



Community Care

# Zone Report

**3rd Quarter  
2022-2023**

**Prepared By:  
D49 Community  
Care Team**

# 01

## D49 District Updates



### D49 Staff Participate in Wellness Summit

**Joel Quevillon**

As part of District 49's professional development day for staff on Friday, Jan. 27, the Department of Community Care hosted the second annual Wellness Summit. The summit offered two morning sessions for staff looking for learning opportunities to support themselves and their students.

"There is a desire for more tools to positively impact their own wellness, and to be able to handle challenging situations at work," said Coordinator of Community Care Jason White.

"For a lot of the attendees, that means challenging student behavior."

About 130 D49 staff attended the summit, most of which participated in the two sessions dealing with verbal de-escalation. The course took participants through techniques for regulating students demonstrating low-level, off-task behavior, or elevated emotions. The second sessions covered more challenging classroom situations. "We have students that are dysregulated. As that continues to escalate, we fracture relationships and disrupt the learning environment," White said. "Today they are learning how to emotionally regulate themselves, and their students so those students feel safe and can then access learning. We are offering a practical application that they can immediately implement in their lives, either personally or professionally."

Another popular session was Adapted PE For All, which provided physical education teachers strategies, accommodations and modifications to include students with disabilities in regular PE classes.

"We want everyone to feel they are a part of their greater community," White said. "With adaptive PE, physical movement has scientifically shown that it can do wonders for wellness in a lot of different ways. Obviously physically, but also emotionally and the way it can positively impact mental health. We want an environment that respects people and engages them in a healthy way and gives them an opportunity to learn and grow."

"This was a great use of my professional development time! Thank you!"

"Both sessions were fabulous, well presented and useful information!"

"Please share this [Verbal De-Escalation] with administration and entire schools so all use similar language and systems!"

