

Preliminary Agenda

15th INTERNATIONAL CONFERENCE
ON POSITIVE BEHAVIOR SUPPORT

The Expanding World of PBS:

SCIENCE, VALUES, AND VISION

March 28 – 31, 2018 • San Diego, CA

MANCHESTER GRAND HYATT SAN DIEGO • ONE MARKET PLACE, SAN DIEGO, CA 92101

The logo for the Association for Positive Behavior Support (APBS). It features the letters 'APBS' in a white, serif font. A white, curved line arches over the letters, starting under the 'A' and ending under the 'S'.

ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

www.apbs.org

Session & Presentation Types / Strands

SESSION TYPES

Oral sessions are 75 minutes in length and will occur at various times during the conference on March 29th and 30th. There may be one topic presented for the entire time, or there may be multiple topics and presenters during an oral presentation.

The **Poster session** will be held in conjunction with the conference reception on Thursday, March 29th from 6:30 p.m. – 8 p.m. Posters will display a summary of the author(s) work. Authors will be available for questions during the poster session.

Structured Networking sessions offer participants the opportunity to connect with other members of the APBS community and experts to discuss issues relevant to the session topic. Unlike the brief Q&A periods at the end of the sessions, this is an opportunity for in-depth conversations about topics of interest to you and your peers/colleagues.

In an **Ignite session**, each presenter/proposal will have from 5–10 minutes to present about one important aspect of their experience. A 75-minute time slot may include presentations from 7–10 different presenters arranged around a common theme.

A **Symposium session** provides several (sometimes contrasting) views on a single topic or issue. Three to four people each provide a 15–20 minute presentation related to an issue or a theme.

PRESENTATION TYPES

Conceptual presentations consist of a discussion of topics including philosophical, case studies, or systems level issues in the area of positive behavior support or a related field.

Research presentations are intended to share data from studies of individuals or small/large groups of subjects or agencies.

Skill development presentations are intended to provide introductory information about new, practical intervention strategies or instruments/tools for use with families, schools, or community agencies.

CONFERENCE STRANDS

The breakout sessions for the 15th International Conference on Positive Behavior Support have been organized into strands again this year to help you find the presentations you are most interested in attending. These strands include:

School

Presentations within the School strand focus on how the principles and technology of PBS are implemented across the continuum of support levels and in schools and other educational settings and/or to address specific topics faced by school districts and other educational settings.

Early Childhood

The Early Childhood strand includes presentations about systems change efforts, research, evidence-based practices, and case study presentations related to young children (birth through age 5) and PBS implementation.

Integration and Alignment

Presentations in this strand provide frameworks for integrating and aligning systems of support (e.g., academic and behavior MTSS supports, positive behavior supports and mental health systems) to enhance student success and interagency collaboration and cooperation.

Individual Students

This strand emphasizes the use of PBS principles and technology to support individual students within a school setting. The focus is on one or more specific students, rather than the school system.

Classroom

Presentations in this strand focus on how the principles and technology of PBS are implemented within classroom settings.

School-Wide Systems

Presentations in this strand highlight current work in school-wide positive behavior support. Emphasis is placed on efforts to “scale-up,” implement and sustain PBS principles and technology across multiple schools in districts and states.

School Low Incidence

Presentations in this strand focus on how PBS principles and technology are used to support students with low incidence disabilities (i.e., vision, hearing, or motor impairments, intellectual disability, autism spectrum disorder, or multiple disabilities).

Equity

Presentations in this strand focus on applying PBS principles and technology to support a fair and inclusive educational system that results in higher student achievement, increased quality of instruction, improvement of low-performing schools, and/or better outcomes for students from diverse circumstances.

Home and Community

Presentations within the Home and Community strand focus on how the principles and technology of PBS are implemented across the lifespan in a variety of settings such as home, community centers, adult employment, residential settings, and eldercare facilities.

