

Region V BOCES 2019-2020 Webinar Descriptions

Note: Each webinar will either be recorded or presented live. Under each webinar this distinction will be listed next to the format label.

Year Long:

Date: First meeting 9/9/19

Rest of the year...Second Thursday (October-May)

Title: School Psychologist Learning Community

Format: Live-3:30 pm

Brief Description:

Practicing School Psychology in Wyoming can often present unique challenges. Limited networking, multiple roles, and unique cases often lead to the school psychologist feeling isolated and wanting more collaboration with others. In an effort to meet this need Region V BOCES is offering a monthly School Psychologist meeting. The purpose of the monthly meeting will be to discuss current topics in school psychology, analyze cases, and provide professional development. The School Psychologist learning community will rely on participation from all of its members. Participants will be asked to present cases and possibly present short (15 minutes) professional development during the year. The focus will be on collaboration and building our collective skill set.

September:

Date: 9/17

Title: ASD Evaluation Part 1: Signs, Symptoms, and Diagnostic Criteria

Presenter: Jessica M. Andrews, Psy.D., Clinical Psychologist, Region V BOCES

Format: Pre-Recorded

Brief Description:

Participants are provided with an overview of diagnostic and eligibility criteria for Autism Spectrum Disorder (ASD) in accordance with the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) and Wyoming Chapter 7 Rules and Regulations. Signs and Symptoms of ASD from birth to adolescence are reviewed and case examples are discussed.

Objectives of The Webinar:

- Become familiar with DSM-5 and Wyoming Educational Code criteria of Autism Spectrum Disorder
- Know early signs and symptoms for ASD
- Understand components of a comprehensive evaluation

Intended Audience: Educators involved in the assessment of ASD (e.g., special education teachers, school psychologists, speech-language pathologists, etc.)

Duration: 1 hour

Date: 9/25

Title: DBI: Getting Ready to Implement Intensive Intervention: Infrastructure for Data-Based Individualization

Presenter: Josh Anderson

Format: Live-3:30 pm

Brief Description: This presentation is intended to help teams understand what is involved in preparing for DBI implementation, determining their readiness, and developing an action plan.

Objectives Of The Webinar:

- Understand the Rationale for Intensive Intervention and Introduction to Data-Based Individualization (DBI)
- What Do You Need to Implement DBI? Overview of Essential Elements
- Introduction to National Center on Intensive Intervention (NCII) Intensive Technical Assistance
- Develop Next Steps for Your School Team

Intended Audience: Teachers, Sped Teachers, Administrators, Psychologists, Interventionists

Duration: 30 Minutes

Date: 9/26

Title: Multi-Tiered System of Supports (MTSS) Overview

Presenter: Bart Lyman

Format: Live-3:30 pm

Brief Description: MTSS is a framework that helps identify students who are in need of additional support, organizes support in meaningful ways, and monitors the response to intervention efforts. This webinar will provide an overview of the four components of MTSS and introduce the MTSS Fidelity Rubric.

Objectives Of The Webinar:

- Identify two benefits of schoolwide MTSS implementation
- Identify the four essential components of MTSS implementation
- Explain how MTSS aligns with and supports existing state and district initiatives
- Establish an MTSS team to support schoolwide implementation

Intended Audience: School staff interested in learning more about MTSS as a whole.

Duration 1.5 hours

October:

Date: 10/3

Title: What is Executive Functioning? Plus the nuts and bolts of ADHD.

Presenter: Cady Williams, PhD, Clinical Psychologist, Region V BOCES

Format: Pre-Recorded

Brief Description: ADHD is often a very misunderstood disability, including the problems that often result from it. Over 90% of children and teens with ADHD will experience classroom

behavioral and emotional problems, peer relationship problems in the school, and low academic achievement. In this presentation we will take a detailed look at the neuropsychological underpinnings of ADHD, including how it fits under the broader umbrella of executive functions. We will also break down what executive functions are. Finally, we will talk about strategies to support students with ADHD in educational settings.

Objectives Of The Webinar:

- Increase understanding of ADHD as a neurodevelopmental disorder
- Increase understanding of Executive Functioning and how ADHD is both an executive function deficit disorder as well as a self-regulation deficit disorder
- Increase knowledge surrounding strategies and skills that can be implemented to support students who have ADHD

Intended Audience: Teachers, Administrators, Mental Health Professionals

Duration: 1 hour

Date: 10/8

Title: Compassion Fatigue: Personal and Professional Care

Presenter's Name: Keith Mader, LCSW, Region V BOCES Director of Therapy Services

Format: Live-4:00 pm

Brief Description: Compassion Fatigue, otherwise known as secondary or vicarious trauma refers to the well known contagion effect of trauma symptoms being passed from victims to those working closely with and caring for these traumatized individuals. Anyone working closely with trauma victims is at risk for being "infected" to varying degrees with the trauma, which can prove to be quite debilitating both personally and professionally. This webinar will offer various preventative interventions to help inoculate workers from potential adverse impacts of Compassion Fatigue.

