



## NEVADA APBS 2017 CONFERENCE AGENDA

University of Nevada, Reno

*Joe Crowley Student Union*

December 1, 2017

8:00 AM – 5:30 PM

Hosted By:

Nevada APBS Network, Nevada School Climate Transformation Project, Positive Behavior Support- Nevada  
& the Nevada Center for Excellence in Disabilities

*Special acknowledgement to the Frontier Community Coalition for partial sponsorship.*

8:00- 8:30 AM Grand Ballroom AB

**Opening Remarks and Introduction**Donald Jackson, Ph. D, *NV PBIS Senior Project Advisor*Lauren Brown, M.A., BCBA, *NV APBS President*

8:30- 9:45 AM Grand Ballroom AB

**PBIS: Making Schools and Classrooms More Positive, Effective, and Student-Guided\***Kent McIntosh, Ph. D, NCSPP, *National PBIS Technical Assistance Center*

With all of the responsibilities that individual educators have today, how can we work together to build a positive school culture for all and keep it going instead of having it fade away to implement the “next big thing” in education? This presentation will describe how teachers can use the principles of PBIS to meet their shared, valued outcomes and provide students with greater voice in their educations. Upon completing this session, attendees will be able to: Provide a rationale for implementing PBIS, explain the key elements of a PBIS framework, and implement strategies to increase student voice in school discipline systems.

9:45- 10:00 Break

10:00 – 10:50 AM Concurrent Breakout Sessions

**The Role of Behavior Analysts in MTSS\*****Room 320**Kaci Fleetwood, M.Ed., BCBA, *State PBIS Coordinator*

Behavior analysts occasionally encounter challenges working effectively in school settings, and often face barriers at the theoretical and practical level. The reality is that effective practices require effective systems to support and sustain school staff behavior. Multi-Tiered Systems of Support (MTSS) provide behavior analysts with the opportunity to create and support systems that deliver effective interventions to students that yield positive outcomes for staff and students. By training, behavior analysts are generally classically trained for intensive, individualized (tier 3) student interventions. However, there are critical roles that can be optimized at lower tiers of support (tier 1 and 2) that have the potential to positively impact significantly more staff and students. This presentation will provide practical examples of diverse roles that behavior analysts can fulfill at all three tiers of MTSS within school and district systems. Important considerations for working as a behavior analyst within school systems will also be discussed.

**PBIS in Juvenile Justice and Parole****Room 422**Kathryn Roose, M.A., BCBA, LBA, CADC, *NV PBIS Systems and Evaluation Manager*

School-wide PBIS is being implemented in over 25,000 schools world-wide including early education, K-12, and alternative education. PBIS in schools and alternative education has paved the way for implementation in novel settings, most notably in Juvenile Justice (JJ). PBIS in JJ settings started in the early 2000s, and now around 13 states in the US are implementing PBIS in secure juvenile settings with similar outcomes to traditional school settings, including decreased problem behavior and improved academic outcomes. This presentation will describe Nevada’s efforts to implement PBIS at Summit View, a maximum security juvenile justice facility. In addition, we will describe how our experience at Summit View resulted in a new project, implementing PBIS in Nevada Youth Parole, and how the lack of boundaries of a school or facility building has influenced implementation.

**Building Cooperative Behavior in the Classroom and at Home****Room 423**Lauren Brown, M.A., BCBA, *PBS-NV Project Coordinator, NV APBS President*Christine O’Flaherty, M.S., BCBA, *PBS-NV Clinical Director*

Although school-wide systems are often considered the focus of PBIS, the utility of PBIS in other settings (e.g., classroom, family supports) is often overlooked or underemphasized. This presentation will look at how PBIS can be utilized in the classroom and home environment. We will discuss five specific tier I strategies that can be used effectively in the classroom and home environments to reduce problematic behaviors and increase appropriate behaviors, and will offer examples of how these strategies can be used effectively in either environment. Resources available in the Nevada community for both teachers and families will also be discussed.

## 11:00 – 11:50 AM Concurrent Breakout Sessions

**Tier 1: Developing Interventions That Work for YOUR School\*****Room 320**Holly Seniuk, Ph. D, BCBA-D, *NV PBIS Program Coordinator*

Tier 1 School-Wide Positive Behavioral Interventions and Supports (SWPBIS) focuses on the prevention of challenging behavior through the use of universal supports. These supports are available to all students and are developed based on the unique context of the school. By implementing strong Tier 1 practices at a high level of fidelity schools can greatly reduce the amount of resources that are typically consumed by challenging behaviors. This presentation will discuss the development and implementation of Tier 1 supports. Particular emphasis will be on the development and implementation of school-wide reinforcement systems, systems to address challenging behaviors, the role of data-based decision making, and the significance of implementation fidelity. The presentation will incorporate multiple examples of how systems can be designed and adapted so that they are contextually relevant to each school's unique needs. An exemplar from a Nevada school will share how they were able to design their systems based on the context of their school.