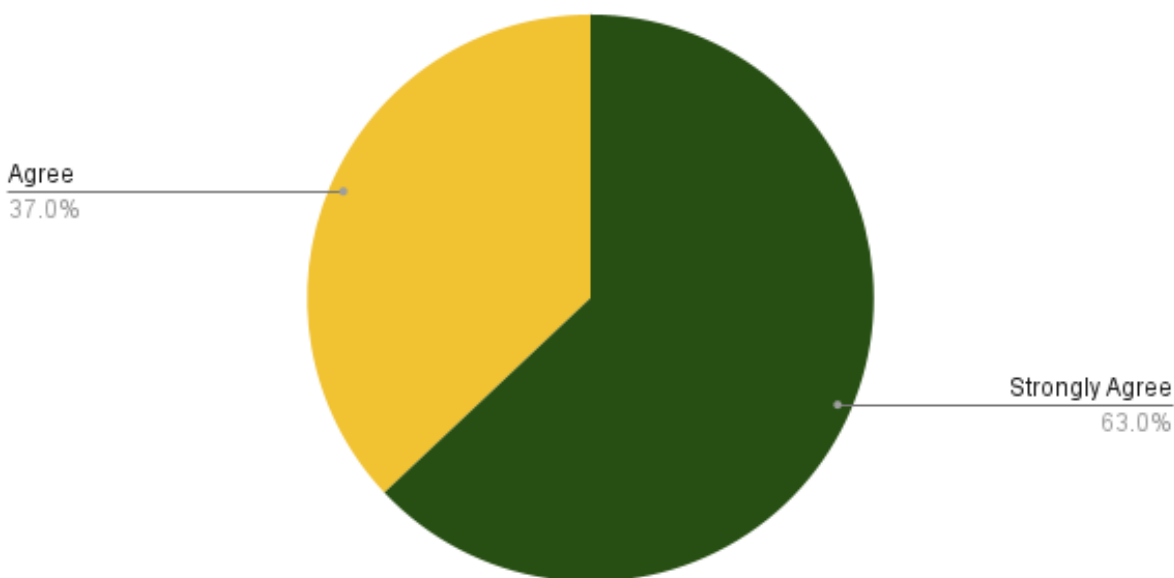


# D49 District Updates

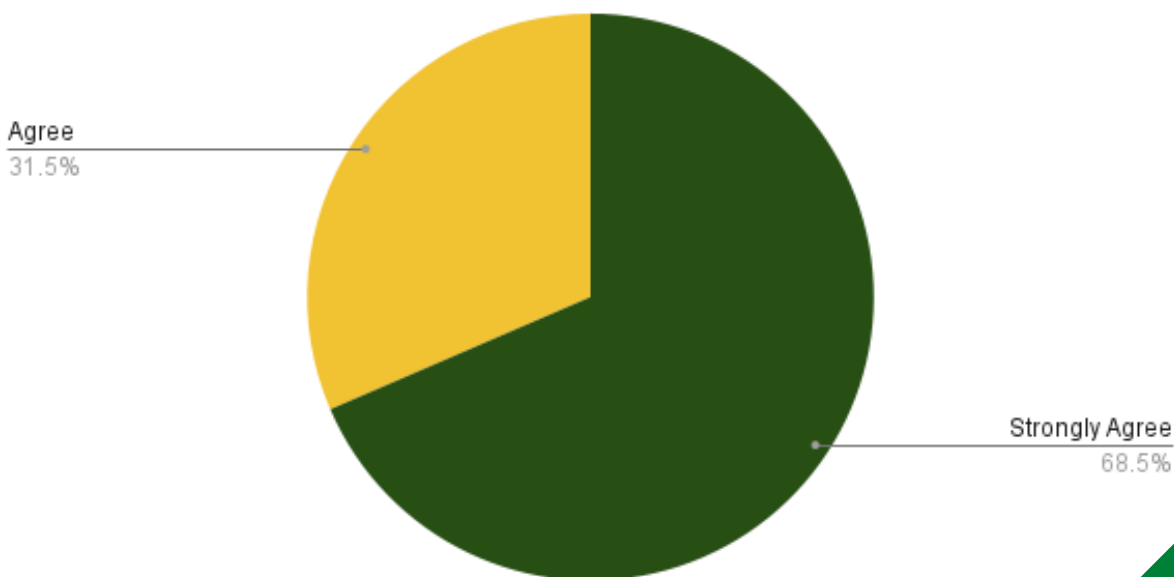
# 02

## Wellness Summit Reviews

In regards to the session I attended, the content presented is useful to me.



In regards to the session I attended, the content is applicable to my job.

