



Be the Transformation
**VIRTUAL
HS-PBIS**

SYMPOSIUM

during these
transformative times

December 2, 2021



KEYNOTE

Terrance M. Scott, Ph.D.








Professor and Distinguished University Scholar
Director, Center for Instructional and
Behavioral Research in Schools
Department of Special Education,
Early Childhood, & Prevention Science

**The Simplicity of
High School PBIS:
Low Effort and
High Impact
Strategies for
Everyday Use**

8:00 a.m. to 12:45 p.m. PST

\$150

BREAKOUT & DEBRIEF SESSIONS

-  *Clear a Space at the Table: Authentically Engaging Youth in Implementation to Promote Relationships and Community*
-  *Tier 2 Interventions: Developing EXEMPLARS*
-  *Investing in Freshmen: Providing Preventive Support to 9th Graders*
-  *Strategies for Preventing and Responding to Escalating Student Behavior*
-  *"Keep it Simple" Student Social-Emotional-Behavioral Success Plan*
-  *Supporting Students' Mental Health Through PBIS*
-  *Supporting Students' Social-Emotional Learning Through PBIS*



REGISTER & PRESELECT YOUR SESSIONS

<https://form.jotform.com/212157920080145>



For additional information,
please contact
cristy@pbiscaltac.org



See more details on
back of page.

8th Annual High School PBIS Symposium

"Be the Transformation"

FALL SESSION : December 2, 2021

KEYNOTE 8:00 a.m. - 9:15 a.m.

Terrance M. Scott, Ph.D.

Professor and Distinguished University Scholar

Director, Center for Instructional and Behavioral Research in Schools

Department of Special Education, Early Childhood, & Prevention Science

The Simplicity of High School PBIS: Low Effort and High Impact Strategies for Everyday Use

This keynote address is meant to help renew and revitalize High School PBIS efforts by pointing out the logic and simplicity of a number of simple strategies that are inherent within PBIS and provide high probabilities for student success.

SESSION #1 9:30 a.m. - 10:30 a.m.

Tier 1 Strand	Tier 2 Strand	Tier 3 Strand	Counselors/Support Staff Strand
<p>Clear a Space at the Table: Authentically Engaging Youth in Implementation to Promote Relationships and Community</p> <p>Patti Hershfeldt, Ed.D Old Dominion University</p> <p>Student engagement is a critical component of PBIS in high schools. Developmentally, adolescents want to play an integral role in decision making specific to their school and community experience. Participants will explore student engagement in terms of a continuum of participation and reflect on how your school is currently including student voice.</p>	<p>Investing in Freshmen: Providing Preventive Support to 9th Graders</p> <p>Mimi McGrath Kato University of Oregon</p> <p>Freshmen year has been identified as one of the most important years in high school. Research has shown that freshman year, more than any other, determines whether a student will move on or drop out. This session will address data, systems and practices to support 9th graders within a PBIS framework to improve the Freshman experience and student outcomes.</p>	<p>Strategies for Preventing and Responding to Escalating Student Behavior</p> <p>Terrance M. Scott, Ph.D. SRI Education</p> <p>This breakout session provides a brief overview of a cycle of students' escalating behavior, providing strategies and considerations for both prevention of and responding to escalation. Video examples will be provided to demonstrate key concepts.</p>	<p>Supporting Students' Mental Health Through PBIS</p> <p>Jacob Olsen, Ph.D. California State University, Long Beach</p> <p>This session provides an overview of how support staff can align their work with the PBIS framework to deliver prevention and intervention supports to address students' mental health needs. Practical strategies to embed mental health supports into PBIS systems, data, and practices across tiers will be shared.</p>

Session #2 10:45 a.m. - 11:45 a.m.

<p>Clear a Space at the Table: Authentically Engaging Youth in Implementation to Promote Relationships and Community</p> <p>Patti Hershfeldt, Ed.D Old Dominion University</p> <p>See description above.</p>	<p>Tier 2 Interventions: Developing EEMPLARS</p> <p>Mimi McGrath Kato University of Oregon</p> <p>This session will provide examples and lessons learned from implementing Check-in Check-out (CICO) in the high school setting. Strategies for fitting CICO to the High School context will be shared, as well as recommendations for using fidelity and outcome data.</p>	<p>"Keep it Simple" Co-creating a Social-Emotional-Behavioral Student Success Plan</p> <p>Cristy Clouse Barbara Kelley CalTAC-PBIS</p> <p>This session will review the process for co-creating (teacher/student) a simple social-emotional-behavioral success plan focusing on relationship building, student engagement and self-management. Explore simple function-based interview questions, assessment protocols, social-emotional-behavioral strategies, and monitoring tools.</p>	<p>Supporting Students Social-Emotional Learning Through PBIS</p> <p>Jacob Olsen, Ph.D. California State University, Long Beach</p> <p>This session provides participants with strategies to develop systems and practices to support students social-emotional learning through the PBIS framework. In addition, participants will learn about evidence-based and research-informed interventions designed to supports students with elevated needs.</p>
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Strand DEBRIEF 12:00 p.m. - 12:45 p.m.

<p>Clear a Space at the Table: Authentically Engaging Youth in Implementation to Promote Relationships and Community</p> <p>Debrief Includes a community of practice collaboratively generating ideas for increasing the degrees of youth participation.</p>	<p>Tier 2 EXEMPLARS/ CICO</p> <p>Debrief includes practice activities for designing Check-in Check-out to fit your High School context and Q&A.</p>	<p>Keep it Simple." Student Success Plan</p> <p>Debrief includes a practice simulation for the interview process and social-emotional-behavioral strategies selection process.</p>	<p>Support Staff Collaboration to Address Students' Mental Health and Social-Emotional Learning Needs</p> <p>Debrief includes interactive discussion and Q&A focused on ways support staff can collaborate within a PBIS framework to overcome challenges to delivering student supports.</p>
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