Intellectual and Developmental Disabilities

Presentations in this strand will highlight the application of PBS principles and technology to support children and/or adults with IDD in settings outside of school (e.g., home, community). An intellectual disability is characterized by limitations in intellectual functioning and difficulties in a variety of everyday social and practical skills. A developmental disability is attributed to a cognitive or physical impairment that results in limitations in areas such as self-care, language, and mobility. The term IDD covers a broad range of disorders and syndromes.

Families and Parent Supports

Presentations in this strand highlight working in partnership with parents and other family members when implementing PBS in school, home, and community settings. Presentations may be focused on how professionals can understand, support, and include the family perspective when serving families, or, be aimed at helping parents and family members learn to understand and implement PBS with their family members and in their community.

Juvenile Justice

Presentations in this strand describe how PBS principles and technology are applied to juvenile justice and other alternative settings.

Mental Health

The presentations in this strand focus on physiological or neurological issues, behavioral health, and well-being. In addition, presentations are included that describe how PBS principles and technology are implemented within mental health settings.

Quality of Life

Presentations in this strand describe how PBS principles and technology are applied to improve the wellbeing of individuals including physical, mental, and or social wellbeing across the lifespan.

PBS and Employment

Presentations in this strand describe how PBS principles and technology are applied to support individuals and vocational support staff in work environments and/or how it is used to improve employment opportunities.

Wednesday Pre-Conference Workshops

WEDNESDAY AT A GLANCE

11 a.m. – 6 p.m.	Registration/Information (Seaport Foyer)
1 p.m. – 5 p.m.	Pre-conference Workshops (Pre-registration required at an additional fee)

PRE-CONFERENCE WORKSHOPS 1 P.M. – 5 P.M.

SWK101 **TBD**
Strand: Classroom
Type: Skill Development
Taking a Walk Through a Classroom Coaching Guide
Devon Minch, Anna Winneker, Stephanie Martinez, Ashley MacSuga-Gage, and Kathy Christiansen, University of South Florida, Tampa, FL
Participants will learn a process for coaching teachers to apply PBS principles within their classrooms. Utilizing case scenarios, participants will practice using a Classroom Coaching Guide. Electronic copies of the guide will be provided.

SWK102 **TBD**
Strand: Mental Health
Type: Skill Development
Integrating Mental Health Within a School-Wide System of PBIS: Systems Practices, Data
Lucille Eber and Kelly Perales, Midwest PBIS Network, La Grange, IL
This workshop will describe how to expand the continuum of multi-tiered interventions within schools to ensure a comprehensive system of behavioral health supports using the Interconnected Systems Framework including key features, tools, and examples.

◆ (Ethics) **SWK103** **TBD**
Strands: School; Quality of Life
Type: Skill Development
Navigating Ethical and Professional Issues When BCBA's Work in Schools
Ilene Schwartz, University of Washington, Seattle, WA
Professional behavior analysts face challenges when working in public schools. The purpose of this workshop is to help BCBA's bridge the divide between school culture and best practices in applied behavior analysis.

□ **SWK104** **TBD**
Strands: Integration and Alignment; School-Wide Systems
Type: Skill Development
Coaching Schools to Engage in Effective Teaming and Data-Use Practices Within MTSS
Brian Gaunt, University of South Florida, Tampa, FL; Scott Ford, Pflugerville Independent School District, Austin, TX
Participants will learn how effective teaming practices and a structured data analysis process can improve academic instruction and behavior management practices. An activity-based learning approach will be used. Resources will be offered for application of ideas.

□ **SWK105** **TBD**
Strands: Classroom; School
Type: Skill Development
Implementing Behavioral Kernels to Support PBIS
Anthony Biglan, Oregon Research Institute, Eugene, OR
This workshop will show participants how they can impelment behavior influence techniques called "kernels" to promote students self-regulation, cooperation, and academic engagement.

