



Behavioral and Social-Emotional Supports

2019-2020 Program Guide



Greenbush - The Southeast Kansas Education Service Center
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Mission and Vision

Behavioral and Social-Emotional Supports (BaSES): Collaboratively building social-emotional capacity within students, families, staff, and schools through a responsive, multidisciplinary approach.

Significant gains in school improvement can only occur when the academic, as well as behavioral and social-emotional needs of each child, are addressed within a systematic, coordinated, and tiered system of supports. BaSES builds capacity through regional and onsite professional development, student-based technical assistance through Project STAY, ongoing staff mentoring, and expert-led regional forums.

BaSES aligns with the Kansas Vision for Education through its foundational structures, focusing on a tiered framework of supports, developing communication and necessary skills through evidence-based practices and data-driven processes.

Professional Development

Adverse Childhood Experiences and the Impact on Learning - (ACES)

This session is designed as an introductory session appropriate for small groups or a preK-12 staff. The basics of the Adverse Childhood Experiences Study (ACES) are covered with a direct tie to participants' personal experiences. The purpose being "a starting point" of conversation as it relates to physical changes in the brain and how we should respond as educators. Resilience, executive function, and the impact of poverty are discussed in the context of school culture.

Best Practice In School Social Work

This workshop is designed to help school social workers learn about latest issues and trends in school social work practice. Specific content areas include integrating practice into Tier I and II levels, collecting social-emotional data, utilizing consultation models, and implementing other research-based strategies for improving value, visibility and viability of the profession.

Building a Resilient Culture

The process of adapting. Why do some do well despite adversity and others do not? This presentation will provide participants the ability to distinguish between the factors that contribute to the development of challenging behaviors or the development of more positive outcomes. Learn how to mitigate the effects of stress and trauma by identifying

practices, thoughts, and actions that can be incorporated into your work with others to enhance a resilient culture.

Building a Growth Mindset Culture

The mindsets at work in our schools will have a significant impact on daily outcomes. In a growth mindset culture, the focus is on developing, learning, and improving. In the fixed mindset culture, the focus is on judging, blaming, and outperforming. So, how can you foster a growth mindset culture in your classroom and school? In this session, Annie Brock, author of the bestselling book *The Growth Mindset Coach*, will give you tips and strategies for fostering a growth mindset culture in your classroom, school, and beyond.

Collaborative Problem Solving (CPS) - Rethinking Challenging Behavior

(Introductory Training)

This trauma-informed approach to supporting students with challenging behavior recognizes that students have difficulty with specific skills related to problem-solving, adapting to change, and emotional regulation. These students require a different approach. CPS promotes the understanding that challenging behavior is due to a lack of skill; a shift in thinking that focuses on helping adults and students learn how to resolve problems collaboratively, by building positive relationships and developing the skills they need to succeed. Positive results are achievable when adults rethink challenging behavior.

CHAMPS

Are your students respectful, responsible, motivated, and highly engaged in meaningful tasks? Research-based techniques and strategies can improve student behavior, attitude and motivation. CHAMPS is a proactive and positive approach to classroom management, developed by Dr. Randy Sprick of *Safe and Civil Schools*. K-12 teachers, instructional coaches, behavior specialists, administrators, counselors, social workers and school psychologists will learn the essential variables relating to behavior management and how to effectively shift to a positive and productive learning environment that leads to more significant student achievement.

Creating Effective Behavioral Intervention Plans (BIP)

Now that you have completed an FBA, how do you put all that information into a data-driven behavior intervention plan? Training on important components in a BIP, wording that is specific and not subjective and instruction on effective goals. This training can easily be included with the FBA training.

Creating a Positive Culture: Alternatives to Traditional Discipline Models

This customized training will include a review of data to determine action steps that promote a positive school culture. Teams will consider ways in which student incident and discipline data is currently being collected and utilized and how this information can guide individual student, school and district discipline decisions.

Crisis Prevention Institute Training (CPI)

CPI is a nationally recognized behavior management system that will help school personnel respond in the best possible way to de-escalate a situation by providing care, welfare, safety and security for everyone involved in a crisis situation. The flex training will allow participants to complete an online portion of the course prior to attending a full-day session. During the online modules, staff will learn the basic concepts of CPI through videos, scenario-based assessments and more. The full-day session will focus on applying the CPI model and techniques. Participants will learn applicable physical disengagements or holding skills for managing risk behaviors. This certification satisfies Kansas ESI regulations training requirements.