**Interconnected Systems Framework****Room 422**

Kaci Fleetwood, M. Ed, BCBA, State PBIS Coordinator  
 Sarah Hannonen, BSW, *Wholeness Coordinator*  
 Shauna Bake, M. Ed, *LEA Coordinator*

The Interconnected Systems Framework (ISF) is a structure and process to integrate mental health supports within PBIS systems at the school and district levels. This session will provide an overview of the ISF core features, and share tools for buildings and LEAs to utilize including the ISF Action Planning Companion Guide to the Tiered Fidelity Inventory. A school-based mental health provider and LEA coordinator will be highlighted as exemplars and present on their successful utilization of the ISF to integrate school mental health across school buildings in their rural district.

**Trauma-informed Care in PBIS****Room 423**

Ashley Greenwald, Ph. D., BCBA-D, *Director of Nevada PBIS*  
 Amber Reid, MSW, *Office of Safe and Respectful Learning, NDE*

With over 30% of students in our country having Adverse Childhood Experiences (ACE's), embedding trauma informed practices in schools is more important than ever. This talk will provide an explanation of what it means to have trauma backgrounds, what type of behavior patterns to expect with students who have ACE's, and why typical behavior protocols may not work for this population. The talk will then highlight the essential components for consideration when embedding trauma informed practices into an existing PBIS or MTSS framework and trauma informed practice examples will be provided across the tiers.

## 11:50 AM – 12:20 PM Grand Ballroom AB: LUNCH

**School Recognition Awards & Video Competition Winners Announced****Box Lunch Provided**Ashley Greenwald, Ph. D., BCBA-D, *Director of Nevada PBIS Technical Assistance Center*

## 12:20 – 1:20 PM Grand Ballroom AB

**Strategies for Achieving Equity in School Discipline\***Kent McIntosh, Ph. D, NCSP, *National PBIS Technical Assistance Center*

Recent research has indicated that disproportionality in school discipline (e.g., by race/ethnicity or disability status) arises primarily from implicit bias, the unconscious influences on our decisions. This presentation will describe the concept of implicit bias in education and share strategies for reducing its effects on decision-making to enhance equitable outcomes for all students. Upon completing this session, attendees will be able to: define the term implicit bias and explain how it affects decision making in school discipline and identify the critical features of a self-instructional routine to replace biased responses to student behavior with more equitable ones.

## 1:30 – 2:20 PM Concurrent Breakout Sessions

**Tier II PBIS\*****Room 320**

Kaci Fleetwood, M. Ed., BCBA, *State PBIS Coordinator*  
 Shea Murphy, M. Ed, *Principal*

Following up from a previous talk on Tier I trainings in PBIS, this presentation will emphasize how to use data in teaming, interventions, and evaluation to build and support tier II systems. Creating equitable and consistent data decision rules for entry, exit, and progress monitoring of specific interventions will be highlighted. Attendees will learn how to effectively and efficiently identify students considered to be at risk within an entire school population for targeted behavior skills training interventions and how to leverage progress monitoring data to evaluate student performance at the individual level and intervention efficacy at the group level. A principal for Pershing County School District will describe the tier 2 systems that she has created, implemented, and evaluated at the elementary and middle school levels.

**Nobody Gives Me a Ticket for Coming to Work!****Room 422**

Jodie Soracco, M. Ed, BCBA, *State PBIS Coordinator*  
 Krystal Koontz, M. Ed, *PBIS/SEL District Coach*

This hands-on interactive workshop is designed to give educators inspiration on how to incorporate both social emotional learning and positive classroom behavior support strategies into everyday practice. Come and partake in the fun and walk away with strategies that will not only assist in building relationships with students, but also increase academic engagement upon returning to your classroom!

**Early Childhood PBIS (TACSEI), Part 1\*****Room 423**

Janice K. Lee, M. Ed., BCBA, *Nevada TACSEI Statewide Coordinator*

Learn about what multi-tiered systems of support look like in early childhood settings (birth through 5 years old – and beyond). Part 1 will cover a brief history of Pyramid Model implementation in Nevada, foundational, and Tier 1 (universal prevention) practices in early childhood settings. Hear how the Pyramid Model framework for preventing and addressing challenging behavior helps schools and programs create a climate and culture of acceptance and problem solving, and how educators are supported in teaching preventative strategies to very young children and their families. Data collection, analysis and reporting for Pyramid Model implementation in Nevada will be shared.

