit young children's social and emotional development. Recent research shows disturbing rates of expulsion in preschool and kindergarten, which has fueled efforts to promote social skills development (Gilliam & Shahar, 2006). Research has also found that interpersonal skills are important for peer acceptance and social adjustment throughout childhood and adolescence (Masten et al., 2005).

Participants will:

- Be able to identify crucial social skills for early learners.
- Be able to identify what diagnoses contribute to difficulty in social interaction/development and when to refer to a specialist.
- Be able to create and use play, art, and classroom/ home environments to help children develop sound social skills.

**Presentation Track: Birth to 5**

## Upper Level - Meeting Room 4A

### **Bibb PBIS in Action: Positively Engaging the Community**

*Curlandra Lightfoot-Smith*

This presentation will include practical strategies and techniques to positively engage schools, communities and families in the PBIS framework. It provides a road map of creative ways to integrate PBIS in the community, while gaining support of key stakeholders. Creating a positive culture throughout school districts is essential to student academic and social/emotional success. I add that, integrating PBIS in the community takes foundational elements of the framework into the home and beyond, thus creating a positive culture and climate in the community.

Participants will:

- Learn strategies for integrating PBIS into the home.
- Learn ways to positively engage community partners with PBIS. (Sponsorships, Volunteering, positive messaging, etc.)
- Learn practical ways to positively connect the school, home and community.

**Presentation Track: All**

## **Upper Level - Meeting Room 4B**

### **SET Yourself Up for succSAS: Evaluating PBIS Implementation Fidelity Tools**

*Dustin Ducharme and Emily Srisarajivakul*

This session will provide practical tools and knowledge on the available instruments that evaluate the implementation fidelity of school-wide positive behavioral interventions and supports (PBIS). Practitioners will learn about existing measures of PBIS fidelity (SAS, BoQ, SET, TIC, and TFI), best practices for measuring PBIS fidelity, and strategies for using fidelity data to create policy and enhance PBIS effectiveness.

Schools measure PBIS implementation fidelity for a variety of reasons (e.g., assessing progress towards goals set prior to adopting the framework) (Cohen, Kincaid, & Childs, 2007). Schools with higher scores on implementation fidelity measures have been found to have fewer office discipline referrals, in-school suspensions, and out of school suspensions, which are vital indicators of student behavior and school climate (Childs et al., 2016). Schools scoring well on PBIS fidelity measures also have been found to have higher math achievement, higher reading achievement, and lower truancy rates (Pas & Bradshaw, 2012). Our presentation will be based on existing PBIS literature, research we have conducted with fidelity measures, and will utilize case studies to demonstrate the utility of each measure.

Participants will:

- Identify areas of weakness in PBIS implementation fidelity from existing fidelity instruments
- Utilize data to make decisions on remediating issues in PBIS implementation fidelity
- Consult with educators on how to make meaningful changes in school climate, classroom management, and PBIS implementation

**Presentation Track: School Climate**

## **Upper Level - Meeting Room 5A**

### **The Necessity of Mentors: Vertical Tier 2 supports**

*Niles P. Davis, Gwinnett County Public Schools*

Grayson High School has collaborated with Couch Middle School and Starling Elementary School to create a mentor program to support students in need and intentionally teaches behavioral expectations in order to create consistency between home, school, and the community.

Participants will:

- Learn how to create a multi-school mentor program
- Learn how to consistently teach behavioral expectations across three schools
- Learn how mentor programs can positively benefit and support students

**Presentation Track: Classroom K-12**

## **Upper Level - Meeting Room 5B**

### **All In a Day: Daily Schedule and Routines**

***Cassa Andrews and Michelle Clark, Georgia Department of Early Care and Learning***

This training dives deeper into the second layer in Tier 1 of the Pyramid Model framework, High Quality Supportive Environments: Classroom Schedules and Routines. During this training participants will uncover strategies for developing and teaching schedules, as well as routines that support children's social emotional competence and promote engagement. From developing schedules that identify the main activities of the day to teaching the routines within the schedule this module offers strategies that can support every early learning professional. When schedules and routines are identified and taught throughout the child's day to support and promote children's engagement and social emotional competence, they also significantly reduce challenging behavior.

Participants will:

- Learn strategies for developing and teaching expectations
- Learn how to developing expectations
- Learn how to give positive feedback to children as they move throughout their day.

**Presentation Track: Birth to 5**

## **Upper Level - Meeting Room 5C**

### **Implementing the Pyramid Model in Child Care - One Center's Journey**

***Lisa H. Kingry, Shakita McKinney and Tiffany Mitchell, Phoebe Putney Memorial Hospital***

The presentation will consist of an overview of implementing the Pyramid Model of Intervention in a child development center during the first year of implementation. Perspectives from the director of the center, the internal coach and a Pre-School teacher will be shared. Presenters will share information and ideas regarding staff buy-in; PBIS leadership team; developing program-wide expectations and rules; developing classroom rules; parent engagement; year-end evaluation of the project and much more. The presentation will give participants an opportunity to ask questions and to hear real-life experiences with implementing the model...the accomplishments, the struggles and the future.

Participants will:

- Understand how the Pyramid Model of Intervention is implemented in a child care setting.
- Develop an understanding of how the Pyramid Model can be implemented in his/her center.
- Learn about ways to engage parents.
- Learn how to assess staff buy-in.

- Learn how to develop program-wide expectations and rules.
- Learn the benefits of implementing strategies in a classroom.

**Presentation Track: Birth to 5**

### **Upper Level - Meeting room 2 A/B**

## **Positive Behavior Support Parent Training: Addressing Challenging Behaviors of Young Children**

*Allison O'Hara, Georgia State University*

The Positive Behavior Support Parent Academies, resulted from a collaboration between the Georgia Department of Public Health and the Center for Leadership in Disability, addressed challenging behaviors in children between the ages of three and five with and without identified developmental disabilities. The team developed a five-session curriculum for caregivers designed to increase positive communication skills and decrease challenging behaviors. This poster reviews the curriculum and highlights project evaluation findings.

