

11th Annual VIRTUAL High School PBIS Symposium

December 10, 2024
8:00 a.m. to 1:00 p.m. PST

Keynote: **Ali Hearn, LCSW**

**First Their Hearts,
Then Their Minds**



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

**Restorative
Practices:**

**It's more than just
a Circle**

Ali Hearn, LCSW

A-2

**High School
THINK TANK**

Dr. Stephanie
Martinez

A-3

**Changing
Behaviors with a
Simple**

Team-Based Plan
Aaron Stable, BCBA

A-4

**Inclusive
Skill-building
Learning**

Approach ISLA
ISLA Training Team

SESSION B 11:30 a.m. – 1:00 p.m. PST

B-1

**Restorative
Practices:**

**It's more than just
a Circle**

Ali Hearn, LCSW

B-2

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Approach ISLA
ISLA Training Team

\$215 per person Registration Link (Credit Card) <https://form.jotform.com/242367360321147>

\$195 (Teams of 3+) per person Please contact cristy@pbiscaltac.org for registration link.



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



Keynote

Ali Hearn, LCSW

Founder and Lead Consultant

First Their Hearts, Then Their Minds

While it may feel like the pandemic is winding down, in education, the aftermath of the harm is amping up. Student behaviors are intense, staff needs are complex, and the gap between surviving and thriving in our schools can feel insurmountable. Still, I am unwavering in my belief that when we bring relationships and community to their hearts, we will strengthen our systems and bring academic achievement and social/emotional competence to their minds. Working together to heal the harms from the last three years will open the door for us to bring clarity, consistency, and, ultimately, improved outcomes to our schools.



Session A1 and B1

Restorative Practices: It's more than just a Circle

Learning about Restorative Practices is important, but experiencing them firsthand is transformative. The impact of proactive community building Restorative Practices work is powerful, impactful, and accessible to all educators. Successfully supporting youth needs means first supporting adults' needs. We all want to move quickly to directly supporting youth, yet slowing down enough to take care of ourselves, our staff, and one another will increase our overall impact. Join us in experiencing the work internally before bringing it to students in the classroom. It's heart work, and it's hard work... and it starts with Us.



Ali Hearn, LCSW is a National keynote speaker, trainer, and coach whose mission is to shift mindsets and ignite fires within others to create sustainable change and impact. Throughout her career, she has worked with thousands of educators across the country, emphasizing the importance of improving social/emotional skills, promoting the installation of Restorative Practices within school systems, and reinforcing MTSS frameworks to better support the current needs of students, staff, and families. Ali's diverse experiences as a school-based social worker first sparked her passion for working with people, and her years working with the Midwest PBIS Network in partnership with the National Center on PBIS, honed her skills in

strengthening school systems and culture to positively impact social, emotional, and academic outcomes.

Ali's balance of energy, humor, candor and heart not only inspires educators to want to make schools better but empowers them to know they can. Her unique style and approach make her a sought-after leader in educational spaces and a dynamic catalyst for change.

Ali received her Bachelor of Fine Arts from the University of Illinois and her Master's in Social Work from Loyola University in Chicago, is a certified Restorative Practices trainer, and a Licensed Clinical Social Worker. She shares monthly strategies, reflections, and resources with a growing online community through her "SPARKS".

Sessions A2 and B2

High School THINK TANK

Dr. Stephanie Martinez, Research Assistant
University of South Florida (USF)

This session is structured networking allowing participants the opportunity to connect with other high schools implementing PBIS. Participants will get to share and get ideas from others in the session.

Stephanie has worked on the Florida PBIS project since 2003. She supports districts implementing PBIS. She has taken on roles of supporting high schools, using student voice and supporting districts with disproportionate discipline practices. Since 2023, she has also been supporting a research study called Freshmen Success.



Sessions A3 and B3

Changing Behaviors with a Simple Team-Based Plan

Aaron Stable, Board-Certified Behavior Analyst



When we commit to changing student behavior, we need a plan. We know that plans help us come together, identify goals and strategies, establish motivation, and most importantly improve consistency so behaviors have a chance to change. The good news is that these interventions don't need to be complicated, and they don't have to be implemented forever to be effective. This workshop walks participants through a scalable model to help build behavior support capacity across all educators involved in the MTSS process.

Aaron is a Board-Certified Behavior Analyst with over 20 years of experience supporting school districts and families nationwide to assess and implement interventions for children with social-emotional, behavioral, and developmental disabilities. He has also contributed to several university-based research projects, including the National Professional Development Center on Autism Spectrum Disorders, the Center on Secondary Education for Students with Autism, and the University of Wyoming's ECHO Project. Aaron also enjoys camping and exploring rivers with his wife and two daughters whenever he gets the chance.

Sessions A4 and B4

Inclusive Skill-building Approach

We know that children thrive in learning environments that are affirming of their identities, supportive of their needs, inclusive of all learners, welcoming, consistent, and safe. Yet the use of exclusionary discipline, such as detentions and suspensions, can transform the learning environment from a place of support to a place of harm. In this session, presenters will introduce The Inclusive Skill Building Learning Approach (ISLA), a model for improving classroom engagement, student-teacher relationships, and school satisfaction, and reducing in classroom disruptions, and the use of exclusionary discipline.

Sophie Hartford, BCBA



Sophie is a behavioral analyst dedicated to working with students with developmental disabilities, aiming to make socially significant impacts on their lives. Currently an interventionist at the University of Oregon, she specializes in Applied Behavioral Analysis. Sophie holds a master's degree from Columbia University's Teachers College and is actively involved in federally funded research projects at the University's Prevention Science Institute. Her passion for enhancing behavioral understanding fuels her advocacy for personalized and supportive education, ensuring each student achieves positive and lasting outcomes.

Jen Hoskins, LCSW

Jen is a clinical social worker and interventionist at the University of Oregon's Portland campus. She works on federally funded research projects with UO's Prevention Science Institute focused on student well-being. Jen is a coach with the ISLA Project. Jen has a master's degree in social work from Portland State University and is a social work doctoral student at the University of Kansas. She is a certified specialist in the dual diagnosis of intellectual disability and mental health. Jen is passionate about expanding mental health access to persons with intellectual disability who desire support and their families.