◆ **SWK106** **TBD**
Strands: Individual Students; School-Wide Systems
Type: Skill Development
Basic FBA to BSP: An Efficient Approach to Providing Function-Based Support
Sheldon Loman, Portland State University, Portland, OR; Kathleen Strickland-Cohen, Texas Christian University, Fort Worth, TX
This workshop will teach participants to use a proactive approach to more efficiently implement function-based supports. Attendees will be given access to the Basic FBA to BSP curriculum and have multiple practice opportunities using case-studies.

□ **SWK107** **TBD**
Strands: School; School-Wide Systems
Type: Skill Development
Team Initiated Problem Solving II (TIPS II) Workshop and Exploration
Anne Todd, University of Oregon, Eugene, OR
TIPS is a problem solving model nested within a set of meeting foundations used for data-based decision making. Participants will work in teams to apply TIPS with simulated social and academic data/meeting video.

Thursday Conference Sessions

THURSDAY AT A GLANCE

7 a.m. – 6 p.m.	Registration/Information (Seaport Foyer)
8 a.m. – 9:15 a.m.	Welcome/Opening Keynote
9:30 a.m. – 10:45 a.m.	Session A
11 a.m. – 12:15 p.m.	Session B
12:15 p.m. – 1:30 p.m.	Lunch On Your Own
1:30 p.m. – 2:45 p.m.	Session C
3 p.m. – 4:15 p.m.	Session D
4:30 p.m. – 5:45 p.m.	Session E
6:30 p.m. – 8 p.m.	Reception and Poster Session

WELCOME/OPENING KEYNOTE 8 A.M. – 9:15 A.M.

□ **Keynote** *Featured Session*

Grand Hall

Strand: School
Type: Research



Evolving More Nurturing Societies

Anthony Biglan, Oregon Research Institute, Eugene, OR

Behavioral science research has taken us to a point where we can achieve much higher levels of wellbeing than have ever been achieved in history. PBIS is a key part of this effort.

SESSION A 9:30 A.M. – 10:45 A.M.

◆ □ **A1** *Featured Session*

Seaport Ballroom D

Strand: School-Wide Systems
Type: Conceptual

The Origins of PBS and Implications for the Future

Rob Horner, University of Oregon, Eugene, OR

PBS is an elegant integration of behavioral science, valued lifestyle outcomes, and sustainable organizational systems. This session will trace the history of how these themes emerged and combined, and suggest implications for the future.

A2 **Seaport Ballroom E**

Strands: Classroom; School-Wide Systems
Type: Skill Development

The Comprehensive Classroom Management Tool: A School-Wide and Classroom Coaching Process

Sara McDaniel, University of Alabama, Tuscaloosa, AL; Barbara Mitchell and Danielle Starkey, University of Missouri, Columbia, MO

We will describe a new freely available instrument, the Comprehensive Classroom Management Tool, which is used to gather data about teacher implementation of effective management practices. We will share data collection and coaching process examples.

A3 **Seaport Ballroom B**

Type: Conceptual

PBS and MTSS: Federal Laws, Federal Guidance, and the U.S. Supreme Court

Mitchell Yell and Susan Thomas, University of South Carolina, Columbia, SC

We examine the legal basis of PBS and MTSS in federal law, guidance issued by the U.S. Department of Education, and the Supreme Court's decision in *Endrew F. v. Douglas County School System*.

◆ **A4** **Seaport Ballroom G**

Strands: Individual Students; Classroom

Type: Research

Using the Coaching Cycle to Implement Teaching Practices in the Classroom

Scott Spaulding and Carol Davis, University of Washington, Seattle, WA

Peer coaching is effective professional development for implementing teaching practices. But what guidelines should schools follow? Using a web application, coach-teacher dyads implemented a cycle of planning, observation, and feedback to improve their practices.