Objectives of Webinar:

- Gain a brief overview of compassion fatigue, and its signs and symptoms.
- Be introduced to assessments for compassion fatigue.
- Learn personal preventative strategies.
- Learn professional preventative strategies.

Intended Audience: Those working closely with trauma survivors and highly emotionally dysregulated individuals.

Duration: 1 Hour

Date: 10/15

Title: ASD Evaluation Part 2: Selecting and Interpreting a Test Battery

Presenter: Jessica M. Andrews, Psy.D., Clinical Psychologist, Region V BOCES

Format: Pre-Recorded

Brief Description: Components of a comprehensive evaluation for Autism Spectrum Disorder are discussed. A review of standard tools for eligibility assessment (including cognitive, adaptive, and social-emotional rating scales) and Autism specific tools (including screening measures and the ADOS 2) are provided.

Objectives of The Webinar:

- Understand components of a comprehensive evaluation for ASD
- Identify an assessment battery to use for the evaluation of ASD in students
- Improve ability to synthesize data across various assessments and data points

Intended Audience: Educators involved in the assessment of ASD (e.g., special education teachers, school psychologists, speech-language pathologists, etc.)

Duration: 1 hour

Date: 10/18

Title: Specific Learning Disabilities 101: Signs, Symptoms, and Eligibility

Format: Live-1:00 pm

Presenter: David Briggs, Region V BOCES School Psychologist

Brief Description:

This webinar will help educators understand the warning signs and symptoms of the different types of learning disabilities, and to better understand how students are found eligible for a learning disability.

Objectives Of The Webinar:

- Be more aware of the different types of learning disorders
- Become more readily able to identify the warning signs and symptoms of learning disabilities in the classroom.
- Better understand how students qualify with learning disabilities

Intended Audience:

Those interested in learning more about the different types of learning disorders, what they might look like in the classroom, and more about eligibility.

Duration: 30 min.

Date: 10/24

Title: MTSS Screening

Presenter: Bart Lyman, Region V BOCES Outreach Program Director

Format: Live-3:30 pm

Brief Description:

Within an MTSS framework, screening is the practice of identifying students who may be at risk for poor learning outcomes. Screening allows schools to accurately identify who is in need of additional support, so that targeted interventions can be provided. During this webinar we will discuss the basic components of screening.

Objectives Of The Webinar:

Provide overview of screening and its purpose.
Understand how to choose screening instruments.
Review how to make decisions using screening data.

Intended Audience:

Those interested in learning about and implementing screening practices.

Duration: 1.5 hours

Date: 10/28

Title: DBI: Introduction to Data-Based Individualization (DBI): Considerations for Implementation in Academics and Behavior

Presenter: Josh Anderson

Format: Live-3:30 pm

Brief Description: This presentation provides a rationale for intensive intervention and an overview of DBI, NCI's approach to intensive intervention. Two case studies, one academic and one behavioral, are used to illustrate the process, highlighting considerations for implementation.

Objectives Of The Webinar:

- Understand the rationale for intensive intervention.
- Describe the progression of the DBI process.
- Name two important features that distinguish secondary (e.g., Tier 2) from intensive intervention.
- Provide examples of quantitative and qualitative intervention changes.

Intended Audience: Teachers, Sped Teachers, Administrators, Psychologists, Interventionists

Duration: 45 Mins.

November:

Date: 11/5

Title: Compassion Fatigue: Organizational Considerations

Presenter: Keith Mader, LCSW, Region V BOCES Director of Therapy Services

Format: Live-4:00 pm

Brief Description: Compassion Fatigue, otherwise known as secondary or vicarious trauma refers to the well known contagion effect of trauma symptoms being passed from victims to those working closely with and caring for these traumatized individuals. Anyone working closely with trauma victims is at risk for being "infected" with the trauma to varying degrees, which can prove to be quite debilitating both personally and professionally. This webinar will offer various preventative interventions and structures organizations can put in place to help inoculate workers from potential adverse impacts of Compassion Fatigue.

Objectives of Webinar:

- Gain a brief overview of compassion fatigue, and its signs and symptoms.
- Learn procedures, structures and interventions organizations can implement to prevent compassion fatigue.
- Learn procedures, structures and interventions organizations can implement to address compassion fatigue.

