

10th Annual VIRTUAL

High School PBIS Symposium

December 7, 2023

8:00 a.m. to 1:00 p.m. PST

Keynote: Dr. Lori Desautels
**Our Journey Through the
Developing Nervous System as
We Rewire Our Perceptions of
Discipline**

See detailed description of sessions and presenters on the back side.

SESSIONS WILL BE RECORDED

AGENDA At-A-Glance

KEYNOTE 8:00 a.m. to 9:30 a.m. PST

SESSION A 9:45 a.m. – 11:15 a.m. PST

A-1

**Educator Nervous
System States Through
the Lens of Applied
Educational
Neuroscience**
Dr. Lori Desautels

A-2

**Making CICO
Implementation
Effective and Feasible
in High Schools**
Dr. Angus Kittelman
Dr. Kathleen Strickland-Cohen

A-3

**Using your PBIS
Framework to Foster a
Climate of Belonging &
a Culture of Dignity ***
Dr. Patti Hershfeldt
Ms. Barbara Kelley
*Session will not be recorded

A-4

**Incorporating 7
Productive Behaviors
for Increasing Success
Emotionally,
Cognitively, and
Behaviorally within the
Classroom**
Dr. Daniel Vollrath

SESSION B 11:30 a.m. – 1:00 p.m. PST

B-1

**Educator Nervous
System States Through
the Lens of Applied
Educational
Neuroscience**
Dr. Lori Desautels

B-2

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B-4

**Incorporating 7
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\$215 per person **Registration Link** (Credit Card) <https://form.jotform.com/232187641505152>

\$195 (Teams of 3+) per person **Registration Link** <https://form.jotform.com/232187806033151>

To access team discount, each team member must register, PO accepted, and one invoice will be generated and sent to identified payee.

Please contact barbara@pbiscaltac.org for additional information.



Keynote Dr. Lori Desautels

Our Journey Through the Developing Nervous System as We Rewire Our Perceptions of Discipline

We will explore how our nervous systems are impacted by adversity, trauma, and experiences of resiliency through deepened connections and sensory regulation. Behaviors are only signals or indicators that the brain and body are struggling in survival states of functioning. In our time together, we will explore how we get out in front of the behavior through our procedures, routines, and transitions. We will also explore the differences between co-regulation and coercive regulation which is the foundation of discipline practices that move us through challenging moments while attending to our emotional, social, and physiological health.



Session A1 and B1 System States Through the Lens of Applied Educational Neuroscience



Adult nervous system states drive child and adolescent social, emotional, and cognitive well-being. In this session, we will explore how trauma and adversity impact the developing brains and bodies of our students and the powerful implications that adult regulation states positively create for a student's social, emotional, and academic growth. I will share powerful regulatory practices for adults and students.

Dr. Lori Desautels has been an Assistant Professor at Butler University since 2016 where she teaches both undergraduate and graduate programs in the College of Education. Lori was also an Assistant Professor at Marian University in Indianapolis for 8 years where she founded the Educational Neuroscience Symposium that has now reached thousands of educators and is in its 10th year. Lori's passion is engaging her students through the social and relational neurosciences as it applies to education by integrating the Applied Educational Neuroscience framework, and its learning principles and practices into her coursework at Butler. The Applied Educational Neuroscience Certification, created by Lori in 2016, is specifically designed to meet the needs of educators, counselors, clinicians, and administrators who work beside children and adolescents who have, and are, experiencing adversity and trauma. The certification is now global and has reached hundreds of educators.

Sessions A2 and B2 Making CICO Implementation Effective and Feasible in High Schools



Session attendees will learn about the Check-In/Check-Out High School (CICO-HS) intervention and practical strategies for implementation and improving buy-in from students and staff. CICO-HS preserves the critical features of CICO, while adapting the intervention to improve efficiency and emphasize a student-driven approach. Attendees will also participate in solution-based discussion activities designed to foster ideas for how to break down barriers and efficiently implement and progress-monitor within the complex organizational systems and structures of high schools.