The Positive Behavior Support Parent Academies were developed through a university-state department of health partnership to address persistent challenging behaviors in children between the ages of three and five with and without identified developmental disabilities. Sessions were conducted in public and private schools and community locations. Eight Parent Academy cohorts participated in five two-hour sessions designed to provide them with behavioral and visual supports strategies to understand, prevent, and replace their child's challenging behaviors and improve developmental outcomes. The curriculum employed a range of strategies to address the concerns that are often observed in children with learning, social, and communication delays. Within the five sessions of the Parent Academy, the content included an analysis of daily routines, an introduction to the fundamentals of behavior, and the development of a behavior intervention plan to address one behavior prioritized by the participants. Parents were also given complimentary visual supports kits, materials and resources to utilize in their home. Parents completed pre- and post- assessments of self-efficacy, parental stress, knowledge of positive behavior support strategies, and child problem behavior. Preliminary results suggested that parents were more confident about their ability manage their child's challenging behaviors. Parents also demonstrated increased knowledge of positive behavior supports tools and strategies.

Participants will:

- Learn about the training's didactic content as well as the activities used to facilitate caregiver engagement and peer interaction
- Learn the strategies used to facilitate the academies, which were unique in that they encouraged caregivers to identify family strengths as well as develop a supportive network amongst fellow cohort members.
- Learn about the project's evaluation findings

**Presentation Track: Birth to 5**

## **Upper Level - Meeting Room 6B**

### **Purpose!**

*Donna Eskut*

What truly motivates people? And why do people do what they do? The answer lies in the purpose of behaviors. It doesn't matter whether we're talking about students, teachers, parents, or other professionals, people act based upon the purpose they see in any given situation. During this session, we are going to explore the purpose of behaviors and actions. We are going to delve into both actions and reactions based on the purpose.

Participants will:

- Learn why they react to behaviors and why they want to help students improve their behaviors
- Learn why parents react to their children and educators in certain ways
- Learn why students behave how they do and what the participant can do to create a purpose for acceptable behaviors.

**Presentation Track: All**

## **Upper Level - Meeting Room 6C**

### **May the FORCE be with You: Jedi Mindfulness**

*Wendy Whedon*

Jedis-in-training will experience a fun, unique way to introduce the concepts of yoga, mindfulness, meditation and visualization to their students. Padawans will share their love of Star Wars with a true Star Wars fanatic while learning some simple character-inspired yoga moves, be led through a guided visualization of the forest moon of Endor, and share ways to incorporate Jedi mindfulness into everyday activities for personal and student well-being. Parents and students will be challenged to create their own mindfulness activities based on a movie favorite of the family.

Participants will:

- Synthesize the methods to implement mindfulness techniques.
- Learn information on the effectiveness of mindfulness for individuals with and without disabilities.
- Be be capable of implementing mindfulness techniques within their schools and classrooms to assist students with and without disabilities.

**Presentation Track: Mental Health**

# Wednesday: Breakout Session 4

## 2:15-3:30 pm

### Lower Level - Salon 4

#### **Achieving Success with PBIS: A Teacher's Role**

*Chris Williams and Adrienne Boisson, NCSS Project AWARE*

The goal of this presentation is to help high school teachers feel less overwhelmed with the idea of implementing PBIS in their daily routine.

By clearly delineating the PBIS initiative: a definition of what PBIS is and what PBIS isn't, how PBIS can impact your school culture, and the importance of data sharing.

By offering a step-by-step guide of what it looks like to implement PBIS in your classroom on a daily/weekly/monthly basis

By providing PBIS resources and strategies: Examples of PBIS best practices utilized within Newton County High Schools

Participants will:

- Learn strategies that will promote positive outcomes in student achievement and behavior.
- Be equipped to create and maintain a student-centered atmosphere that is structured, positive, and cooperative.
- Learn PBIS best practices that have been demonstrated to aide in implementation.

**Presentation Track: Classroom K-12**

### Lower Level - Salon 5

#### **Connecting with the Community with a Positive Approach**

*Kathy Bolar, Dawn Jenkins and Kenya Gilmore, Muscogee County*

Connecting with our parents and community is very difficult. For PBIS to be effective, the community is a vital piece and must be used. Once connected with the parents and the community, PBIS not only is a focus at school, but it also becomes a focus at home. We have many ways that we have connected with parents in a successful manner to encourage them to follow PBIS at home.

Participants will:

- Discuss how to include parents in the PBIS process
- Learns ways to connect with parents (magnets, calendars, tokens for parents, activities)
- Discuss how connecting parents to PBIS affects the local community

**Presentation Track: Family / Parents**

## **Lower Level - Salon 6/7**

### **Using Student Ambassadors to Create and Maintain a Positive Climate**

***Tiphonie D. Dean, Joy S. Warren, Fred Richard and Meghan D'Orazio, Clements Middle School***

Clements Middle School, located in Newton County, Covington, GA, implemented PBIS for the first time in August 2012. After the school's first year of implementation, Clements reached Operational status, which is the highest level of achievement in regards to PBIS. Implementation of PBIS during the 2012-2013 school year, transformed the climate at Clements Middle into a positive one that also played a major role in increasing student achievement and academic success. In the spring of 2013, student state testing data showed a significant increase in all content areas. During the second year of implementation, 2013-2014, Clements Middle School maintained Operational status. This was not an easy task, however, through the hard work and commitment of the PBIS School-based Team, District Coach, and the concerted efforts of all Clements Middle School Staff, we were able to accomplish this again for a second time. After the third year of implementation (2014-15), Clements Middle School still continued to show progress and maintain a positive school climate with an Operational Status and resulting in a CCRPI Score above the state average with a Climate Rating of 4 Stars. After ending our fifth year utilizing the PBIS framework and maintain Operational Status, Clements Middle School continues to show success in student data. Now with the assistance of the Student PBIS Team or Wolverine Ambassadors, Clements plan to take positive interventions and supports to the next level. PBIS has definitely made a difference in the overall climate and academic success of students and staff at Clements Middle School.