Cultural Competencies

This training will support staff in becoming culturally aware, sensitive and competent as it relates to stakeholder race, gender, ethnicity, family structure, socioeconomic status, sexual orientation and geographic location. This session can provide a follow-up for incidents of staff behavior that are less than sensitive and also support districts in developing a responsive culture.

Discipline in the Secondary Classroom (DSC)

There is a direct correlation between academic achievement, classroom management and climate. DSC is a proactive, positive and instructional approach to help you manage student behavior and increase student motivation so that you can focus your time and energy on instruction and student success. This approach was developed by Dr. Randy Sprick of *Safe and Civil Schools* for grade 6-12 classroom teachers, instructional and behavioral specialists, administrators, school counselors, social workers, and school psychologists.

Function-Based Student Problem-Solving and De-Escalation Strategies

Utilizing a problem-solving model, teams will be guided through the process of defining behaviors of concern, understanding relevant background information, hypothesizing functions of the behaviors and then connecting those to interventions. This training is based on actual students. Confidentiality is our number one concern and will be discussed with teams before practice.

The *How* and *Why* of Social-Emotional and Character Development (SECD)

Participants will examine the new vision for Kansas schools and how the Social, Emotional and Character Development Standards can help make it a reality in your school. You will come away with ideas for infusing SECD into your curriculum as well as formative assessments for use in any K-12 classroom. You will also have an opportunity to dig deeper into the standards to select activities which support what you are already doing in your classroom to make any lesson an SECD lesson. This workshop is for K-12 teachers, behavior coaches, instructional coaches, administrators, counselors, and school psychologists.

I Have Already Tried That, Nothing Works

This session will address *WHY* traditional behavior techniques Do Not Work with some of our most challenging students and how trauma affects a student's behavior and their ability to be emotionally available to learn. Identifying students missing skills will increase our understanding and help your most difficult students. You will have an opportunity to discuss those students who may have experienced trauma and are dealing with depression, oppositional defiance disorder or chronic success deprivation. This neurobiologically grounded, trauma-sensitive approach will allow you to leave with new hands-on strategies.

Interventions: Evidence-Based Strategies for Individual Students

Interventions is an approach by Dr. Randy Sprick of *Safe and Civil Schools* that provides educators with additional strategies to correct misbehaviors. With over 30 years of research, these evidence-based practices, divided into Early-Stage Interventions and Highly-Structured Interventions will guide you through the planning and implementation phases of behavior management. This workshop is designed for teachers, instructional coaches, behavioral specialists, administrators, school counselors, social workers, and school psychologists.

Impact of Poverty on Learning

This session will provide an overview of the Adverse Childhood Experiences Study (ACES) with a direct link to participants personal experiences and district characteristics. The training will drive the conversation related to physical changes in the brain and how we should respond as educators by focusing on building resilience and executive functioning skills. This course will also examine the direct correlation between the impacts of poverty on children in a learning environment and interventions for overcoming this challenge.

Life in Balance: Strategies to Understand and Avert Staff Burnout

All too often educators are 'burning the candle at both ends.' Turnover in the education field is significantly higher than in most other professions. Without proper self-care, educators run a significant risk of burnout, creating a lose-lose situation for all stakeholders. When this becomes a habitual way of life, our mental, emotional and physical health inevitably suffers. This workshop will provide evidence-based practices to avoid burnout and gain satisfaction at school and in life.

The Mandt System

The Mandt System is a comprehensive, integrated approach to preventing, de-escalating, and if necessary, intervening when the behavior of an individual poses a threat of harm to themselves or others, with the primary focus being on building healthy relationships. The Mandt System integrates knowledge about the neurobiological impact of childhood trauma with the principles of positive behavior support.

