

# September 8, 2021

## Coffee & Conversation

Special Guest:  
Dr. Bert Eliason

**This session is being recorded and will be posted on the PBIS website.**

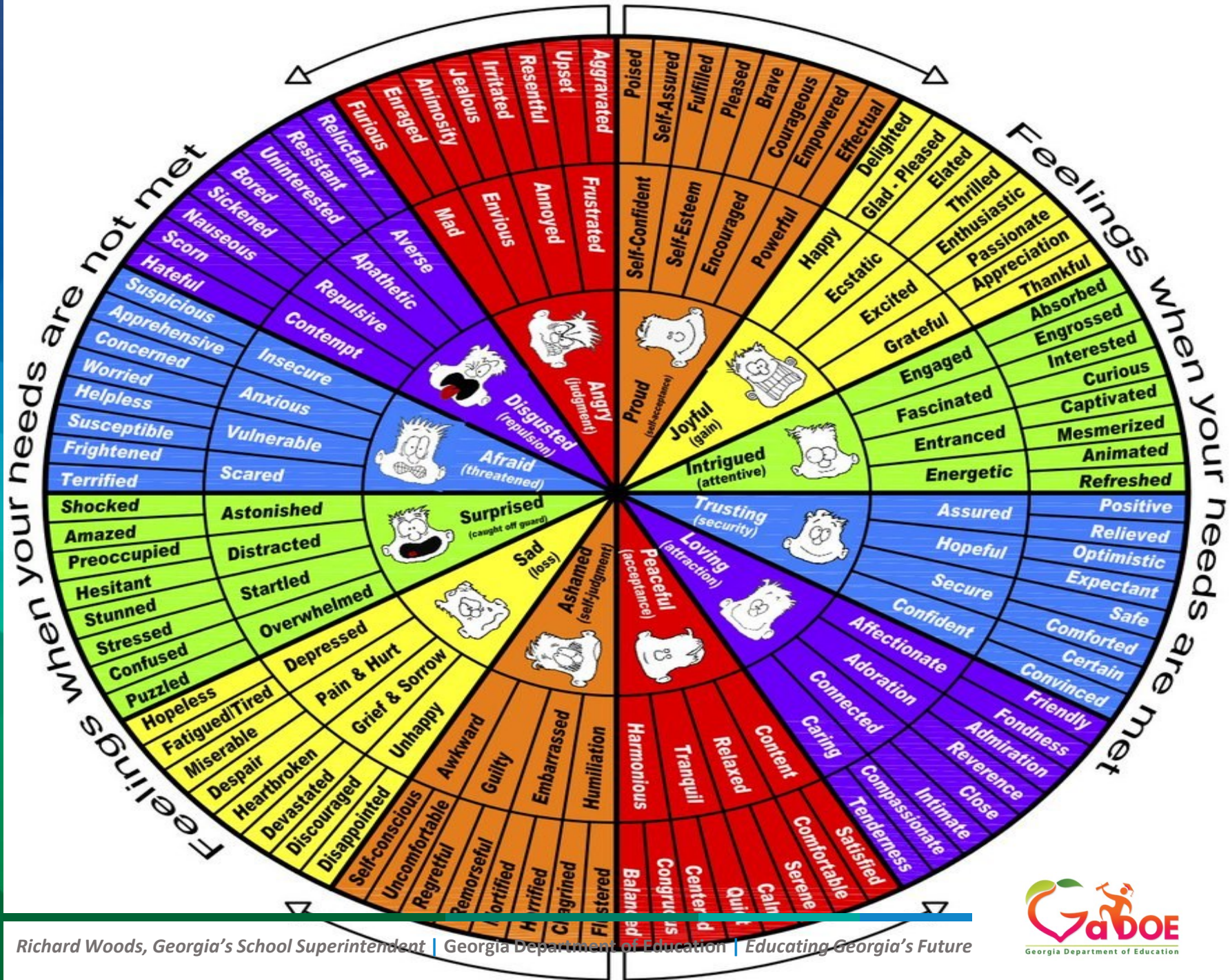


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# Please Sign In...



- In the CHAT, please introduce yourself with:
- Name
- RESA or District
- Role
- Using the Feelings Wheel please describe how you are feeling today.