Participants will:

- Learn how Clements Middle School has continued to have PBIS success over the past 5 years
- Learn how to utilize student ambassadors to reinforce school-wide positive interventions
- Learn how PBIS strategies have increased student achievement in all content areas

**Presentation Track: School Climate**

## **Upper Level - Meeting Room 2 A/B**

### **Creating a positive learning environment for Teachers through P.O.P.S**

***Angel J. Kelly, Upson Lee High School***

The discussion will consist of strategies on how to create a positive learning environment for teachers who have been teaching 3 years or less through P.O.P.S. (The Power of Positive Staff)--building relationship with students, effective communication and leadership skills. The strategies can be used by teachers, parents and students in the school and community.

Participants will:

- Learn how to support early career teachers using the Power of Positive Staff
- Learn the components of the Power of Positive Staff program
- Learn how to incorporate Power of Positive Staff techniques across a variety of settings

**Presentation Track: Classroom K-12**

## **Upper Level - Meeting Room 2 C/D**

### **The Young Children or The Yelling Critters**

*Zena D. Deramus, The Elaine Clark Center*

Parents wonder:

Why on earth does my child have to..... Oh no, I can't believe she does that every day.....!!! You are too big to act this way....

This training will focus on recognizing and identifying characteristics of the young child; understanding the uniqueness of each child as well as some similarities- and the importance of how as a parent we understand both, mainly when trying to understand and amend inappropriate behaviors.

1) We will recognize how: Self-Esteem & Communication impact behaviors in the young child

Is your little one a little defiant lately? How about a foot stomp, or an eye glare? Well, this is quite typical for a young child that is trying to establish himself. Who am I? How far can I go if I do this? This session will allow us to recognize when it's MISBEHAVIOR, versus DAP BEHAVIOR

2) Participants will identify how Cooperation & Discipline are reflective of behaviors in the young child

Consistently we hear the word "NO" quite often, once language is acquired. It doesn't seem to matter what we ask them, the answer is NO. If they're on the sofa, passing out and can't keep their eyes open, and the parent says, "are you sleepy"? The response will be, "No"! So getting your little one to assist with anything that, YES, is the goal, is a big deal. Also when children are very young it is essential and developmentally necessary to teach them skills that they will need in society, as well as consequence, such as disciplines that may occur as a result of an inappropriate choice. Learning to cooperate, take ownership of a choice and problem solve are key skills to assist our children with appropriate growth in several developmental areas; social, emotional and even physical. We will find out how and why behaviors indicate if a young child will indeed be cooperative and what types of discipline will assist us with helping the young child grow



and develop appropriately in this area.

3) Finally participants will learn a few ways to nurture the young child. What are the appropriate ways to ....JUST CALM DOWN? Why and how does Social & Emotional situations play into certain behaviors with our young children will also be explored. Well, let's see, there are several key tools in assisting young children in social and emotional development, so we will look mainly at how to approach particular situations, for positive and appropriate results. Is imitation the best form of flattery? Not if you, as the primary care giver blows your top, often!!!

Participants will:

- Recognize some behaviors and identify ways to work with children exhibiting mis-behaviors and how to know the difference.
- Learn proper ways to communicate and assist children with developing appropriate self-esteem and communication skills.
- Recognize how working with children on how to cooperate will assist in the development of self-discipline and problem solving abilities for the child.
- Identify calming techniques that WORK, for the child and for the parents or teachers.

**Presentation Track: Birth to 5**

### **Upper Level - Meeting Room 4 A**

#### **Managing and Deescalating Crisis: A Developmental and Person Centered Approach**

*Sarah K. Champ and Beth Champ, The Community School*

Professionals who work with adults on the autism spectrum may experience crisis situations. We present a model of crisis intervention that respects the personal dignity of the person in crisis as well as strategies for every stage of crisis, from initial signs of distress to recovery and reconnection.

Participants will:

- Learn the stages of crisis situations
- Learn a model of crisis intervention that respects personal dignity
- Learn how to assist adults with autism during crisis situations

**Presentation Track: Advanced Tiers**

### **Upper Level - Meeting Room 4B**

#### **A Review of the Literature on Behavior Management Interventions for School Buses**

*Krystal Kennedy PhD, BCBA and Seth A. King PhD, BCBA, Tennessee Technological University*

The lack of adult supervision on school buses facilitates traffic-related injury, bullying, and other infractions. This review identified studies evaluating behavior

interventions designed to improve student behaviors on school buses. Identified studies provided limited information regarding the characteristics of participants and generally assessed the effect of driver or researcher implemented reinforcement, punishment, and other management activities on the behavior of all passengers. Studies yielded modest findings and did not satisfy the most recent quality indicators of the Council of Exceptional Children. Implications for practice and future research follow a discussion of findings.

Participants will:

- Gain a deeper understanding of behavior interventions designed to improve student behaviors on school buses
- Learn areas of future research associated with behavior interventions utilized on school buses
- Learn commonly implemented reinforcement strategies utilized by bus drivers

**Presentation Track: ALL**

### **Upper Level - Meeting Room 5A**

#### **Move-ing Forward With Transitions**

***Cassa Andrews and Shayla Lewis, Georgia Department of Early Care and Learning***

This training dives deeper into the second layer in Tier 1 of the Pyramid Model framework, High Quality Supportive Environments: Transitions. During this training participants will uncover strategies for transitioning children during daily routines that support children's social emotional competence and promote engagement. From using transitional songs to using visuals throughout transitions, this module offers strategies that can support every early learning professional. When transitions are taught throughout the child's day to support and promote children's engagement in moving from one activity to another, they also significantly reduce challenging behavior.

Participants will:

- Learn strategies for developing and teaching expectations
- Learn how to developing expectations
- Learn how to give positive feedback to children as they move throughout their day.

**Presentation Track: Birth to 5**

### **Upper Level - Meeting Room 5B**

#### **How am I supposed to take data AND teach?**

***Katie A. Smith and Jennifer L. Alexander, Comprehensive Behavior Change***

Ongoing data collection is critical to ensuring great academic and behavioral outcomes for students with disabilities. Finding time to meet all of your students' instructional and data collection needs can be difficult. You may be asking yourself, "How am I

supposed to take data AND teach?” In this session, we will provide an overview of data collection methods and discuss how collecting and using data that inform instruction IS teaching.