□ **A5** *Panel Discussion* **Seaport Ballroom A**

Strands: IDD; Home and Community

Type: Conceptual

Issues Related to the Home and Community-Based Waiver and Positive Behavior Support

Rachel Freeman, University of Minnesota, Minneapolis, MN; Ralph Lollar, Centers for Medicare & Medicaid Services (CMS), Washington, DC; Stewart Shear, Devereux Adult Services, Villanova, PA; Terri Rodgers, Missouri Department of Mental Health, Jefferson City, MO; Dennis Reid, Carolina Behavior Analysis and Support Center, Morgantown, NC

This panel will address important issues related to the Home and Community-Based (HCBS) Waiver and how PBS can be used to support people with IDD from different leadership perspectives including federal, state, and local levels.

A6 *Invited Presenter* **Seaport Ballroom C**

Strand: Integration and Alignment

Type: Structured Networking

Multi-Tiered Support for Academics and Behavior

Steve Goodman, Michigan's Integrated Behavior and Learning Support Initiative, Holland, MI

This structured networking session will provide participants the opportunity to meet with others who are implementing integrated academic and behavior systems. Discussion will focus on developing staff buy-in, program considerations, and implementation logistics.

A7 *Invited Presenter* **Seaport Ballroom F**

Strands: Equity; School-Wide Systems

Type: Conceptual

Involving All: Stakeholder Input as the Key to Problem Solving Disproportionate Discipline

Stephanie Martinez, Devon Minch, Therese Sandomierski, Anna Winneker, Rebecca Webster, and Ashley MacSuga-Gage, University of South Florida, Tampa, FL

This presentation will review an approach to build capacity for addressing disproportionate discipline focusing on obtaining and using input from families, educators, and students as part of problem-solving. Participants will be provided access to resources.

Thursday Conference Sessions

THURSDAY, MARCH 29

Positive Behavior Support: The Expanding World of PBs: Science, Values, and Vision

◆ A8

Strand: School-Wide Systems

Type: Research

What's Your Function? Making Check-In/Check-Out Work for All Students

Evan Dart, University of Southern Mississippi, Hattiesburg, MS; David Klingbeil and Amber Schramm, University of Wisconsin-Milwaukee, Milwaukee, WI; Jonathan Jagemann, Milwaukee Public Schools, Milwaukee, WI

Check-in/Check-out (CICO) is a popular Tier 2 intervention; however, it isn't effective for all students without modifications. The results of a study comparing function-based CICO to standard CICO will be presented.

A9

Strands: School-Wide Systems; School

Type: Skill Development

Implementation Fidelity and Outcome Assessment Planning for States, Regions, and Districts

Bert Eliason, University of Oregon, Eugene, OR; Jennifer Rollenhagen, Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI), Holland, MI; Jennifer Harms, Desert Mountain SELA, Apple Valley, CA

Reliable and valid surveys exist to help states, regions, and districts regularly evaluate PBS implementation fidelity and outcomes. Large organizations wonder which surveys best support disparate school support needs and most effectively advise PD planning.

◆ A10

Invited Presenter

Strands: Early Childhood; School-Wide Systems

Type: Structured Networking

Early Childhood Networking Session - EC MTSS

Jolene Ferro, University of South Florida, Tampa, FL; Brenna Wood, Lehigh University, Bethlehem, PA

This session focuses on integrating early childhood classrooms into school-wide MTSS systems. One example will be presented. Tier 2 and 3 tools and strategies will also be discussed. Participants can share their experiences and tools.

□ A11

Strand: Integration and Alignment

Type: Conceptual

Success, Barriers, and Resources: District-wide Implementation in Urban Districts

Trisha Guffey, University of Missouri, Columbia, MO; Ambra Green, University of Texas at Arlington, Arlington, TX

Districts in large urban centers struggle to implement PBIS with fidelity. This session will discuss success, barriers, and resources to district-wide implementation. A District-wide PBIS Team Guidebook will be reviewed and made available.