Mindfulness: Strategies for Emotional Regulation & Wellbeing

When a child has the power to self-regulate, the child is empowered to learn, stay on task, identify and regulate emotions, be in the present moment, express empathy, see others' perspectives, and cultivate self-awareness. As educators, we can empower students in improving their self-regulation skills through consistent mindful practices. This workshop will provide you with a physiological understanding as to how and why mindful practices are effective. Plus it will equip you with developmentally appropriate mindful activities, breath practice, and how to teach students to work through distressing moments. Research has proven that mindful practices are effective and beneficial to all.

Nothing Motivates This Kid

When students “don’t want to,” frustration as a teacher increases and ultimately makes us feel like, “If they won’t even try, there is nothing I can do about it.” Motivation and student engagement are often misunderstood. There is a growing concern with the lack of student engagement, especially in our adolescent and minority populations, which plays an essential role in the process of learning and student achievement.

This presentation will provide science-based approaches to help staff acquire a deeper understanding of how motivation is developed and how the neurochemical system is impacted. Participants will gain an understanding of why motivation is more complicated than “not wanting to” and why external rewards do not work for some kids. Learn the different types of motivation and how motivation can be fostered. Understanding the complexity of motivation has implications for individual student success, your school, and your community.

ParaPro: Supporting the Instructional Process

This training will provide information to help paraprofessionals be more effective and successful with students and with ideas and techniques that can be used in the classroom immediately. Managing student behavior, being clear about what is expected of students and you in your role, supervising common areas, and working with small groups will be covered. ParaPro was designed by Dr. Randy Sprick of *Safe and Civil Schools*.

Parent Early Start Denver Model (P-ESDM) – including Primary Coaching

The P-ESDM is for children ages 12 months through 6 years of age. The learner will see and hear from parents who have gone through the process of diagnosis and treatment options for their very young child with an Autism Spectrum Disorder. The learner will understand how the P-ESDM partners with Primary Coaching in working within the home environment, obtain the ESDM curriculum checklist and how a child’s goals are determined, and be able to create user-friendly objectives worked on by primary care providers within the child’s natural environment.

Post-Traumatic Stress Disorder (PTSD) in Children

This training session addresses how PTSD present itself in young children, how it diagnosed, and how it is best treated. Learners will understand the paradigm shift in thought from “What’s wrong with this child?” to “What happened to this child?”. The ACES study, vicarious trauma, and treatment options are explored, focusing on the importance of knowing that all individuals working within a trauma-informed care environment have a responsibility to protect themselves and others.

Poverty Simulation

The Community Action Poverty Simulation (CAPS) breaks down stereotypes by allowing participants to step into the real-life situations of others. Poverty is portrayed as a stand-alone issue, but this simulation will enable individuals to walk a month in the shoes of someone who is facing poverty and realize how complex and interconnected poverty matters are. CAPS is a tool that helps participants rethink the challenges that millions of low-income individuals must face every day, moving people to think about the harsh realities of poverty and to talk about how communities can address the problem. Most importantly, it drives people to make a difference.

Restorative Practices in Schools

Restorative practices are a set of both formal and informal methods that assist schools in creating healthy and meaningful relationships with students and the entire school community.

In this interactive training, participants will learn to use effective statements that increase empathy and understanding in students, effective questioning to help students reflect on the impact of their behavior upon others, the use of impromptu conferences to resolve conflicts and prevent conflicts from escalating, and the use of circles to build community, set ground rules for classroom environments and activities, and deal with more severe problems in classrooms.

Restorative Practices and Discipline

When students engage in dangerous behaviors at school, teachers and administrators frequently feel forced to respond in punitive ways that inevitably fail to resolve future conflicts, lead punished students into seeing themselves as victims, and allow students to avoid taking responsibility for the harm they have caused.

Participants in this interactive training will learn the use of Restorative Conferences to reduce suspensions, expulsions, and disciplinary referrals by helping offenders to acknowledge the individuals affected by their actions, learn how their behavior may be affecting others, attend to the needs of victims and others in school by taking steps to repair the harm and make changes to avoid the harm from occurring in the future.

Suicide Prevention

This collaborative session will provide evidence, guidance, and resources for all stakeholders when confronting contributors to suicide. Staff will advance their capacity to identify the critical elements of an effective suicide intervention model, which include risk assessment and safety planning, as well as the necessary actions required for implementation.