Intended Audience: Those working closely with trauma survivors and highly emotionally dysregulated individuals.

Duration: 1 Hour

Date: 11/12

Title: Restorative Practices Part 1: Affective Statements and Community Circles

Presenter: Jessica M. Andrews, Psy.D., Clinical Psychologist, Region V BOCES

Format: Pre-Recorded

Brief Description: Participants are provided with an introduction to Restorative Practices. Restorative Practice (RP) promotes the building of respectful and trusting relationships as the foundation of teaching and learning. It provides meaningful opportunities for students to develop self-discipline and take responsibility for their behaviors. It views conflict through a lens of the harm caused to people and relationships (rather than rules that are broken) and emphasizes the importance of “making things right” by repairing harm(s) that was caused and meeting the needs of those affected by this harm. RP has been shown to improve school climate and culture, increase the amount of time students are in the classroom, improve standardized test scores, and reduce the number of student referrals, suspensions, and expulsions. Part 1 will focus on the use of Affective Statements and Community Circles as part of the foundation of RP.

Objectives of The Webinar:

- Understand that RP is a philosophical shift in how adults relate to students and build relationships
- Identify the differences between RP and traditional discipline
- Understand how to use Affective Statements to build relationships
- Understand function and structure of Community Circles to build community in the classroom

Intended Audience: Teachers, Administrators, MTSS Team Members, any educator interested in social-emotional development and alternatives to traditional discipline.

Duration: 1 hour

Date: 11/15

Title: Emotional Disturbance 101: Signs, Symptoms, and Eligibility

Format: Live-1:00 pm

Presenter: David Briggs, Region V BOCES School Psychologist

Brief Description:

To help educators understand the warning signs and symptoms of different types of emotional disorders, and to better understand how students are found eligible for an emotional disability.

Objectives Of The Webinar:

- Be more aware of the different types of emotional disorders
- Become more readily able to identify the warning signs and symptoms of emotional disabilities in the classroom.
- Better understand how students qualify with an emotional disability

Intended Audience:

Those interested in learning more about the different types of emotional disorders, what they might look like in the classroom, and more about eligibility.

Duration: 30 min.

Date: 11/21

Title: MTSS Data-Based Decision Making

Format: Live-3:30 pm

Presenter: Bart Lyman, Region V BOCES Outreach Program Director

Brief Description:

Making decisions based on quality data is the heart of a functioning MTSS framework. In this webinar we will be talking about the specifics of Data-Based Decision Making.

Objectives Of The Webinar:

- Understand the types of data-based decisions educators make in a multi-tiered system of support (MTSS) framework
- Develop a school-wide MTSS Team to support school-wide implementation of MTSS
- Understand the importance of clearly-defined written decision rules
- Identify components of the problem solving method

Intended Audience:

Those interested in learning about and implementing data-based decision making.

Duration 1 hour

Date: 11/25

Title: DBI: Secondary Interventions: Setting the Foundation for Intensive Support

Presenter: Josh Anderson

Format: Live-3:30 pm

Brief Description: This presentation explains (a) the purpose and rationale for secondary interventions as part of a larger multi-tiered system of support, (b) how secondary interventions align with the DBI process, (c) key components that should be in place for effective secondary

interventions, and (d) guidance for prioritizing next steps related to improving secondary interventions.

Objectives Of The Webinar:

- Understand the Rationale for Secondary Interventions
- Identify the Elements of Secondary Interventions
 - Evidence Base
 - Fidelity
- Look Beyond Secondary Interventions

Intended Audience: Teachers, Sped Teachers, Administrators, Psychologists, Interventionists

Duration: 45 Mins.

December:

Date: 12/3

Title: Dialectical Behavior Therapy: Distress Tolerance Skills

Presenter: Keith Mader, LCSW, Region V BOCES Director of Therapy Services

Format: Live-4:00 pm

Brief Description: DBT was developed in the 1980's by Dr. Marsha Linehan as a comprehensive therapy to address the unique and challenging issues presented by clients with Borderline Personality Disorder. Since its inception, DBT has been shown to have evidenced based benefits for a variety of populations experiencing serious emotional regulation challenges. DBT is now known as a "best practice" therapy for survivors of both complex and PTSD trauma, and is increasingly being utilized in schools as an intervention of choice with emotionally dysregulated students. DBT is predicated on the basic concept of the Bio-Social Theory, and is founded on dialectics, validation, and acceptance as key guiding principles. Among other things, DBT is a very skill-based approach, and teaches clients a variety of coping/pro-social skills from its five modules which include mindfulness, distress tolerance, emotional regulation, interpersonal effectiveness and walking the middle path. Once clients learn skills, staff working with them coach and reinforce them in using the skills in the milieu as issues arise through their day.