Participants will:

- Learn tips and tricks for incorporating data collection into instructional time
- Learn how to incorporate data collection into the home and school setting
- Learn a variety of data collection methods

**Presentation Track: Classroom K-12**

## **Upper Level - Meeting Room 5C** **SOARING for InCentives with PBIS**

*Kimberlee Marie Sorrell and Kelly Guglietta*

SOARin' for InCentives with PBIS explores fundraising of positive PBIS programming in schools - beginning with elementary schools. We will explore costumes and fun gear to generate interest, contests to engage all learners practicing expectations, and 'buy-in' incentives for the building faculty and staff. We will then focus exclusively on incentives for faculty, staff, and all stakeholders (community/family members as well). We will stress the importance of incentives for stakeholders for the overall progress of a successful PBIS program. We will share incentives that have worked in our school setting and with various stakeholders - in the hopes that attendees will bring ideas back to their respective facilities for immediate implementation.

Time allowing, we will then make suggestions for challenges in the PBIS community and will discuss speed bumps that your building may encounter on the path to PBIS success! This will support a more positive, forward movement for your PBIS facility. We will share our school's success with generating an operating budget of almost \$3,000 in a few, short months and the trainings, incentives, and support that fundraising has provided as a result. Finally, we will discuss and share transformational PBIS practices in the home and community to improve climate and create common expectations for continued student success! This will also include PBIS practices and frameworks to adapt with ease for preschool programs through high school facilities!

Participants will:

- Be provided 3-5 incentives that will maximize overall support and involvement within a school PBIS program.
- Be provided 3-5 challenges that facilities may face on the road to building a successful PBIS incentive and fundraising program.
- Be provided 3-5 ideas to support community/family involvement to move all stakeholders forward in a positive and successful PBIS movement.

**Presentation Track: Classroom K-12**

## **Upper Level - Meeting Room 6A** **Power of Positivity and Proactive Practices in Preschool!**

*Becky Lamont*

This presentation will discover how implementing evidence based practices based on the science of applied behavior analysis (ABA) can positively affect outcomes for early childhood settings focusing on being proactive and using positive reinforcement for behavior management as well as how pre-teaching behavioral skills and expectations can improve learner progress and participation. Open to administrators, teachers, support personnel, parents and community providers.

Participants will:

- Understand key aspects of using positive reinforcement and the effectiveness of embedding in to instructional settings
- Understand the effectiveness and benefits of employing positive reinforcement for both individual student achievement and classroom management
- Understand how pre-teaching behavioral expectations and targets can prevent problem behavior
- Provides practical instruction and behavior management strategies that can bridge a child's learning across school, home, and community experiences and lead to more positive outcomes.

**Presentation Track: Birth to 5**

### **Upper Level - Meeting Room 6C**

**Take Action: Interlocking STEM & PBIS to support strengths based interventions**

*Charmaine J. Simmons*

The presentation will illustrate how educators can use STEM based projects to encourage intrinsic growth for students and positive behavior in the school environment. As STEM promotes critical thinking amongst students it will also engrain problem-solving skills in managing their behavior. As students take on a more active role in their personal development, teachers and administrators will be able to break down data entry as it relates to the “Big 7” in efforts to reduce school discipline data. In addition to the consistent exposure of STEM it will hopefully ignite a passion for it and possible pursuit of a career in a STEM field for students.

Participants will:

- Learn how to utilize STEM based projects to encourage positive student behavior
- Learn how to use data as it relates to the “Big 7”
- Learn how to incorporate problem-solving skills into the daily classroom routine to assist in management disruptive classroom behaviors

**Presentation Track: Classroom K-12**

# Poster Presentations

Tuesday: 11:15-1:15 pm  
Exhibit Hall A

**Muscogee County:** Midland Middle School

*The Great Paradigm Shift*

The shift in school climate is a result of implementing PBIS strategies with fidelity. Making that shift happen is another story. The Great Paradigm Shift sheds light on strategies that Midland found most effective in changing the culture of our school.

**Colquitt County Schools**

*Rollin' with PBIS: PBIS on the BUS*

In Colquitt County, we consider the school bus our students' "first and last classroom of the day." Participants will learn about how we are implementing the PBIS Framework on ALL of our buses, including our initial & refresher training plan and how we are integrating school, bus, and community supports.

**Walker County:** Rossville Elementary

*PBIS at RES*

PBIS at Rossville Elementary is working to become a collaboration between school, community, and home. It is our goal for all students to not only know the expectations of being respectful, responsible, and safe but how they transfer into their homes and include our community.

**Gainesville City School:** Centennial Arts Academy

*Be the One*

Centennial Arts Academy utilizes PBIS to prepare our students to be ready, respectful, responsible, role models in our school and community. Our entire school staff works together to create an environment that models the concept "Be The One." This concept is reinforced with lessons, incentives, and examples throughout the year.

**Lowndes County School System:** Lowndes Middle School

*Give Points, Go Paperless!!*

PBIS is an excellent tool to improve school culture and positive behavior. Our poster will demonstrate various ways we use the PBIS Rewards System to give student and teacher paperless points.

**Rabun County Schools:** Rabun County Primary School

*All PAWS In!*

We will share how RCPS has been implementing a successful PBIS program at the Primary level. We will share about our PAWS Code, unique reward system, and how we partner with our community, to character across all settings.

**Long County Schools:** Smiley Elementary School

*SES PBIS Long Co*

SES is a K-3 school with around 1200 students. This poster includes information on the mission statement, expectations, acknowledgements, flow chart, as well as a chart demonstrating the 48% reduction in referrals since implementing PBIS. There are also several pictures highlighting PBIS activities and acknowledgements.

**Cobb County School District:** Riverside Intermediate School

*Creating a Community of R.I.V.E.R. Role Models*

This poster session will summarize Riverside's implementation of PBIS including community involvement, parent communication, and fundraising, while emphasizing the creation of a positive environment for speakers of all languages. Practical suggestions for creating and branding your own PBIS community will be presented.