A12

Strands: Juvenile Justice; Classroom

Type: Research

The Impact of CWPBIS on Student Behavior in a Juvenile Justice Facility

Rachel Lively and Diane Myers, Texas Woman's University, Denton, TX

This presentation describes results from single-case study investigating the impact of a brief classwide positive behavioral interventions and supports (CWPBIS) training for teachers on students' on-task behavior in a secure juvenile justice facility.

Seaport Ballroom H

Cortez Hill ABC

Gaslamp AB

Gaslamp CD

La Jolla AB

□ A13

Strands: Mental Health; School-Wide Systems

Type: Skill Development

A "How-To" Session on Implementing School-Based Universal Screening for Mental Health

Emily Graybill, Georgia State University, Atlanta, GA

Universal screening is a research-supported process for identifying students at risk of challenges. This session will teach district personnel how to implement the universal screening for mental health process from start to finish.

A14

Strands: Mental Health; School-Wide Systems

Type: Research

Researching Mindfulness as a PBIS intervention. A High School and College Collaboration

Scott Silverman, Tarek Alamarie, John Mazzocchi, and Daniel Scanlon, John Adams High School, Ozone Park, NY; Mary Stone, Marist College, Poughkeepsie, NY

Improving school climate and culture for youth placed at risk in school or classroom settings is important. While improving school climate and culture we have put systems and interventions in place using the PBIS framework.

A15

Strands: School; Integration and Alignment

Type: Skill Development

Building for Success: Refining Your Tier 2 Programming Through a Systems-Based Lens

Megan Pell and Deborah Boyer, University of Delaware, Newark, DE

Schools struggle to provide Tier 2 interventions structured to meet students' short- and long-term needs. Learn how to improve important systems-level components of your Tier 2 programming through discussion and new resources.

A16

Strands: School-Wide Systems; Mental Health

Type: Skill Development

Creating Trauma-Informed, Culturally Responsive PBIS Systems in an Urban School District

Lara Slee, Ingham Intermediate School District, Mason, MI; Karlin Tichenor, Lansing School District, Lansing, MI

A trauma-informed CRPBIS implementation plan will help districts/schools better support all students and decrease disproportionality between subgroups. It offers strategies and activities that can be adapted to fit different kinds of districts/schools.

Old Town AB

Balboa ABC

Hillcrest AB

Hillcrest CD

Thursday Conference Sessions

SESSION B

11 A.M. – 12:15 P.M.

□ B1 *Film Festival*

Seaport Ballroom D

Strands: School-Wide Systems

Type: Conceptual

The 9th Annual PBIS Film Festival

Sbanna Hirsch, Clemson University, Clemson, SC; Robin Ennis, University of Alabama at Birmingham, Birmingham, AL; Ashley MacSuga-Gage, University of Florida, Gainesville, FL

During the PBIS Film Festival we share films from schools and districts. This lighthearted competition recognizes films that (a) demonstrate PBIS principles and (b) meet film production standards. Come laugh, learn, and enjoy the films!

◆ B2 *Invited Presenter* Seaport Ballroom E

Strands: Equity; School-Wide Systems

Type: Research

Developing an Intervention Approach to Achieve Racial Equity in School Discipline

Kent McIntosh, University of Oregon, Eugene OR

This presentation will describe development and initial testing of a multi-component intervention approach to reducing discipline disproportionality, including use of data, culturally-responsive adaptations of PBIS, and training in strategies to neutralize implicit bias.

◆ B3 *Invited Presenter* Seaport Ballroom B

Strands: Juvenile Justice; Integration and Alignment

Type: Skill Development

Developing and Using Variations on the Tiered Fidelity Inventory

Jeffrey Sprague and Kristine Jolivette, University of Oregon, Eugene, OR

This session will introduce two new variations on the TFI and provide guidance to developers and users of the TFI and TFI-related tools: The Facility-wide TFI and the Restorative Practice TFI companions.