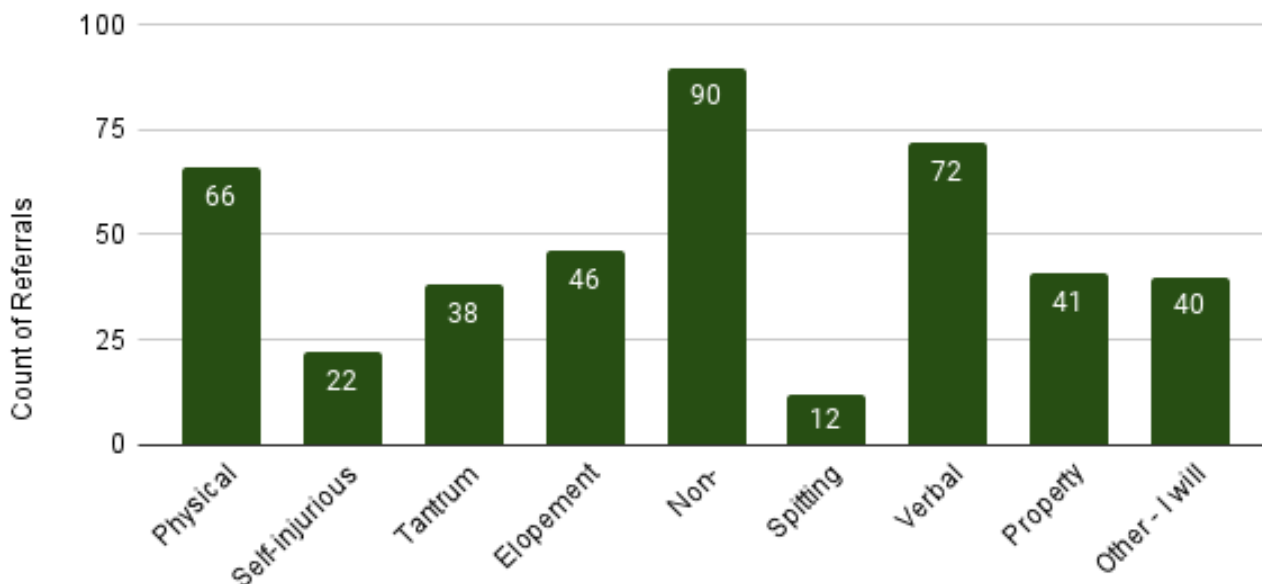


# 03

## DBA Referral Data

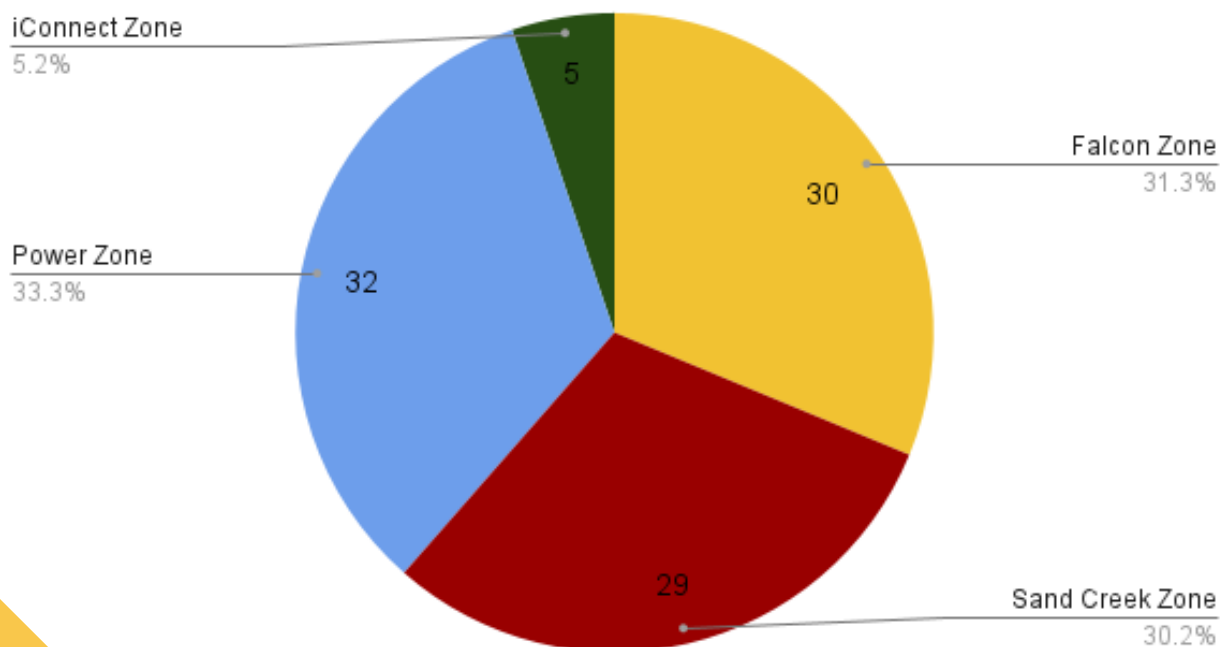
### 3RD QUARTER

Behaviors Supported Through Referrals



Topography of Behavior

DBA Referrals By Zone

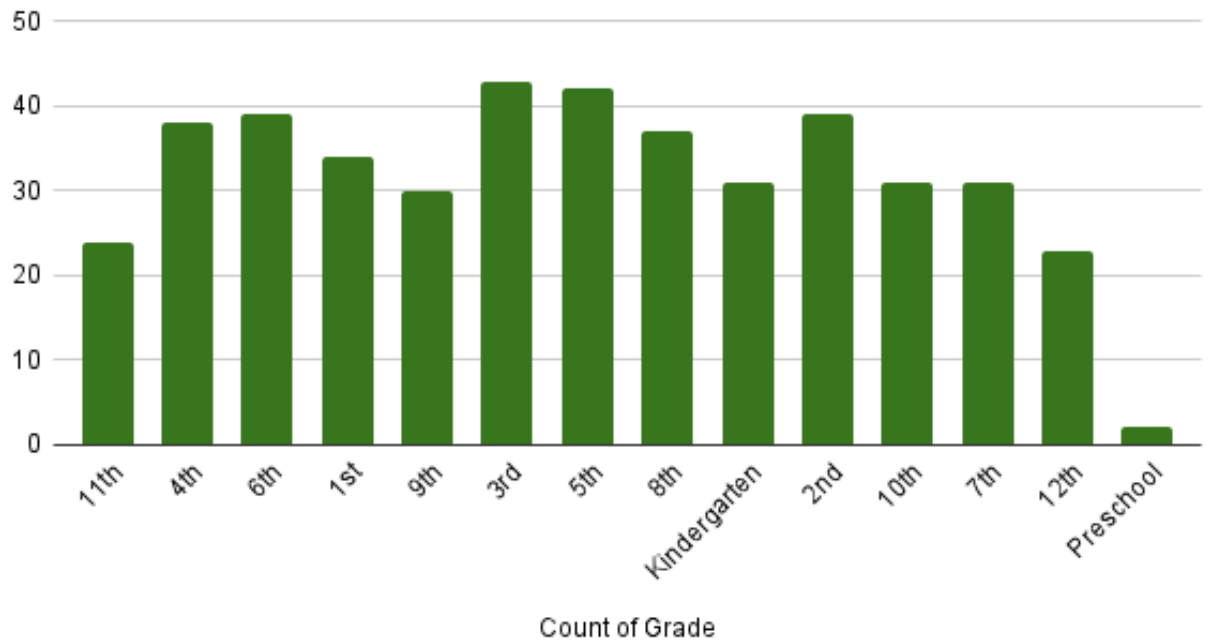


# CEA Referral Data

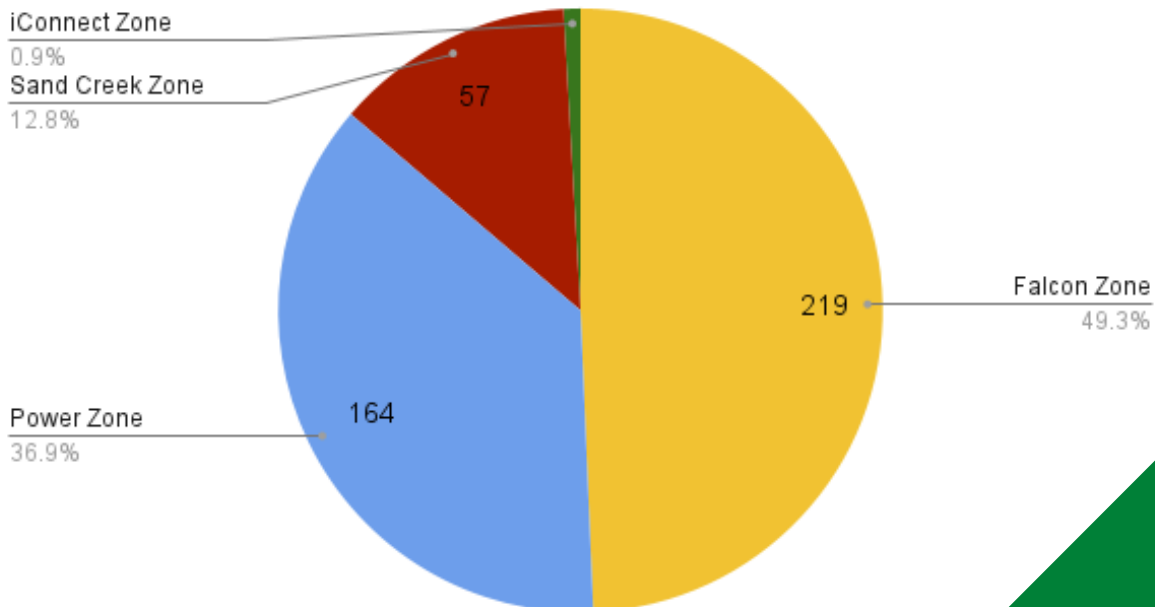
# 04

## 3RD QUARTER

Count of CEA Referrals By Grade Level



CEA Referrals By Zone





# 05 Community Care Team News



2023 CSCA Conference: Go Wild - Register Today!

This year we are celebrating our 63rd year of the CSCA conference!

The conference will feature a variety of breakout sessions, networking opportunities, awards dinner, fabulous exhibitors, and so much more. In honor of National School Counseling Week, we are offering a special promo rate of \$50 off for the first 25 people who register using the code NSCW2023.

Please use the link below to register:

[Register to Attend In Person](#)

---

## Nominate a School Counselor!

We have such amazing, dedicated and hard-working school counselors that serve all throughout District 49.

Please consider nominating a school counselor for the 2023 CSCA School Counselor of the Year award!