Trauma and its Impact on Development

This presentation is an introduction to trauma, for the beginning learner. It is a broad-based learning workshop touching briefly on many different aspects of trauma and the physiological changes that occur within the developing brain when the brain is exposed to trauma. Components of this training include simple trauma versus complex trauma, neglect as a form of trauma, the foster care system and foster children, the ACES study, epigenetic aspect of trauma and neglect, generational poverty as a form of trauma, and mental health issues that exist due to trauma. Treatment strategies and classroom management strategies are also discussed leaving the learner with hands-on ready to use information.

Trauma and its Impact on Language Development – Abuse and Neglect

Children learn language by hearing and experiencing it. The brain becomes patterned by these experiences. When a child is exposed to trauma either a one-time event or more complex trauma, the mind becomes altered. This training will discuss how neglect and trauma change brain development and how language develops within a trauma-based system.



Project STAY (Supporting Teachers and Youth)

Project STAY

Project STAY is a multidisciplinary team, providing direct, hands-on consultation to general and special education students and staff. Our problem-solving model includes functional behavioral assessment, family and school communication, academic curriculum assessment, learning strategies and system analysis for individual students and classrooms. Our goal is to provide technical assistance to teachers and support staff in reducing disruptions in the school, increasing staff skills and enhancing educational outcomes for all students.

Program Implementation, Staff Mentoring, and Team Coaching

Building-Level Program Implementation, Staff Mentoring, & Coaching

BaSES member districts may participate in ongoing coaching and mentoring to support the implementation of specific social-emotional programming or staff integration. Our BaSES staff offer a wide array of expertise in trauma-sensitive curricular program implementation, the ability to coach teams, and to mentor special education staff, school psychologists, social workers, and behavior specialists.

Coaching for Special Day Schools or Alternative Classrooms

BaSES coaches will guide through a needs assessment to determine program strengths and areas of need. With the support of your leadership team, staff will understand the foundational components for managing a successful program. BaSES coaches use a multi-disciplinary approach to provide individualized training and consultative services.

A comprehensive training and consultation plan is critical to achieving success and sustainability. BaSES staff will support the implementation of an evidence-based, trauma-sensitive approach utilizing therapeutic, academic, and behavioral practices and policies to maximize the success of students and faculty. Time, patience and commitment from leadership are prerequisites to successful change in this system.

Regional Forums

Social Work Forums

Social Work Forums provide school social workers with opportunities to network, engage, and collaborate with others from across Kansas. These quarterly meetings provide a professional network to help establish a collective voice in defining best practices in a school setting. Forum topics may include the roles and expectations of a school social worker, social-emotional learning, mental and behavioral health, creating a collaborative culture, and evidence-based practices and supports. CEUs have been BSRB approved for attendance to this forum and aligned School Counselor/Social Worker Symposium.

Special Day School Forums

Special day settings are a unique part of the special education realm, and effective programs requires a particular skill set and perspective. Special Day Program Forums provide an opportunity for Special Day Programs from around the state to discuss the unique needs and challenges of their respective programs. Come to collaborate, network, discuss trends, and showcase effective practice. The format of each meeting is driven by participant input and strives to be a practical tool for special day educators.

Our Process

Review Needs and Current Goals

- Meet with BaSES Director or Behavior Consultant to review district needs and goals
- Review BaSES options related to your needs and goals

Determine, Select, and Schedule Supports

- Select BaSES professional development and consultation options
- Provide specific dates for support delivery

Reflect and Review

- Utilize check-ins to review current supports and make adjustments

Program Options and Pricing

2019-2020 Consortium Membership Pricing

Enhanced: 12 Days of Services \$13,000

Standard: 6 Days of Services \$7,000

Basic: 3 Days of the following professional development selections, \$3,500

- Adverse Childhood Experiences (ACES)
- Building a Growth Mindset Culture
- Collaborative Problem Solving - Rethinking Challenging Behaviors
- CHAMPS
- Discipline in the Secondary Classroom
- GEI/SIT Training
- Impact of Poverty on Learning
- Life in Balance: Strategies to Understand and Avert Staff Burnout
- Mindfulness: Strategies for Emotional Regulation & Wellbeing
- Restorative Practices in Schools
- Restorative Practices and Discipline
- Suicide Prevention Training
- BaSES regional workshops at a discounted rate

- On-site professional development services credited toward balance in increments of half and full-day.
- Project STAY student consultation, coaching, mentoring, and Zoom video conferencing credited toward balance on an hourly basis.