**Dodge County:** South Dodge Elementary School

*Keep Calm and PBIS On!*

Our poster illustrates the journey SDES has taken with PBIS implementation. It illuminates the behavioral data that was collected as well as examples of consistent interventions, supports, and consequences at South Dodge. We also share great results PBIS has bestowed upon us through student testimonies.

**Bibb County:** SOAR Academy

*Soaring to New Heights with PBIS*

Creating a supportive educational environment where students feel they are given a second chance and not a last chance through implementing Positive Behavioral Intervention and Support!

**Heartland Academy**

*Heartland Academy Hawks*

Our presentation will include information on our Matrix, how we incorporated our school mascot into our initiative (FLY – Heartland Hawks). We will present data to show the impact of our program and how the positive reinforcement has been integrated in our GNETS program and motivated our student to FLY high.

**Jones County:** Clifton Ridge Middle School

*Building Relationships while Celebrating Successes*

At CRMS, many of our positive incentives give us the opportunity to build relationships between the faculty and students. We would like to highlight a few that have become very popular and meaningful to our staff and students. These activities have helped us “Build Relationships while Celebrating Successes.”

**Bibb County School District:** Veterans Elementary

*Veterans HEROES*

Veterans Elementary School has embraced Positive Behavior Interventions and Supports (PBIS) to help define our school culture and shape it into an environment that has systematic approaches to address positive behavior and academic outcomes. We embrace the Ten Critical Elements through collaboration, systematic procedures and acknowledgement, and community involvement.

**Cobb County School District:** Awtrey Middle School

*Embarking on the Journey: Implementing PBIS in a Middle School*

This poster session will summarize transitional activities during the first-year implementation of PBIS in a middle-school setting. Participants will learn practical strategies to improve the school culture and increase student achievement by empowering students and staff while partnering with the community and families.

**Bartow County Schools:** Woodland High School

*They Ought to Know Better*

By the time they get to High School, "they ought to know better". Well, what do we do if they don't know better? The answer is simple...We are teachers, we need to teach. Where do you begin? We would like to share with you what it takes start the conversation. How did we sell it to our stakeholders, our parents, our business partners and most importantly our students? The data is there to support our needs for change and together, we will be the change that we want to see in the world. (Ghandi)

**Monroe County:** Katherine B. Sutton Elementary

*The Knight Way!*

At Katherine B. Sutton, PBIS has been an instrumental part of the school culture since it's opening in 2009. K.B. Sutton takes pride in their unique reward systems, the focus on training new teachers in the core values of PBIS, and the dedication to disaggregating the school wide data.

**Bacon County School District**

*We Believe In BC*

Bacon County displays a rejuvenated spirit to connect with the community through PBIS. Everyone has a hand in positive behavior interventions and supports from district leadership, school staff, and students. Our students from ages 4 to those already graduated can easily recite to you the 3 R's that has become their motto. When asking a graduate, they smile and talk about their experiences with PBIS. They help us carry our efforts into the community as they transition into adulthood! Our district's focus is making connections through communication, curriculum, and community. This expectation was set from day 1 during the first staff meeting. When asked how they feel about PBIS in their schools, administrators say, "It makes everything flow smoother." Administrators take pride in observing the impact on students from primary level through to high school. Our district has made mistakes in implementation, learned, and redirected their efforts in and focused goal. There's work still to do but huge gains have been made and more on the way for BC. We believe in BC is about making positive connections with our community and believing that our schools support all students and staff through positive school climate that is felt throughout the Bacon county. We Believe in BC!

**Ware County School District:** Waresboro Elementary School

*TEAM WARE & PBIS*

Waresboro Elementary poster will highlight how PBIS has become part of the school culture by working with all educational stakeholders. Data will



also be shared to show decrease in office referrals since implementation of PBIS. y

**Georgia College and State University:** Alli McKnight & Lelin Schell  
*The Importance of Positive Teacher Language*

Positive Teacher Language involves intentionally interacting with students in a positive, direct, and inclusive manner through encouragement, positive reinforcement, communication, and speech. The presentation will provide an overview of how this method can be effectively implemented, as well as how to foster respectful relationships between teachers and students.

**Georgia College and State University:** Annslee Jones, Lily Goodman & Rachel Roberts

*Positive Family Involvement: Connecting Positive Behavior Intervention and the Home*

Presenters will highlight the benefits of Positive Family Involvement as a key component of a successful school-wide PBIS approach. A discussion of best practices in integrating Positive Family Involvement into the PBIS experience will be explored.

**Georgia College and State University:** Layla Scott, Seabon Davis & Mallory Dykes

*The Effects of PBIS on Student Self-Esteem*

Presenters will provide a detailed analysis of the effects of a PBIS-based approach to behavior management on students' self-esteem. A discussion of the importance of addressing students with low self-esteem and the potential impact of positive behavior interventions in promoting greater self-esteem will be explored.

**Georgia College and State University:** Sydney Kulper, Dominique Alonso & Brianna Hartdegen

*Creating a Democratic Classroom: Giving Students a Voice*

Presenters will discuss methods for involving students in creating successful classroom management plans. Best practices in the implementation of a democratic classroom that involves the input of both students and teachers in the creation of classroom rules will be examined.

**Georgia College and State University:** Hannah Adams, Kamie Hartley & Haley Thigpen

*Positive Reinforcement vs. Punishment: The Benefits of Keeping It Positive in the Classroom*

Presenters will explain the differences between positive reinforcement and punishment and will discuss the benefits of positive reinforcement in the Special Education classroom. Specific strategies in maintaining a positive environment both conducive to reducing incidents of misbehavior and promoting academic success in the classroom will be explored.