Dr. Angus Kittelman is an assistant professor within the Department of Special Education at the University of Missouri. His research areas include positive behavioral interventions and supports with an emphasis in high schools, implementation science and systems change, and implementing and evaluating school-based interventions for students with emotional and behavioral problems.

Dr. Kathleen Strickland-Cohen is an Assistant Professor within the Department of Special Education at the University of Utah. Dr. Strickland-Cohen has extensive experience training preservice and in-service district and school personnel in the application of targeted and individualized positive behavior supports. Her research interests and scholarship focus on designing inclusive educational environments to promote success for students with extensive support needs, training school personnel to design and effectively implement individualized function-based Tier 3 support plans, enhancing family-school partnership within PBIS, and implementing Tier 2 behavior support in high schools.



Sessions A3 and B3

Using your PBIS Framework to Foster a Climate of Belonging and a Culture of Dignity *



In an inclusive community every person and their unique culture must be valued. This is accomplished through the co-creation of a positive school culture, the implementation of a dignified discipline system, validation of the school community's norms, and allowing for restoration and forgiveness. Creating a culture of belonging and dignity is a moral imperative and can be realized through the implementation of SW-PBIS. This session will review indicators of belonging and dignity within your PBIS framework.

***This session will not be recorded.**



Dr. Patti Hershfeldt is the Co-Director of the Center for Social Behavior Support @ Old Dominion University. Patti co-chairs the APBS HS Network, supporting high schools with implementation of SW PBIS/MTSS and aims to bridge connections between fellow implementors and researchers. Additionally, she has a strong professional focus on equity and student voice. Patti is a former high school special education teacher of 15 years and a mom to 2 daughters.



Barbara Kelley, M.S. is a co-founder of the California Technical Assistance Center on PBIS (CaITAC-PBIS, Inc.), a not-for-profit organization supporting educators with their personal and professional growth. Currently, Barbara is Vice-President of Innovation. She co-designs and coaches multi-tiered social-emotional-behavioral (SEB) implementation from early childhood through high school including international efforts promoting equity, safety, and socio-emotional well-being for ALL. High School PBIS implementation co-designed with students, faculty, and community is an area of special interest and expertise.

Sessions A4 and B4

Incorporating 7 Productive Behaviors for Increasing Success Emotionally, Cognitively, and Behaviorally within the Classroom



The post-pandemic classroom has brought on unimaginable obstacles. Everything from increased anxiety, multiple stressors, loss of communication skills, decreased self-control, inability to focus, and a lack of motivation. It has come to a point where students are missing something very important: productive behaviors. In this session, participants will learn strategies for increasing student's ability to be more productive and successful in handling their emotional, behavioral, and cognitive mindset. The session will focus on these 7 productive behaviors: observation, self-control, responsible decision-making, persistence, active listening, working cooperatively, and organization. Participants will have an opportunity to modify, create, and share strategies as needed to fit their classroom.

Dr. Daniel Vollrath is a high school special education teacher and international education consultant for the Institute for Habits of Mind. Daniel has worked with many school districts in designing, supporting, and implementing productive behaviors into culture and curriculum. In the classroom, Daniel has a strong desire for building student relationships and fostering mindful and dispositional thinking. Recently, Daniel collaboratively published a book titled *Mindfulness and Thoughtfulness: Leading and Teaching with Habits of Mind in Research and Practice*. This past spring, Daniel was sought out as a new member of Who's Who in America for his impact and unique strategies in supporting students affected by the pandemic. His research is timely and intended for students overcoming post-pandemic loss of habits and productive behaviors, increasing strategies for de-escalation, and developing supports for learning success in the classroom.



For upcoming PBIS virtual events, please visit [PBIS CaITAC - Home](https://www.pbiscaltac.org)



This event is hosted by the **California Technical Assistance Center on Positive Behavioral Interventions and Supports**. Our vision is to support the implementation, sustainability and co-creation of safe, equitable, preventive, and positive educational transformation addressing the **social, emotional, and behavioral** (SEB) wellness of educators, students, families, and communities through a Multi-Tiered System of Supports-Behavior (MTSS-B) framework. www.pbiscaltac.org