# Congratulations Debi Keane your retirement!



# GADOE School Climate Team is HIRING!

- Full-time Elementary School Climate Specialist
- Preference will be given to applicants who, in addition to meeting the minimum qualifications, possess one or more of the following:
  - Experience in designing, developing, and delivering professional learning on evidence-based classroom instructional practices.
  - Knowledge and/or experience in improving behavioral outcomes for elementary aged youth.
  - Knowledge and/or experience in improving literacy outcomes for elementary aged youth.
  - Excellent oral and written communications skills and experience with different media types, including remote web-based platforms.
  - Knowledge and experience in the effective implementation of evidence-based frameworks to improve classroom climate.
  - Expertise in TKES Performance Standard 7: Positive Learning Environment.
- Apply online at [www.GADOE.org](http://www.GADOE.org)

# We Are Growing!!

gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Positive-Behavioral-Interventions-and-Support.aspx



Richard Woods, Georgia's School Superintendent

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Home → Teaching and Learning → Special Education Services and Supports → Positive Behavioral Interventions and Supports

## Rules, Manuals & Forms

- Special Education Rules
- Implementation Manual
- Sample Forms
- Applications

Eligibility Categories

## Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of

### Contact Information

Jason Byars  
Program Manager  
School Climate



# We Are Growing!!

gadoe.org/wholechild/Pages/Positive-School-Climate.aspx



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Home → Office of Whole Child Supports → Positive School Climate

## Positive School Climate

*"For Georgia's reform strategies aimed at improving education to take hold and succeed, students must be engaged and excited about going to school. School climate is the foundation of a successful school and positive*

### Contact Information

Jason W. Byars  
Program Manager  
Phone: (404) 657-9953





# SCS PL Follow-Up

- Thank-you!!
- Next Steps:
  - Evaluation and Needs Assessment
  - Work Group Development
    - Communication, Training, Coaching, & Data Teams
    - Goal: Meet by September 17, 2021
    - Goal: Review “What’s Not Working” and “What’s Needed”
    - Brainstorm solution ideas to take to the SSFI Work Groups to incorporate into the SSFI Action Plan
    - Immediate, short-term (3 mos), and long-term (6 mos)

# What a Great Idea!!

- Whole Child Job-Alike Meetings
- Pioneer RESA
- Includes:
  - MTSS Collaborative
  - Wrap-Around Services Job-Alike
  - PBIS District Coordinators
- Many people have duplicate roles
- Contact: Dr. Jason Kaup  
jkaup@pioneerresa.org

# What a Great Idea!!

- Newsletters are amazing – please share with your TA Specialist and we will create a spot on the website to share
- West Georgia RESA
- Contact: Dr. Lynn Skinner or Ms. Dawnyell King

Click on item to jump to article.

- Proactive Strategies Yield Benefits ..... 1
- Suicide Prevention Awareness..... 2
- GPB Documentary on Teachers ..... 3
- Along – A Free Digital SEL Tool..... 3
- Band-Aids as ‘Fairness’ Lesson ..... 4
- Teaching Discipline for Success.....4

S·C·H·O·O·L  
**Climate**  
*report*

PROVIDING IDEAS AND RESOURCES FOR IMPROVING  
SCHOOL CULTURE AND CLIMATE THROUGH PBIS

## Proactive Strategies Yield Positive Benefits

Putting in place proactive strategies will take time initially, but the payoff will provide lasting positive benefits.

Here are three proactive strategies that help build relationships, prevent a power struggle, and creates a teachable moment.

### "Take ten" for each learner.

Students should feel that teachers are on their side. Set aside 10 minutes each day to sit with one student (focusing on each of your students in turn). Talk about something non-school-related that's of interest to that child. When educators build strong, caring relationships with their students, each student naturally wants to protect that relationship and avoid anything that might damage it. Students' behaviors and approaches to learning in the classroom are then driven by relationships, not fear.

Teachers need to know as much as possible about what makes each student unique and special – her personal interests, what excites him, what delights her, what he fears. We need to understand much more than their academic strengths and needs; we need



are – and allow them to know our true selves, too.