You may nominate any school counselor at -->

**<https://tinyurl.com/CSCAnominate>**

\*Nominations are due April 1st.





# Trainings 06

## 2022-2023 QPR Trainings

- 02/10 room 212
- 03/10 room 212
- 04/14 room 212
- 05/12 room 122

All QPR trainings will be held at Creekside Success Center!

## TRAININGS AVAILABLE

- ABC Data Collection
- Antecedent Strategies
- Applied Behavior Analysis
- Behavior 101
- Behavior Teaching Strategies
- BIPs & Escalation Cycle Management Plans
- Building Relationships
- Class-wide Reinforcement Systems
- Classroom Management Strategies
- Contracts (Student)
- Counselor Behavior Training
- Data Collection
- Discrete Trial Training (DTT), Errorless Learning, & Reinforcement
- Early Childhood Behavior Training
- Functions of Behavior/Functional Behavior Assessments
- Group Contingencies
- Guest Teacher Behavior Training
- Paraprofessional Behavior Training
- QPR Suicide Prevention
- Reinforcement & Punishment
- Social Stories
- Teaching Replacement Behaviors
- Token Boards
- Visual Schedules
- K-2 Behavior Interventions
- 3-5th Grade Behavior Interventions
- Secondary Behavior Interventions
- Secondary Absenteeism & Truancy
- Verbal De-escalation Strategies

*We would be happy to put together a specific training based on your needs!*

**IF YOU WOULD LIKE TO GET A  
TRAINING ON THE CALENDAR  
FOR THIS SCHOOL YEAR,  
PLEASE FILL OUT OUR TRAINING  
REQUEST FORM!**

<https://forms.gle/hXkaDVf4DxjCehBa6>



# 07

## Behavior Resources



### What is ABA?

Applied behavior analysis (ABA) is a science dedicated to the understanding and improvement of human behavior. ABA differs from other fields in its focus, aim, and methods. **Behavior analysts focus on defining behaviors of social significance, often referred to as target behaviors.** Behavior analysts intervene to improve target behaviors while demonstrating a reliable relationship between the intervention and improvements in behavior. Once an effective intervention is implemented, ongoing data collection occurs. Behavior analysts program for generalization and maintenance to ensure that the behavior maintains over time and across different settings and people. Behavior analysts often train staff and caregivers to implement all interventions in order to facilitate a consistent protocol.