B4 *Invited Presenter* Seaport Ballroom G

Strands: Individual Students; School

Type: Research

Reducing Levels of Behavioral Risk: A Comparison of Two Targeted Interventions

Sara McDaniel, University of Alabama, Tuscaloosa, AL

This presentation will highlight the procedures and outcomes from a recent trial of two Tier 2 interventions for elementary students. The presenters will highlight the procedures for training, issues of treatment integrity, and risk outcomes.

□ B5 *Invited Presenter* Seaport Ballroom A

Strand: Home and Community

Type: Conceptual

Delivering High Quality Positive Behavior Support During Uncertain Economic Times

Marc Ellison, Jim Harris, and Charlotte Hays, Marshall University, Huntington, WV

The West Virginia Autism Training Center has supported individuals diagnosed with ASD for more than 30 years. Funding cuts forced administrators to re-image the center's service delivery model. This presentation focuses on how that transformation occurred without compromising quality.

B6 *Invited Presenter* Seaport Ballroom C

Strands: School; Families and Parent Supports

Type: Skill Development

Increasing Meaningful, Culturally Responsive Family Engagement at School Through Positive Behavior Supports

Kimberli Breen, University of Kansas, Lawrence, KS; Tim Fulenwider, Lizbeth Gonzalez, and Ana Luna, Bakersfield City School District, Bakersfield, CA

Large, diverse school districts often struggle to effectively engage families. Positive Behavior Supports provides a platform to address this need. Join the Bakersfield City School District to learn specific, replicable family engagement systems and practices.

□ B7 *Invited Presenter* Seaport Ballroom F

Strands: Integration and Alignment; School-Wide Systems

Type: Conceptual

Identifying Exemplary MTSS Schools to Increase State Level Collaboration and Stakeholder Buy-In

Brian Gaunt, University of South Florida, Tampa, FL

Challenges to integrating RtI/PBIS at the state level may be overcome by exploring how schools are bringing the two initiatives together. This presentation will describe a technical assistance strategy to re-energize collaboration for MTSS.

B8 *Invited Presenter* Seaport Ballroom H

Strands: School-Wide Systems; Integration and Alignment

Type: Skill Development

Blending Restorative Practices Into an Established Tier 1 PBIS Framework

Lauren Evanovich, Dia Davis, and Stephanie Martinez, University of South Florida, Tampa, FL

Are you ready to implement Restorative Practices (RP) into your PBIS framework? If so, this is a great session for you! Come learn how to embed RP into a Tier 1 PBIS framework.

◆ □ B9 *Featured Session* Cortez Hill ABC

Type: Conceptual

The Evidence-Based Practice of PBS: Building Bridges Between Research and Practice

Joseph Lucyshyn, University of British Columbia, Vancouver, BC, Canada; Randall De Pry, Portland State University, Portland, OR; Rachel Freeman, University of Minnesota, Minneapolis, MN; Matt Tincani, Temple University, Philadelphia, PA

This session will introduce the APBS definition of Evidence-Based Practice (EBP) in PBS, and how the definition aligns with the EBP movement, informs PBS practice, and can assist in translating PBS research into practice.

□ B10 *Featured Session* Gaslamp AB

Strands: School; Equity

Type: Conceptual

Mapping the School-to-Prison Pipeline

Tia Martinez, Forward Change, Oakland, CA

The School-to-Prison Pipeline places zero-tolerance school discipline in historical context and identifies how the excessive use of exclusionary punishment in recent decades has triggered a cascade of system-driven negative feedback loops that channel young people into prison.

Thursday Conference Sessions

THURSDAY, MARCH 29

Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision

B11

Strands: Classroom; Individual Students
Type: Skill Development

When Standard Protocols Don't Work: Using Student Data to Adapt Self-Monitoring Interventions

Amanda Sheaffer, Vanderbilt University, Nashville, TN; Alyssa Van Camp, Vanderbilt University, Nashville, TN; Allison Brubn, University of Iowa, Iowa City, IA

Researchers will present findings from a review of self-monitoring literature that utilized plot digitizing technology to analyze outcomes. Presenters will demonstrate how student baseline data can inform the selection and adaptation of behavior interventions.