### Keep it off-stage.

Stop making discipline for poor behavior visible. Students tend to react negatively when they're called out in front of others. Instead, when a student's inappropriate behavior needs to be addressed, have a one-on-one conversation with the student, staying

publicly calling a student aside for this talk. Publicly – and perhaps angrily – telling a student to come talk with you can have a humiliating effect. Instead, after class invite that student to have a conversation with you or quietly ask them to talk with you at a time when other students are otherwise engaged.

Be calm and supportive in discussing the behavior. To maintain your relationship with the student, always conclude by ensuring the student understands that although you are unhappy with the behavior, you still care about them and are there to support them in their growth.

### Hear students out.

Before acting on any student behavior, try to understand why it happened. When a student needs a corrective conversation, first ask to hear his side of the story. Generally, students prefer to have a conversation *with* a teacher rather than having a teacher conversation happen to them.

Proactive Strategies



# Interconnected Systems Framework / PBIS 2.0

- **ISF Professional Learning Community** - The National ISF Leadership Team including Susan Barrett and Patti Hershfeldt will be teaming up to lead a Professional Learning Community on incorporating student wellness into a multi-tiered systems of support framework.
  - National PLC for states implementing ISF
  - GADOE TA's and SCS's are invited to participate (see July 22<sup>nd</sup> email)
  - 1:00 – 2:30 p.m. EST
  - September 24
  - October – PBIS Leadership Forum
  - December 3
  - January 21
  - February 25
  - March 25
  - April 22
  - May 20

# Interconnected Systems Framework / PBIS 2.0

- **ISF Book Study** – Susan Barrett will be leading a book study to build capacity of our Georgia School Climate Team to meet the social, emotional, and behavioral needs of students, families, and staff.
  - GADOE TA's and SCS's are invited to participate
  - 3:00 – 4:00 p.m. EST
  - September 21
  - October 19
  - November 16
  - December 14
  - January 4
  - February 15
  - March 15
  - April 19
  - May 17

# Upcoming Events



- October Coffee and Conversation
- Wednesday, October 13, 2021
- 10:00 a.m. – 12:00 p.m. EST

# Upcoming Events



- PBIS Early Learning Classroom Readiness Webinar
- Thursday, September 9, 2021
- 10:00 – 11:00 a.m.
- [Readiness Webinar Link](#)

# Upcoming Events

- Safe and Supportive Early Learning: Lessons Learned for the New School Year
- Please join us as we explore information from the U.S. Department of Education and the Centers for Disease Control and Prevention and engage in a conversation about supporting young children and families' access to high-quality early learning. Following brief presentations by the federal agencies, subject matter experts, including field-based practitioners, will share strategies they have found effective to support and reengage early childhood students and their caregivers through outreach and sustained connections, while addressing equity and utilizing best practices in the field.
- Thursday, September 9, 2021
- 3:00 – 4:15 p.m.
- [Registration link](#)



# Virtual PBIS Leadership Forum

October 26, 27, & 28, 2021



## Creating a Context for Every Student & Educator to be Successful

This three-day virtual forum is a technical assistance activity of the [Center on PBIS](#) and provides an opportunity for the Center to share information on the latest applications of PBIS. It has been designed to help school, state, district, and regional Leadership Teams and other professionals increase the effectiveness of school environments through PBIS.

[REGISTRATION LINK](#)

# From the University of Maryland School of Social Work

## COVID-19 and its impacts on the LGBTQ+ Community

To provide appropriate care to LGBTQ+ populations, we need to know the impact that COVID-19 has had, and continues to have, on their experiences and quality of life.

### Youth:

**40%**

of LGBTQ+ youth say they considered suicide in the past year

**70%**

of LGBTQ+ youth said their mental health was "poor" most or all of the time during the pandemic



**50%**

Half said they wanted help with their mental health but were unable to access any



**NEARLY 50%**

of LGBTQ+ youth said that COVID-19 impacted their ability to express their sexual orientation



**NEARLY 60%**

of transgender and nonbinary youth said that COVID-19 impacted their ability to express their gender identity



# From the University of Maryland School of Social Work

## NIMH Live Event on Suicide Prevention During COVID

Wednesday, September 22  
3:30-4:00 p.m. ET

September is National Suicide Prevention Awareness Month, which is a time to help raise awareness and share information about this important public health concern. NIMH will host a [livestream event](#) on suicide prevention during the pandemic, focusing on unemployment, youth, and other population subgroups who may be experiencing elevated risk.