Objectives of Webinar:

- Gain a brief overview of the basics of DBT therapy.
- Learn rationale and purpose for distress tolerance skills.
- Be introduced to a variety of distress tolerance skills.
- Be provided with some resources for distress tolerance skills.

Intended Audience: Those working with traumatized and highly emotionally dysregulated individuals.

Duration: 1 Hour

Date: 12/5

Title: Cutting, Self-Harm, and Non-Suicidal Self-Injury (NSSI)

Presenter: Cady Williams, PhD, Clinical Psychologist, Region V BOCES

Format: Pre-Recorded

Brief Description: This webinar will focus on understanding what non-suicidal self-injury is, including cutting. We will also briefly discuss the history of self-harming behavior. Finally, we will focus on research surrounding effective treatments for non-suicidal self-injury, including what to do when students tell you they cut.

Objectives Of The Webinar:

- Increase knowledge surrounding why students self-harm
- Increase understanding of assessing risk, including how self-harming behaviors can be categorized as non-suicidal or suicidal
- Increase knowledge surrounding how to help students who self-harm

Intended Audience: Teachers, Administrators, Mental Health Professionals

Duration: 1 hour

Date: 12/10

Title: Restorative Practices Part 2: Community Circles and Restorative Questions

Presenter: Jessica M. Andrews, Psy.D., Clinical Psychologist, Region V BOCES

Format: Pre-Recorded

Brief Description: Participants are provided with a brief review of Restorative Practices (RP). See “Restorative Practices Part 1” for more information on RP. Part 2 will expand upon the various types of Community Circles used in RP. The use of Restorative (Affective) Questions is discussed and case examples are provided.

Objectives Of The Webinar:

- Understand that RP is a philosophical shift in how adults relate to students and build relationships
- Understand function and structure of Community Circles to build community in the classroom
- Understand how to use Restorative Questions when harm has been caused

Intended Audience: Teachers, Administrators, MTSS Team Members, any educator interested in social-emotional development and alternatives to traditional discipline.

Duration 1 hour

Date: 12/13

Title: Intellectual Disability 101: Signs, Symptoms, and Eligibility

Format: Live-1:00 pm

Presenter: David Briggs, Region V BOCES School Psychologist

Brief Description:

To help educators understand the warning signs, symptoms, and origins of intellectual disorders, and to better understand how students are found eligible for an intellectual disability.

Objectives Of The Webinar:

- Be more aware of the origins of intellectual disorders
- Become more readily able to identify the warning signs and symptoms of an intellectual disability in the classroom.
- Better understand how students qualify with an intellectual disability

Intended Audience:

Those interested in learning more about intellectual disabilities, what they might look like in the classroom, and more about eligibility.

Duration: 30 min.

Date: 12/17

Title: MTSS Tier 1

Format: Live-3:30 pm

Presenter: Bart Lyman, Region V BOCES Outreach Program Director

Brief Description:

Tier 1 is the foundation for all services provided in an MTSS framework. Simply put, it is the research-based instructional practices and materials that we use for all students. During this webinar we will review the essential components of Tier 1.

Objectives Of The Webinar:

- Explain the critical features of a high-quality Tier I system
- Identify high-leverage practices essential for Tier I
- Understand the braiding of academic and behavior systems

Intended Audience:

Those interested in learning about and implementing a strong tier 1.

Duration: 1.5 hours

Date: 12/18

Title: DBI: Using Academic Progress Monitoring for Individualized Instructional Planning

Presenter: Josh Anderson

Format: Live-3:30 pm

Brief Description: This presentation focuses on academic progress monitoring within the context of the DBI process and addresses (a) approaches and tools for academic progress monitoring, and (b) using progress monitoring data to set goals and make instructional decisions for individual students, including the development and monitoring of individualized education program (IEP) goals.

Objectives Of The Webinar:

- Understand the advantages and the disadvantages of using general outcome measures versus mastery measures for progress monitoring.
- Access resources to identify appropriate potential progress monitoring tools.
- Be able to use progress monitoring data to do the following:
 - Describe present levels of performance.
 - Set individualized academic goals.
 - Decide when instructional changes are needed for individual students.

Intended Audience: Teachers, Sped Teachers, Administrators, Psychologists, Interventionists

Duration: 45 Mins.