## 2:30 – 3:20 PM Concurrent Breakout Sessions

**Tier III PBIS\*****Room 320**

Jodie Soracco, M. Ed, BCBA, *State PBIS Coordinator*

It is commonly known that Tier 3 interventions are designed to reduce the frequency, intensity, and/or complexity of problem behaviors through the use of function-based support plans developed by a team of individuals at a school site. However, Tier 3 *systems* are commonly overlooked. This session will discuss the importance of establishing Tier 3 behavioral systems. Core components including organizational structure, identification, assessment, plan design, and data systems will be discussed.

**High School PBIS Implementation****Room 422**

Kaci Fleetwood, M. Ed., BCBA, *State PBIS Coordinator*  
 Tricia Keliinoi, M. Ed, Ed. S, *Dean of Students*  
 Kristen Arsenault, *English Teacher*

This session will introduce the critical features of School-wide PBIS specific to high schools. Unique features for high schools to consider when implementing multi-tiered behavior frameworks will be discussed. Presenters from Valley High School, in Clark County School District will be highlighted as exemplars and provide insight on their school's implementation journey to fidelity in recent years.

**Early Childhood PBIS (TACSEI), Part 2 \*****Room 423**Janice K. Lee, M. Ed., BCBA, *Nevada TACSEI Statewide Coordinator*

Continue to learn about multi-tiered systems of support in early childhood settings (birth through 5 years old – and beyond). Part 2 will discuss Tier 2 (targeted or secondary promotion) and Tier 3 (individualized – school/classroom and home environments) practices in early childhood settings. For Tier 3 practices, a brief introduction of the three Prevent-Teach-Reinforce models will be provided, a manualized process of positive behavior support for school based (preschool and K-8) and home settings. Data collection, analysis and reporting for Pyramid Model implementation in Nevada will be shared.

3:20 – 3:35 Break

**3:35 – 4:25 PM Concurrent Breakout Sessions****Multi-Tiered Systems of Support: A Framework for Sustaining Effective Practices in Schools\*****Room 320**Kent McIntosh, Ph. D., NCSP, *National PBIS Technical Assistance Center*

Without a focus on systems of implementation, even effective practices are likely to be abandoned. Multi-tiered Systems of Support (MTSS), such as response to intervention (RTI) and school-wide positive behavioral interventions and supports (PBIS) are examples of MTSS that can be implemented to increase the sustainability of evidence-based practices. This presentation will describe the core components of MTSS and describe how separate MTSS initiatives can become more effective, seamless, efficient, and sustainable by combining them into a single, integrated MTSS. Upon completing this session, attendees will be able to: List and describe the core components of MTSS and identify the initial steps and key considerations in implementation of MTSS.

**IGNITE: Special Topics in School-wide PBIS****Room 422**Kathryn Roose, M.A., BCBA, LBA, CADC, *NV PBIS Systems and Evaluation Manager*

Join us for an exciting Ignite session with eight talks from schools across the state! These school exemplars will give fast-paced, energetic five-minute presentations on PBIS practices at their schools, giving us tips on practices that have worked at their schools, and trying to save us from some of the mistakes they have made. Topics include addressing student behavior, bringing PBIS to the staff, restorative practices, communicating to families and the community, implementation successes and challenges, and other exciting topics.

**Bridging Home and School****Room 423**Jodie Soracco, M. Ed, BCBA, *State PBIS Coordinator*Krystal Koontz, M. Ed, *PBIS/SEL District Coach*

Schools committed to student success are creative in accommodating both students and their families. Focusing on family and community involvement not only fosters better outcomes for our students, but also for our teachers. This session will introduce six best practices for family and community involvement. A District coach from Douglas County School District will be highlighted as an exemplar district and present on their successful implementation of home, community, and school partnerships.

4:30 – 5:30 PM Grand Ballroom AB

**Positive Behavior Support: Origins and Transformations\***Glen Dunlap, Ph. D., *Research Professor, University of Nevada, Reno*

This presentation will provide an overview of the origins and transformations of Positive Behavior Support (PBS), and will offer commentary on the current status of PBS for individuals and schools.

**Closing Remarks**Ashley Greenwald, Ph. D., BCBA-D, *Director of Nevada PBIS*