**Livestream Event:**  
**Suicide Prevention During COVID: A Continuing Priority**

**September 22, 2021**  
3:30–4:00 p.m. ET



**Stephen O'Connor, Ph.D.**

Chief of the Suicide Prevention Research Program in the NIMH Division of Services and Intervention Research



**Lynsay Ayer, Ph.D.**

Senior Advisor on Youth and Suicide Prevention at NIMH

**Rajeev Ramchand, Ph.D.**

Senior Advisor on Epidemiology and Suicide Prevention at NIMH

 [twitter.com/nimhgov](https://twitter.com/nimhgov)

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# From the University of Maryland School of Social Work

## Webinar: Advancing Black LGBTQ+ Behavioral Health



Tuesday, September 14  
2:30-4:00 p.m. ET

[Register](#)

Accumulating research suggests that multiple, interlocking forms of stigma-related stress (e.g., racism, homophobia, transphobia) drive and maintain behavioral health disparities among Black LGBTQ+ individuals. Despite this knowledge, most research and clinical interventions related to stigma-related stress focus on one type of stigma (e.g., racism) in isolation from others (e.g., homophobia, transphobia).

Intersectionality provides a framework to help researchers and clinicians better understand the multi-dimensional experiences of Black LGBTQ people, but the application of intersectionality to such empirical and clinical efforts remains in its infancy. To address this gap, this webinar from [The Institute's Center of Excellence on LGBTQ+ Behavioral Health Equity](#), **Advancing Black LGBTQ+ Behavioral Health: Contemporary Approaches to Understanding and Uprooting Intersectional Stigma to Promote Wellness**, includes emerging efforts to better understand and intervene upon links between intersectional stigma and aspects of behavioral health among Black LGBTQ individuals.

# From the University of Maryland School of Social Work

## Substance Use Disorders Impacting the LGBTQ+ Community

Tuesday, September 21  
1:30-2:30 p.m. ET

[Register](#)

This **Ask Our Experts Session** from [The Institute's Center of Excellence on LGBTQ+ Behavioral Health Equity](#) will feature an interactive panel discussion on substance use disorders that impact members of the LGBTQ+ community. Panelists bring a diverse array of backgrounds ranging from lived experiences with substance use and diverse SOGIE to providing services within the LGBTQ+ community and conducting research on LGBTQ+ populations. Panelists will discuss substance use disorders across various LGBTQ+ populations, as well as the intersections of race, gender identity, sexual orientation, and socioeconomic status, among other areas. Participants will also have opportunities to ask questions regarding research and affirming clinical practice for this population.



### Ask Our Experts

## Substance Use Disorders Impacting the LGBTQ+ Community



Ryan  
Papciak



Lawrence  
Bryant



Michael P.  
Dentato

**Tuesday, Sept. 21, 1:30-2:30 p.m. ET**



PTTC

Prevention Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration



ATTC

Addiction Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration




# University of Maryland Social Work

## Access to Services for LGBTQ+ Youth

Tuesday, September 21  
2:00-3:30 p.m. ET

[Register](#)

Significant mental health disparities exist for sexual and gender minority (SGM) youth as a result of frequent discrimination and a lack of support from family members and society. This webinar, **Advancing Evidence-Based Interventions to Improve Access to Mental Health Services for LGBTQ+ Youth**, will provide an overview of an



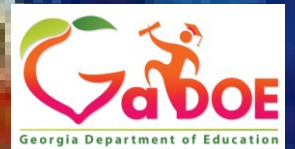
NIMH-sponsored study that adapts an evidence-based mental health intervention for LGBTQ+ youth of color and their families. It will also showcase potential mechanisms that can be used to adapt the intervention to address mental health disparities faced by SGM youth of color.

[Learn more](#)





*Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future*











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# Going to the highest bidder...



# 5 Things I learned from Van Gogh

5. Don't get discouraged – sometimes our mama does not see the value of our work.
4. Find a friend that “sharpens your saw” – just make sure it is not sharp enough to cut off your ear.
3. We can turn a disability into “This ability.”
2. Sometimes our greatest work comes out of our most challenging circumstances.

*“Great things are done  
by a series of small  
things brought  
together.”*

*~ Vincent Van Gogh*