January:

Date: 1/8

Title: Dialectical Behavior Therapy: Emotional Regulation Skills

Presenter: Keith Mader, LCSW, Region V BOCES Director of Therapy Services

Format: Live-4:00 pm

Brief Description: DBT was developed in the 1980's by Dr. Marsha Linehan as a comprehensive therapy to address the unique and challenging issues presented by clients with Borderline Personality Disorder. Since its inception, DBT has been shown to have evidenced based benefits for a variety of populations experiencing serious emotional regulation challenges. DBT is now known as a "best practice" therapy for survivors of both complex and PTSD trauma, and is increasingly being utilized in schools as an intervention of choice with emotionally dysregulated students. DBT is predicated on the basic concept of the Bio-Social Theory, and is founded on dialectics, validation, and acceptance as key guiding principles. Among other things, DBT is a very skill-based approach, and teaches clients a variety of coping/pro-social skills from its five modules which include mindfulness, distress tolerance, emotional regulation, interpersonal effectiveness and walking the middle path. Once clients learn skills, staff working with them coach and reinforce them in using the skills in the milieu as issues arise through their day.

Objectives of Webinar:

- Gain a brief overview of the basics of DBT therapy
- Learn rationale and purpose for emotional regulation skills
- Be introduced to the dbt model of emotions
- Learn a variety of emotional regulation skills
- Be provided with some resources for emotional regulation

Intended Audience: Those working in educational settings with traumatized and highly emotionally dysregulated individuals.

Duration: 1 Hour

Date: 1/17

Title: Multiple Disabilities 101: Signs, Symptoms, and Eligibility

Format: Live-1:00 pm

Presenter: David Briggs, Region V BOCES School Psychologist

Brief Description:

To help educators understand the multiple disabilities category, and to better understand how students are found eligible for multiple disabilities.

Objectives Of The Webinar:

- Better understand the multiple disabilities category
- Become more readily able to identify the warning signs and symptoms of a student with multiple disabilities.
- Better understand how students qualify with multiple disabilities

Intended Audience:

Those interested in learning more about the multiple disabilities category, what they might look like in the classroom, and more about eligibility.

Duration: 30 min.

Date: 1/23

Title: MTSS Progress Monitoring

Presenter: Bart Lyman, Region V BOCES Outreach Program Director

Format: Live-3:30 pm

Brief Description:

Once students receive evidence-based intervention it becomes necessary to monitor their progress. Progress monitoring allows those providing the intervention to accurately determine if intervention is having the intended impact and make changes if necessary. During this webinar we will discuss the specifics of progress monitoring practices.

Objectives Of The Webinar:

- Define progress monitoring and its purposes within an MTSS framework.
- Explain how districts and schools can use the NCII tools chart to select and evaluate progress monitoring tools.
- Describe the components of the progress monitoring process.

Intended Audience:

Those interested in learning about and implementing progress monitoring practices.

Duration: 1.5 hours

Date: 1/29

Title: DBI: Monitoring Student Progress for Behavioral Interventions

Presenter: Josh Anderson

Format: Live-3:30 pm

Brief Description: This presentation focuses on behavioral progress monitoring within the context of the DBI process and addresses: (a) methods available for behavioral progress monitoring, including but not limited to Direct Behavior Rating (DBR), and (b) using progress monitoring data to make decisions about behavioral interventions.

Objectives Of The Webinar:

- Select and define meaningful target behaviors for progress monitoring.
- Understand the advantages and disadvantages of using Systematic Direct Observation versus Direct Behavior Rating.
- Plan and carry out data collection to monitor a target behavior; individualize Direct Behavior Rating forms.
- Use graphed progress monitoring data to determine when intervention changes are needed.

Intended Audience: Teachers, Sped Teachers, Administrators, Psychologists, Interventionists

Duration: 45 Mins.

February:

Date: 2/6

Title: Psychopharmacology 101

Presenter: Cady Williams, PhD, Clinical Psychologist, Region V BOCES

Format: Pre-Recorded

Brief Description: This webinar will focus on the medications often prescribed to treat depression, anxiety, ADHD, and other more common disorders in children and adolescents, along with potential side effects. We will briefly review why certain medications work, including the brain pathways involved. We will also discuss current research surrounding “first lines of treatment,” which sometimes includes a combination of methods (i.e., psychotherapy with medication) and sometimes includes only one of those treatments. Finally, we will discuss some of the ethical issues surrounding psychopharmacology.