B12

Strands: Integration and Alignment; School
Type: Skill Development

Juggling Multiple Initiatives - Too Much? Too Little? Getting it Right!

Ellen Reinhardt and Michele Walden-Doppke, Northern Rhode Island Collaborative, Lincoln, RI

This session will share lessons learned, tools and activities to help teams manage and support multiple initiatives. Strategies for planning, prioritizing, and tracking practices across the stages of implementation will be explored.

B13

Symposium
Strands: Early Childhood; Equity
Type: Conceptual

Implementing Culturally Responsive Program-Wide PBIS in Early Childhood Settings

Elizabeth Steed, University of Colorado Denver, Denver, CO

This presentation will share information about implementing culturally responsive PW-PBIS in early childhood settings. Considerations will be explored regarding equity issues in early learning environments, and specific strategies and resources will be discussed.

B14

Strands: Individual Students; Classroom
Type: Research

Addressing Problem Behavior in General Education Settings through Function-Based Self-Advocacy

Tosha Owens, East Carolina University, Greenville, NC

This presentation features an intervention addressing problem behaviors exhibited by students in the general education setting that teaches students to self-advocate their needs to their general education teachers, based on their specific behavioral function.

B15

Strands: Mental Health; Quality of Life
Type: Skill Development

Layering Social-Behavioral and Mental Health Interventions Within Tier 2 PBS Structures

Christine Fonseca, Collaborative Learning Solutions, Temecula, CA

Meeting both the social-behavioral and mental health needs of students within a Tier 2 structure is challenging. This session will demonstrate how to layer behavioral and cognitive approaches within a high school setting.

B16

Strands: School-Wide Systems; School
Type: Skill Development

Discovering Your Biggest Asset: Youth Leadership in PBIS!

Heidi Cloutier, University of New Hampshire IOD, Concord, NH

Youth partnership is critical to PBIS. Explore how to mentor and provide coaching to school based youth leadership teams, prepare staff to work effectively with students as partners, and gain skills to promote youth led change.

Gaslamp CD

THURSDAY LUNCH SESSION 12:30 P.M. – 1:30 P.M.

Type: Lunch Session

APBS Network Lunch Session

Ashley MacSuga-Gage, University of Florida, Gainesville, FL

This lunch session provides a forum for existing networks to share outstanding achievements and for new/interested groups to find out more about how to become an APBS network. All are welcome and encouraged to attend!

Strands: Home and Community
Type: Lunch Session

Home and Community PBS Network Meeting

Nicolette Christians, Spectrum Education and Behavior Services, Seattle, WA; Tim Moore, Minnesota Department of Human Services, St. Paul, MN

All are welcome to join the HCPBS Network as we discuss our current activities, say hello to old friends, and welcome new faces. Come to actively participate or just check us out. Bring your lunch!

Gaslamp AB

Coronado D1

SESSION C

1:30 P.M. – 2:45 P.M.

C1

Invited Presenter
Strand: Mental Health
Type: Conceptual

Integrating Trauma-Informed Approaches Within School-Wide Systems of PBIS: Systems, Data and Practices

Lucille Eber, Midwest PBIS Network, La Grange, IL

This session will describe trauma, its impact on student behavior, and strategies for neutralizing this impact in the classroom. Examples of interventions related to trauma linked through a school-wide PBS system will be shared.

C2

Strands: School-Wide Systems; School
Type: Research

PBS Films: Understanding How Educators Create and Use Films in School Settings

Shanna Hirsch, Clemson University, Clemson, SC; Ashley MacSuga-Gage, University of Florida, Gainesville, FL; Robin Ennis, University of Alabama at Birmingham, Birmingham, AL

This session will focus on how educators are: (a) creating (e.g., resources) and (b) using (e.g., viewing) PBS films. The presenters will also share resources for PBS film creation, dissemination, and evaluation.