# My Schedule: Tuesday

**Conference Overview:** 8:15-8:30 am

**Guest Speaker:** 8:30-9:00 am

**Keynote Speaker:** 9:00- 10:00 am

**Breakout Session #1:** 10:15- 11:30 am

Title:

Room:

**Lunch and Poster Sessions:** 11:15- 1:15 pm

Room: Exhibit Hall A

There is a 45 minute break from 11:30- 12:15 pm

**Breakout Session #2:** 12:15- 1:30 pm

Title:

Room:

**Breakout Session #3:** 1:45- 3:00 pm

Title:

Room:

**Breakout Session #4:** 3:15-4:30 pm

Title:

Room:

# My Schedule: Wednesday

**Conference Overview:** 8:00-8:15 am

**Guest Speaker:** 8:30-9:00 am

**Breakout Session #1:** 9:15- 10:30 am

Title:

Room:

**Breakout Session #2:** 10:45- 12:00 pm

Title:

Room:

**Lunch and Poster Sessions:** 11:15-1:15 pm

Room: Exhibit Hall A

There is a 45 minute break from 12:00-12:45 pm

**Breakout Session #3:** 12:45- 2:00 pm

Title:

Room:

**Breakout Session #4:** 2:15-3:30 pm

Title:

Room:

# Presentation Notes

# Presentation Notes

# Presentation Notes

# Presentation Notes



# Presentation Notes

# Exhibitors and Sponsors



With more than 80 years of experience in the assessment field, Pearson's Clinical Assessment group offers innovative, gold standard products and services to meet our school customers' needs. We concentrate on merging innovation and technology with quality test design resulting in our industry leading products such as the WISC-V, KTEA-3, Vineland-3, and the BASC-3.



Located in Sandy Springs, Cumberland is a fully-accredited school specializing in the needs of students in grades 4-12 with high-functioning Autism, Asperger's, ADD, ADHD and other learning differences. Small class sizes, challenging college preparatory curriculum, nurturing and supportive faculty and staff, and a strong emphasis on social and life skills encompasses student life.



For over 50 years, PRC has been leading the way in giving a voice to those who cannot speak for themselves. Since 1966, PRC has paved the way in the development of speech-generating devices and continues to innovate in the field of language development. We believe “Everyone deserves a voice.”



**GVRA Believes..** Every Georgian with a disability can work and live independently if he or she chooses to do so We are here to help, With 40 offices throughout Georgia and we cover all of Georgia If a Georgian with a disability wants work we want to help him or her achieve that goal.



YAWA, Inc focuses on Young Adults With Autism (ages 18-30) learn to socialize and communicate with one another through organized, fun-filled, free events involving culture and the arts, as well as eating at various ethnic restaurants around Atlanta.



PBIS Rewards is an affordable, schoolwide PBIS management system that helps you go paperless with your token economy. Quickly and easily recognize students for meeting behavior expectations and track the data automatically! With PBIS Rewards, our wide variety of reports provide clear insight into how teachers are utilizing PBIS, how students are responding to positive recognition, and how PBIS is improving school culture. Plus, our suite of PBIS apps provide teachers, administrators, and staff with the mobility to recognize any student, anywhere! Are you ready to simplify your PBIS program with a digital token economy?



Discovery Toys offers top-quality, unconditionally guaranteed, child-powered, FUN, educational toys, books, and games for children of all ages. Most of our products are exclusive and not available through other sources. While we are not a specifically therapeutic toy company, our products are used extensively by OTs, PTs, SLPs, and professionals working with children (and adults) with special needs.



Respectful Ways SEL curriculum is a fun new way to bring Social and Emotional Learning to your classroom. Our interactive, online program offers 54 lesson plans that teach Character Education to PreK-12th grade students through discussion, activities, reflection, pop-culture trends, and lots of classroom creativity! With PBIS needs in mind, our curriculum is written by educators, for educators involving five research-based activities per module, professionally-written educator supplements, Respectful Signage, Let's Chat conversation cards, original poetry, "Promise" pledges and more! We are your wingman in the classroom to help teach CPR: compassion, perseverance, respect and responsibility, to pump the heart into your students. Our

curriculum can be custom made to your school's specific needs!  
Take our short survey at [RespectfulWays.com](http://RespectfulWays.com) to see which  
modules work for you.

Respectful Ways is Human*KIND* Curriculum to Educate the  
Human Heart.

## CentralReach

We build software for the developmental disabilities sector, with a  
focus on both research and practice. By creating and improving  
analysis tools, we help to advance the field and help medical and  
other healthcare professionals collaborate in real time.



Fluency Plus, a group of School Psychologists and Special  
Educators, teamed with SEAS to develop Behavior Plus, an  
automated behavior support tool used to assist with the  
development of Tier II and Tier III behavior intervention plans,  
including Functional Behavioral Assessments. The program aids  
in the development of behavior plans by providing instant access  
to operational definitions of target problem and replacement  
behaviors, prevention and teaching strategies, reinforcement and  
corrective strategies, goal development, progress monitoring, and  
graphing.



**NIH Autism Center  
of Excellence**

Marcus Autism Center is a not-for-profit organization and subsidiary of Children's Healthcare of Atlanta that treats more than 5,500 children with autism and related disorders a year. As one of the largest autism centers in the U.S. and one of only three National Institutes of Health (NIH) Autism Centers of Excellence, Marcus Autism Center offers families access to the latest research, comprehensive evaluations and intensive behavior treatments. With the help of research grants, community support and government funding, Marcus Autism Center aims to maximize the potential of children with autism today and transform the nature of autism for future generations.



With an Atlanta team of nearly three dozen, including senior software engineers and BCBA-Ds, Catalyst is the clear industry flagship for electronic data collection and management, and DataFinch is positioned to continue its relentless drive to keep Catalyst at the cutting edge of technology and Applied Behavior Analysis.