Objectives Of The Webinar:

- Increase knowledge about medications and how they are used to treat mental disorders
- Learn about how the medications work (what happens in the brain), including potential side effects
- Increase knowledge about current research surrounding medications, including the first lines of treatment for depression, anxiety, ADHD, etc.
- Understand some of the ethical concerns involved in children and adolescents being prescribed psychopharmacological medications

Intended Audience: Teachers, Nurses, Administrators, Mental Health Professionals

Duration: 1 hour

Date: 2/11

Title: Trauma-Informed FBA's and BIP's

Presenter: Jessica M. Andrews, Psy.D., Clinical Psychologist, Region V BOCES

Format: Pre-Recorded

Brief Description: This webinar focuses on how to create trauma-informed Functional Behavior Assessments (FBA) and resulting Behavior Intervention Plans (BIP) that help students become successful in the classroom. A review of behaviorism is discussed in addition to trauma-informed conceptualizations, responses, and strategies that can be used in lieu of "traditional" behavioral responses. Emphasis is placed on building relationships with students, avoiding "power struggles," and understanding how a student's past trauma can be manifested in the classroom. Case examples are provided.

Objectives Of The Webinar:

- Increase understanding of how student's trauma history can manifest in the classroom
- Understand how traditional responses to unwanted behavior can inadvertently trigger and re-traumatize students
- Increase knowledge of various trauma-informed responses and strategies that can be used when creating FBA's and BIP's

Intended Audience: Special Education teachers and services providers, any educator responsible for the creation or implementation of FBA's and BIP's

Duration: 1 hour

Date: 2/19

Title: DBI: Informal Academic Diagnostic Assessment: Using Data to Guide Intensive Instruction

Presenter: Josh Anderson

Format: Live-3:30 pm

Brief Description: This presentation is intended to help teams understand how to use progress monitoring and other accessible assessment data to guide instructional decision making. Sections include (a) administering progress monitoring measures, (b) graphing data and interpreting patterns in graphed data, (c) conducting miscue and skills analysis in reading and math, and (d) identifying skills to target in reading and math interventions.

Objectives Of The Webinar:

- Review graphed progress monitoring data
- Determine if the student is responding sufficiently to the intervention
- Understand what type of intervention changes may be needed
- Learn how to analyze student miscues on Passage Reading Fluency assessments to identify error types
- Learn how to analyze mathematics computation errors

Intended Audience: Teachers, Sped Teachers, Administrators, Psychologists, Interventionists

Duration: 45 Mins.

Date: 2/21

Title: Other Health Impairment 101: Signs, Symptoms, and Eligibility

Format: Live-1:00 pm

Presenter: David Briggs, Region V BOCES School Psychologist

Brief Description:

To help educators understand the warning signs and symptoms of disorders that could qualify a student with an other health impairment, including but not limited to ADHD, and to better understand how students are found eligible for an Other Health Impairment.

Objectives Of The Webinar:

- Be more aware of the different types of disorders that would be included in the OHI category
- Become more readily able to identify the warning signs and symptoms of an Other Health Impairment in the classroom.
- Better understand how students qualify with an Other Health Impairment

Intended Audience:

Those interested in learning more about what the OHI category encompasses, what they might look like in the classroom, and more about eligibility.

Duration: 30 min.

Date: 2/27

Title: MTSS Tier 2

Presenter: Bart Lyman, Region V BOCES Outreach Program Director

Format: Live-3:30

Brief Description:

We recognize that students may need additional intervention in addition to Tier I instruction to be successful. Tier II is designed to target the specific needs of students so that can be successful in Tier I. The core of Tier II is based around small group instruction and evidence based intervention. During this webinar we will explore the feature of Tier II.

Objectives Of The Webinar:

- Explain the critical features of an MTSS Tier II system
- Describe the essential elements of Tier II interventions
- Select Tier II evidence-based practices (EBPs) using available resources
- Apply the problem-solving process to individual data decision making at Tier II

Intended Audience:

Those interested in learning about and implementing an effective Tier II program.

Duration: 1 hour

March:**Date:** 3/18**Title:** DBI: Using FBA for Diagnostic Assessment in Behavior**Presenter:** Josh Anderson**Format:** Live-3:30 pm

Brief Description: This presentation serves as an introduction to important concepts and processes for implementing functional behavior assessment (FBA), including behavior basics such as reinforcement and punishment. Throughout this presentation, participants will discuss both real world and school based examples to become familiar with the FBA process and develop a deeper understanding and awareness of the functions of the behavior. Key topics include (a) defining FBAs in the context of DBI; (b) basic concepts in behavior, including antecedents, behaviors, and consequences; (c) levels of FBAs; and (d) considerations and procedures for conducting FBAs.