ABA is a scientific approach for identifying environmental variables that influence behavior of social significance and for systematically developing a functionally related methodology to program for behavior change. Additionally, **ABA focuses on skill acquisition.** Skill acquisition can occur when a behavior analyst is teaching a new, functionally related alternative behavior (to replace an inappropriate problem behavior) or to teach academic, self-care, motor, social skills, etc.

**So what does all this mean?** Basically, behavior analysts study the environment in which the individual's target behaviors are occurring. Using functional behavior assessments, they scientifically determine what factor of the environment is maintaining the target behavior (known as the FUNCTION of the behavior). Using this information, an intervention that addresses that same FUNCTION is implemented in order to create an appropriate and positive change in behavior! By socially significant, we mean that the behaviors targeted are those that may cause harm or interfere with the individual's learning.

ABA is different from traditional psychology in that ABA focuses on **observable behaviors** rather than what an individual may be thinking (also known as an individual's cognitions). ABA techniques can be used in a wide variety of settings (schools, parent training, staff training, OBM, special education, self-management, etc), but it is important to note that the ABA theoretical approach lies heavily in manipulating the environment to create behavior change rather than changing an individual's internal events, or thoughts. ABA's theories are supported by **empirical data** that is obtained through controlled observation and measurement of behavior.



# Community Resources

# 08

**I Matter.**



**COLORADO**  
Behavioral Health  
Administration



The **I Matter** program provides **up to six free therapy sessions** for any Colorado youth and reimburses participating providers, who are licensed therapists in Colorado.

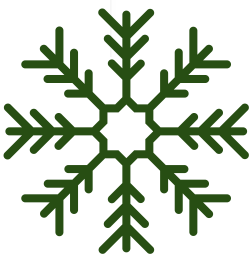
- The program is open to youth 18 years of age or younger or 21 years of age or younger if receiving special education services.
- Youth and their parents can visit [IMatterColorado.org](https://IMatterColorado.org) to take a confidential online survey about their mental health and schedule therapy sessions, primarily via telehealth.
- A Spanish version of the platform can be found at [YoImportoColorado.org](https://YoImportoColorado.org), and the program has clinicians who can provide sessions in Spanish.

## **Fast Facts About I Matter**

- The program has scheduled more than 8,000 appointments since its launch.
- Nearly 2,800 youth have received one or more sessions since the program's launch.
- Youth from over 50 of Colorado's 64 counties have signed up for the program.

If you'd like to spread awareness about the program, you can access the program's digital toolkit at [bit.ly/IMatterColorado](https://bit.ly/IMatterColorado). You can also order free I Matter materials at [bit.ly/IMatterMaterials](https://bit.ly/IMatterMaterials).

If you have general inquiries about the program, you can access our FAQs at [bit.ly/IMatterFAQ](https://bit.ly/IMatterFAQ).



# 09

## Community Care Team

### COMMUNITY ENGAGEMENT ADVOCATES (CEA)

Jacki Ballou, Falcon Zone

- Phone: (719) 290-5857
- Email: jballou@d49.org

Sarah Rieves, Sand Creek Zone

- Phone: (719) 213-1681
- Email: srieves@d49.org

Lindsay Cohen, Power Zone

- Phone: (719) 499-6044
- Email: lcohen@d49.org

### COORDINATOR OF COMMUNITY CARE

Jason White

Phone: (719) 235-2997

Email: jwhite@d49.org



### District Behavior Analysts

Gretchen Smith Vazquez

Phone: (303) 362-3827

Email: gvazquez@d49.org

Amber Brown

Phone: (616) 485-3864

Email: arbrown@d49.org

Jamie Zaves

Phone: (920) 750-4347

Email: jzaves@d49.org

Ashlee Thorpe

Phone: (864) 320-2507

Email: apape@d49.org

### Behavior Support Technicians

Nancy Aziz

Brandi Pry

Samuel Freeman