## Bronze Level Sponsors:



**STEPHANIE C. HOLMES, MA, BCCC**  
**CERTIFIED AUTISM SPECIALIST**  
Autism Spectrum Resources for  
Marriage & Family  
[www.counselorstephanieholmes.com](http://www.counselorstephanieholmes.com)

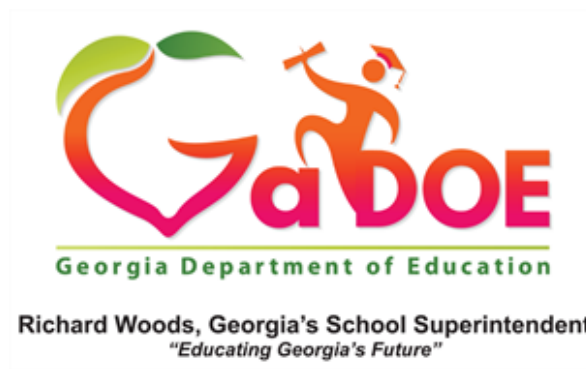


## Gold Level Sponsor:





# Partners



# Lunch Vendors

## Tex's Tacos: Food Truck

### TACOS

*Served fresh on a warm flour or corn tortilla*

**CHICKEN FRESCA** \$4.00  
HONEY LIME-BRINED CHICKEN, PICO DE GALLO, SALSA ROJA, CHEESE, CILANTRO

**PASTOR DE PUERCO** \$4.00  
PORK AL PASTOR, PINEAPPLE, GRILLED ONION, CHEESE, CILANTRO

**CARNE ASADA** \$4.00  
CITRUS-SPLASHED SKIRT STEAK, GUACAMOLE, GRILLED ONION, CHEESE, CILANTRO

**PULLED PORK BBQ** \$4.00  
VINEGAR-BASTED PULLED PORK, HONEY-LIME GARDEN SLAW, BBQ SAUCE

**VEGGIE** \$3.00  
GRILLED BELL PEPPER & ONION, GUACAMOLE, PICO DE GALLO, CHEESE, CILANTRO

### QUESADILLAS

*Large grilled & cheese-filled flour tortilla; served with homemade salsa roja*

**CHEESE** \$5.00  
(CHEESE)

**VEGGIE** \$7.00  
(CHEESE, GRILLED BELL PEPPER & ONION, PICO DE GALLO)

**PASTOR** \$8.00  
(CHEESE, PORK AL PASTOR, PINEAPPLE, GRILLED ONION)

**CHICKEN** \$8.00  
(CHEESE, HONEY-LIME BRINED CHICKEN, GRILLED ONION)

**STEAK** \$8.00  
(CHEESE, CITRUS-SPLASHED SKIRT STEAK, GRILLED ONION)

**BBQ** \$8.00  
(CHEESE, PULLED PORK BARBEQUE, SWEET BARBEQUE SAUCE)

### MEXICANO



### TEXICANA FRIES \$9.00

*Lime Fries loaded with guacamole, pico de gallo, grilled onion, queso fresco, fresh jalapeño, & cilantro; served w/ homemade salsa roja.*

**VEGGIE / CHICKEN  
STEAK / BBQ / PASTOR**

### SIDES

**LIME FRIES** \$4.00

**CHIPS & SALSA** \$4.00

### DRINKS

**BOTTLED WATER** \$1.00

**SOFT DRINKS** \$2.00

**MEXICAN COKE** \$2.00

**MEXICAN FANTA** \$2.00

## Louisiana Purchase: Food Truck

# LOUISIANA Purchase FOOD TRUCK L.L.C.

- **Seafood Poboy** - Fried seafood in Cajun seasoning, with lettuce, tomato, pickles and house-made remoulade sauce. Served on a toasted 8-inch French loaf.  
Shrimp \$10.00  
Catfish \$9.00
- **Pulled Pork Poboy** - Pulled pork with Cajun BBQ sauce and coleslaw on top. Served on a toasted 8-inch French loaf.  
\$8.00
- **Red Beans and Rice** - Kidney beans cooked with celery, pepper, onions and chef's special Cajun seasonings. Served with steamed rice. Vegan and gluten free.  
Large \$8.00 / Small \$3.00
- **Gumbo** - Traditional cajun-style gumbo with house-made dark roux, chicken, andouille sausage, chopped celery, bell pepper and onion. Served over steamed rice.  
Large \$9.00 / Small \$4.00
- **Zapps Chips** - Various flavors \$1.00
- **Water and Sodas** - \$2.00

*We accept cash and all credit/debit cards.*

# Bento Bus: Food Truck



## JAPANESE-INSPIRED STREET CREATIONS

Unique, fresh and healthy recipes from our truck to your belly

### 1 CHOOSE YOUR ENTRÉE:

**Rice Bowl** Steamed white rice topped with your choice of protein + romaine lettuce, fresh edamame, shredded seaweed, tempura crunch and signature sauce. \$ 9.00

**Asian Tacos** Two warm flour tortillas filled with your choice of protein + romaine lettuce, pico de gallo, tempura crunch and signature sauce. \$8.00

### SIDE:

**Edamame Pods** Sea - salted edamame (soy beans) in pod. \$ 4.00

**Pork Shumai (5pc)** Juicy pork dumplings on bed of romaine lettuce drizzled with signature sauce. \$4.50

**Asian Nachos** Deep fried wonton chips loaded with romaine lettuce, pico, roasted corn, choice of protein, queso cheese and signature sauce. \$6.00

### 2 CHOOSE YOUR PROTEIN:

#### Chicken

Juicy thigh meat basted with a homemade teriyaki glaze.

#### Asian BBQ Steak

(+ \$1.00)  
Rib eye marinated in a homemade Asian BBQ sauce and then grilled to perfection.

#### Tofu

Non-GMO tofu cooked in an umami Japanese marinade.

#### All Veggie

No protein, just fresh veggies!  
Edamame, avocado, pico de gallo, roasted corn, and romaine lettuce.