Objectives Of The Webinar:

- Define FBA
- Develop a deeper understanding of core concepts in behavior (e.g., ABC; reinforcement, punishment, etc.)
- Describe what “functions of behavior” refers to
 - Describing levels of FBA
 - Conducting FBA's – processes and procedures

Intended Audience: Teachers, Sped Teachers, Administrators, Psychologists, Interventionists**Duration:** 45 Mins.**Date:** 3/20**Title:** Autism 101: Signs, Symptoms, and Eligibility**Format:** Live-1:00 pm**Presenter:** David Briggs, Region V BOCES School Psychologist**Brief Description:**

To help educators understand the warning signs and symptoms of autism, and to better understand how students are found eligible with an Autism Spectrum Disorder.

Objectives Of The Webinar:

- Better understand the signs and symptoms of autism
- Become more readily able to identify the warning signs and symptoms of autism in the classroom.
- Better understand how students qualify with Autism Spectrum Disorder

Intended Audience:

Those interested in learning more about autism, what the signs and symptoms might look like in the classroom, and more about eligibility.

Time (duration) Of Webinar: 30 min.

Date: 3/26

Title: MTSS Tier III

Presenter: Bart Lyman, Region V BOCES Outreach Program Director

Format: Live-3:30 pm

Brief Description:

Tier III is the level of support where the process of data-based individualization (DBI) is used to meet individual students unique needs. Tier III can be the most intense level of regular education support for a student and often requires additional problem solving and intervention adaptation. In this webinar we will discuss the specifics of Tier III and DBI.

Objectives Of The Webinar:

- Explain the critical features of an MTSS Tier III system.
- Describe the 5 steps for designing and implementing Tier III Data-based Interventions.
- Apply the problem solving process to individual data decision making at Tier III.

Intended Audience:

Those interested in learning about and implementing an effective Tier III program.

Duration: 1 hour

April:

Date: 4/17

Title: Traumatic Brain Injury 101: Signs, Symptoms, and Eligibility

Format: Live-1:00 pm

Presenter: David Briggs, Region V BOCES School Psychologist

Brief Description:

To help educators understand the warning signs and symptoms of a traumatic brain injury, and to better understand how students are found eligible with a traumatic brain injury.

Objectives Of The Webinar:

- Better understand the signs and symptoms of a traumatic brain injury
- Become more readily able to identify the warning signs and symptoms of a traumatic brain injury in the classroom.
- Better understand how students qualify with traumatic brain injuries

Intended Audience:

Those interested in learning more about traumatic brain injuries, what the signs and symptoms might look like in the classroom, and more about eligibility.

Duration: 30 min.

Date: 4/22

Title: DBI: What Do I Do Now? Individualizing Academic Interventions when Standard Approaches Don't Work

Presenter: Josh Anderson

Format: Live-3:30

Brief Description: This presentation discusses approaches to intensifying academic interventions for students with severe and persistent learning needs. The presentation describes how intensification fits into the DBI process, and introduces four categories of intensification practices. It uses examples to illustrate concepts, and provides activities to support the development of teams' understanding of these practices and how they might be used to design effective individualized programs for students with intensive needs.

Objectives Of The Webinar:

- Review research recommendations for intensifying academic intervention
- Discuss four categories of practices for intensification, and underlying elements
- Plan for intensive intervention with your students
- Plan for common barriers to implementation

Intended Audience: Teachers, Sped Teachers, Administrators, Psychologists, Interventionists

Duration: 45 Mins.

Date: 4/23

Title: MTSS Using the MTSS Fidelity Rubric To Create An Action Plan

Presenter: Bart Lyman, Region V BOCES Outreach Program Director

Format: Live-3:30

Brief Description:

Using the MTSS Fidelity Rubric during the implementation of MTSS allows teams to accurately assess their progress and set meaningful goals. During this session we will look at a process for reviewing benchmark and summative data to identify areas of need within an MTSS framework and then create an action plan for addressing those needs.

Objectives Of The Webinar:

- Review MTSS Fidelity Rubric and its role in implementing MTSS with fidelity.
- Better understand the process of looking at summative/benchmark data to identify areas of need within an MTSS framework.
- Review Goal setting practice using the MTSS fidelity rubric.

Intended Audience: MTSS team members involved in evaluating the implementation of MTSS in their school or district.

Duration: 1.5 hours

May:

Date: 5/6

Title: What Do I Do Now? Individualizing Behavior Interventions when Standard Approaches Don't Work

Presenter: Josh Anderson

Format: Live-3:30

Brief Description: This presentation focuses primarily on selecting evidence-based interventions that align with the functions of behavior for students with severe and persistent learning and behavior needs. The emphasis of this training will include four main content areas: (a) relating assessment to function, (b) selecting evidence-based interventions that align with functions of behavior, (c) linking assessment and monitoring, and (d) connecting data with the evidence-based interventions selected. The overarching goal is to connect concepts and theories in behavior and begin planning how intensive intervention can be put into practice to support students with intensive behavioral needs.