BaSES consortium members may purchase additional services beyond the *Enhanced* pricing at the following half-day or full-day rates.

\$500 - Half-Day

\$1000 - Full-Day

BaSES consortium members may purchase additional services beyond the *Standard* pricing at the following half-day or full-day rates.

\$600 - Half-Day

\$1200 - Full-Day

Non-BaSES consortium members may purchase BaSES services at the following half-day or full-day rates, plus travel expenses.

\$700 - Half-Day

\$1400 - Full-Day

Our Team

Melanie Gabel

BaSES Program Assistant

melanie.gabel@greenbush.org

Melanie has worked as a special education paraprofessional for the Eudora Early Childhood Program and also in the corporate sector for a number of years. Melanie enjoys being a part of a team that helps students reach their learning potential.

Tommie Gonzalez

Project STAY Education Behavior Consultant

tommie.gonzalez@greenbush.org

Tommie is a licensed school psychologist. She received her Masters of School Psychology and Educational Specialist in School Psychology from Emporia State University. In the school setting, Tommie has worked with children preschool age through 12th grade for over 12 years. Utilizing a collaborative problem-solving approach, Tommie has worked with staff serving multiple districts in Kansas to improve special education processes and procedures. Also, she has worked in both the mental health and classroom setting

serving students with significant behavioral and emotional needs. She has served as a certified Crisis Prevention Institute and Mandt Trainer for six years.

Tina Haefke

Social Worker Coordinator
tina.haefke@greenbush.org

Tina is a Licensed Specialist Clinical Social Worker (LSCSW) who has a Bachelor's and Master's in Social Work with certification as a Parent-Infant mental health provider and is a certified autism specialist. Tina is nationally certified in Collaborative Problem Solving. Tina has worked in the education field as a behavior consultant, special education administrator, and as a clinical director in a psychiatric residential treatment facility for the past twenty years. She has a vast hands-on clinical knowledge and experience in working directly with special day programs and other students who have experienced trauma and dealing with mental health issues.

Janelle Hilger-Kopshinsky

Crisis Prevention & Response Specialist
janelle.kopshinsky@greenbush.org

Janelle is licensed both as a Licensed Clinical Social Worker [LCSW] and Licensed Specialist Clinical Social Worker [LSCSW]. She received her Masters of Social Work from the University of Kansas and furthered her education by earning her Behavioral Health Consultant Certification from the University of Missouri-Saint Louis, Missouri Institute of Mental Health, and also her certificate of Play Therapy from the Kansas City Play Therapy Institute. Janelle has worked in both the non-profit and for-profit sectors, as well as in education and mental health environments since 2004; providing youth development support, counseling services, crisis intervention, in-home consultation and case management.

Lindsay McKanna

Project STAY Education Behavior Consultant
lindsay.mckanna@greenbush.org

Lindsay holds a Bachelor's in Elementary Education and a Master's in Special Education, specializing in students with intellectual exceptionalities and emotional-behavioral disorders. She taught for seven years in a multi-disciplinary classroom that focused on hands-on learning, team teaching with general and special education support staff, along with instruction related to life and social skills. She has presented across the state for universities, school districts, parent groups and professional colleagues.

Jennifer Taylor

Project STAY Education Behavior Consultant
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Jennifer earned a Bachelor's degree in Elementary Education from the University of Kansas and a Master's degree in Special Education from Emporia State University. Jennifer served as a classroom teacher for over ten years in various grade levels ranging from preschool to sixth grade and as a special education teacher specializing in functional, behavioral, and academic instruction for students with varying abilities. Most recently she served as a behavior coach supporting general and special education teachers and providing professional development on behavioral topics across multiple school districts.

Dr. Ryan Vaughn

Director of Student Support Services - BaSES

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Ryan's educational background is in elementary education, adaptive special education, and educational leadership. For the past fourteen years, he has served as a teacher, coordinator, administrator, and consultant in various Kansas districts. Ryan strives to meet the behavior and social-emotional needs of all stakeholders in a learning community.