### DRINK:

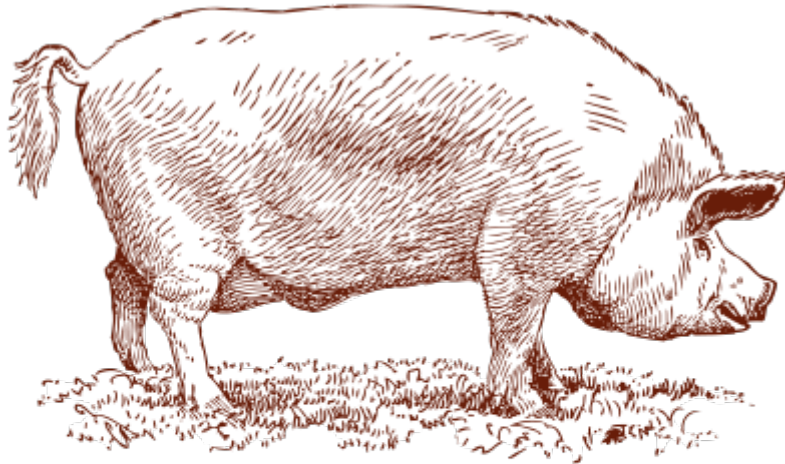
Coke	\$1.50
Diet Coke	\$1.50
Sprite	\$1.50
Bottled Water	\$1.50
Ramune (Japanese Bottled Soda)	\$3.00

*We use Earth-friendly, compostable bowls and trays!*



Need Catering? Call (678) 439-6277 or e-mail us at: [atl@bentobus.com](mailto:atl@bentobus.com)  
[www.bentobus.com](http://www.bentobus.com)  
[facebook.com/bentobus](https://facebook.com/bentobus) | [@bentobusATL](https://twitter.com/bentobusATL) | [foursquare.com/bentobusATL](https://foursquare.com/bentobusATL)

**Sweet Auburn BBQ: Food Truck**



*Sweet Auburn*  
**BARBECUE**

**Chick-fil-A: Indoor Vendor**



\*They will be providing both breakfast and lunch.

## Marco's Pizza: Indoor Vendor

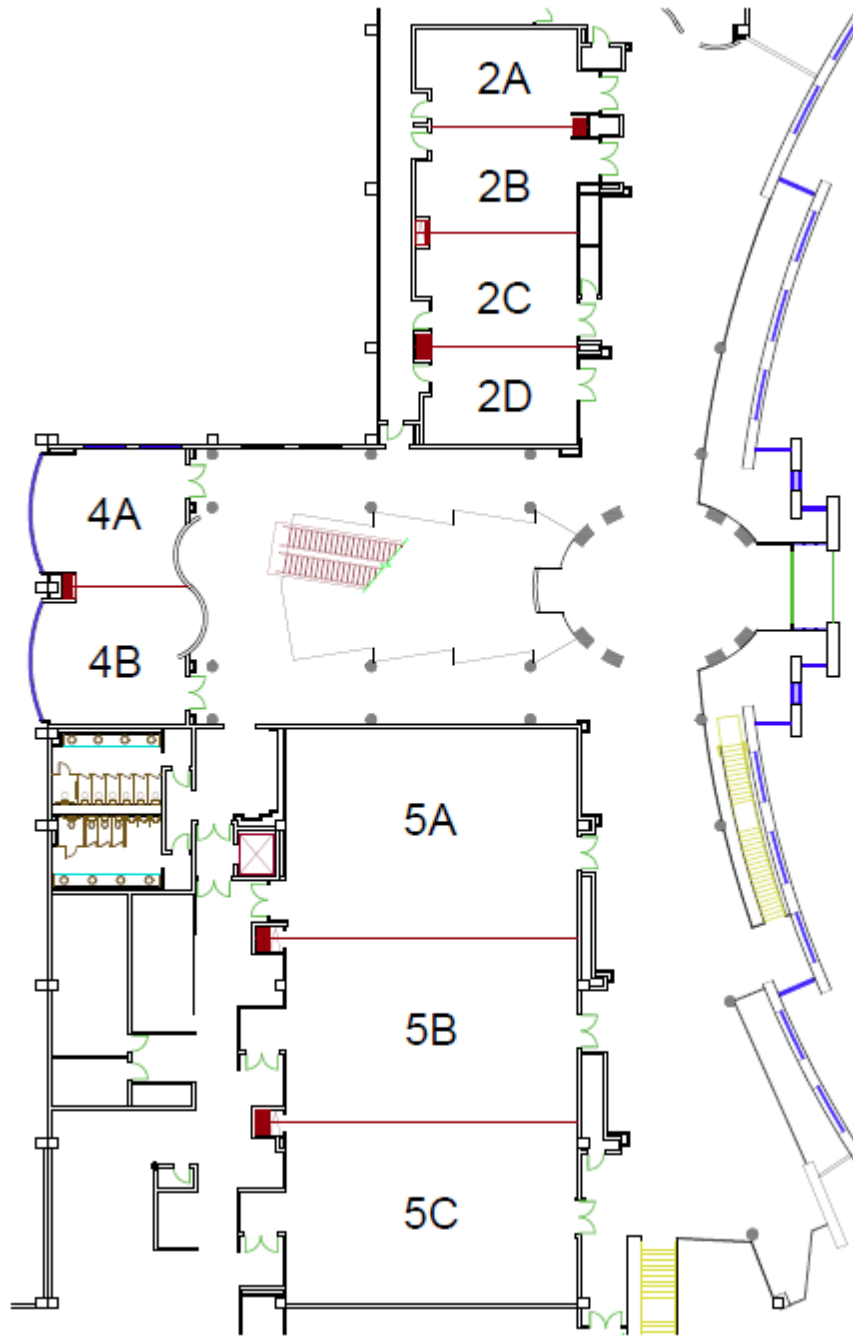


## Infinite Energy Center: Concessions

Chips	\$1.75
Candy	\$3.25
Whole Fruit	\$1.00
Large Popcorn	\$6.50
Pretzel	\$4.00
Soup of the Day	\$3.50
Bowl of Chili	\$4.50
Fruit Parfaits	\$4.00
Fruit Salad	\$4.00
Deli Sandwiches	\$5.75
Club Sandwich (Turkey & Swiss, Ham & Cheese or Chicken Salad)	\$6.75
Hamburger/Cheeseburger	\$7.25
Hot Dog	\$5.25
BBQ Sandwich	\$7.00
Chicken Filet Sandwich	\$7.25
Salads	\$6.00

# Venue Maps

## Upper Level:



# Lower Level: Part 1





## Lower Level: Part 2