Objectives Of The Webinar:

- Relate assessment to function.
- Select evidence-based interventions (EBIs) that align with the functions of behavior.
- Link assessment and progress monitoring.
- Connect data with the selected EBI.

Intended Audience: Teachers, Sped Teachers, Administrators, Psychologists, Interventionists

Time (duration) Of Webinar: 45 Mins.

Presenters

Josh Anderson is currently a school director for a day treatment program in Evanston, Wyoming. He has worked in education as a teacher, special education case manager, and school director for the past 11 years. Josh has presented at the International APBS conference, the Wyoming Best of the Best conference, and the Week of Academic Vision and Excellence (WAVE) Conference. Josh's expertise focus on working with students with disabilities utilizing intensive interventions and data-based individualization for both academics and behavior.

Dr. Jessica Andrews is a licensed clinical psychologist in the state of Wyoming. She is part of the Outreach Program at Region V BOCES and uses a strengths-based and collaborative approach when working with staff, students, and their families. To quote Dr. Ross Greene, she believes "kids do well if they can" and if they can't, it is because they lack the skills needed to be successful in their day-to-day lives. Dr. Andrews has experience working in community mental health, hospital, educational, and forensic (juvenile court) settings. She obtained her M.S. and Doctor of Psychology degree in Clinical Psychology from Pacific University in Hillsboro, Oregon. She has a B.A. in Psychology from the University of California, Santa Cruz.

David S. Briggs is a nationally certified school psychologist and certified provider working in the state of Wyoming. After earning his bachelor's degree in psychology from Brigham Young University-Idaho (2006), he attended the University of Northern Colorado-Greeley, where he earned his educational specialist degree in school psychology (2010). Most recently, he completed a master's degree in educational leadership from the University of Wyoming (2017). For the last nine years, he has worked full-time in various school settings in Wyoming including: Green River, Pine Bluffs, Cheyenne, and Evanston. He also has five years of part-time clinical experience in various settings. While he has worked with various populations including infants to adults, his primary focus is on school age children (ages 5-18). His work focuses on the diagnosis (testing and assessment) and treatment (group or individual) of various disorders/deficits, including: depression, anger management, assertiveness, anxiety, developmental disorders (ex.- learning and cognitive disabilities, ADHD, and autism), executive dysfunction, and social skills deficits. His professional interests include: neuropsychology, special education law, early intervention, and resiliency.

Barton Lyman is originally from Cody Wyoming. He earned a Bachelor of Science degree in Business Management with a minor in Psychology from the University of Wyoming. In addition, Bart completed an Educational Specialist degree in School Psychology at Brigham Young University. Other post graduate work includes a Diplomate in School Neuropsychology and certificate in Educational Leadership. Bart's career has generally been focused on the practice of School Psychology, but he has also served as the Wyoming Multi-Tiered Systems of Supports Coach. He currently works for Region V B.O.C.E.S. as an Outreach Program Director. Bart's professional affiliation includes being a member of the National Association Of School Psychologists.

Keith Mader is a licensed clinical and certified school social worker who has worked at C-V Ranch in Wilson Wyoming since 1983, first as a paraprofessional and then as a therapist since 1990. Keith is currently the director of therapy services providing supervision to three therapists, involved in staff training and delivering individual, group and family therapy services. As the program at C-V Ranch has awakened to trauma as a primary causative factor in the problems our clients exhibit, they have evolved our philosophy, programming, and practices increasingly to what is considered to be a trauma focused approach. Keith and his staff have adopted several best practice interventions program-wide including educating staff about trauma, Collaborative Proactive Solutions (CPS), Love and Logic, and Dialectical Behavior Therapy (DBT). His therapy practice has followed suit and he has been trained in DBT and Eye Movement Desensitization Reprocessing (EMDR) therapist. He is very passionate about the topic of trauma as is excited to have been invited to present this webinar series on Trauma Informed Care and Education so that he can share with educators this most vital information for the compassionate effective treatment and education of our students, and the staff who work with this most challenging population.

Dr. Cady Williams is a licensed clinical psychologist for BOCES Region V. Prior to earning her PhD, she worked for ten years as an elementary, middle, and high school counselor in Utah, Idaho, and Wyoming. Dr. Williams completed her pre-doctoral training at the University of New Mexico Health Sciences Center; and she completed her post-doctoral training at the Neuropsychology Center of Utah.