C3

Strands: Equity; School-Wide Systems
Type: Skill Development

Reducing Disproportionality in Discipline: The Michigan Equity Pilot

Ruthie Payno-Simmons and Beth Hill, Michigan's Integrated Behavior and Learning Supports Initiative, Holland, MI

Participants will explore Michigan's Integrated Behavior and Learning (MIBLSI) Equity Pilot that utilizes the Technical Assistance Center on Positive Behavior and Intervention Supports' five-point multicomponent approach to prevent and reduce disproportionality in schools.

Seaport Ballroom D

Seaport Ballroom E

Seaport Ballroom B

Thursday Conference Sessions

◆ C4 Symposium

Strands: IDD; Home and Community

Type: Conceptual

Statewide PBS Planning and Implementation in IDD Systems: Issues, Challenges, and Examples

David Rotholz, Center for Disability Resources (UCEDD), University of South Carolina School of Medicine, Columbia, SC; Teresa Rodgers, Missouri Department of Mental Health, Division of Developmental Disabilities, Columbia, MO; Molly Dellinger-Wray, Partnership for People with Disabilities, Virginia Commonwealth University, Richmond, VA; Matt Enyart, Kansas Institute for PBS, University of Kansas, Lawrence, KS; Barbara Brent, National Association of State Directors of Developmental Disabilities Services, Alexandria, VA

Four state perspectives will be presented on statewide PBS implementation. The experiences of South Carolina, Missouri, Virginia, and Kansas, with key issues in system development, implementation, modification, and current challenges will be presented and discussed.

C5 Invited Presenter

Strands: School-Wide Systems; School

Type: Conceptual

Implementing With Fidelity, Aligning Initiatives, and Ensuring Sustainability of High School PBIS

Steve Goodman, Michigan's Integrated Behavior and Learning Support Initiative, Holland, MI; Patricia Hershfeldt, Mid-Atlantic PBIS Network, Baltimore, MD; Brigid Flannery, University of Oregon, Eugene, OR; JoAnne Malloy, The Institute on Disability at the University of New Hampshire, Durham, NH

This session examines HS PBIS implementation fidelity, alignment of key initiatives, and steps to ensure sustainability. Discussion will include common challenges and best practices.

C6 Strands: School; Individual Students

Type: Research

Functional Assessment-Based Interventions: Outcomes of a Large Scale Professional Learning Series

Eric Common, University of Michigan-Flint, Flint, MI; Kathleen Lane, University of Kansas, Lawrence, KS; Wendy Oakes, Arizona State University, Tempe, AZ

This presentation discusses practice-based professional learning to build the capacity of school site-teams design, implementation, and evaluation of functional assessment-based interventions. We provide an overview of the model, procedural fidelity, and outcomes.

C7 Invited Presenter

Strands: Classroom; Individual Students

Type: Skill Development

Intensifying Behavioral Interventions Through a Data-Based Decision-Making Process

Sarah Wilkinson, University of Connecticut, Storrs, CT; Caitlyn Majeika, Vanderbilt University, Nashville, TN; Skip Kumm, University of Illinois Chicago, Chicago, IL; Brittany Sterrett, Virginia Commonwealth University, Richmond, VA

Teachers are expected to analyze data and develop targeted behavioral interventions for struggling students. We will provide hands-on strategies for those who are wondering what data to analyze and how to do so effectively.

Seaport Ballroom G

◆ C8

Strand: School-Wide Systems

Type: Conceptual

Check-In/Check-Out: Adaptations for Students Within a PBIS Framework

Grace Wayman, Leanne Hawken, and Julia Fleming, University of Utah, Salt Lake City, UT; Kaitlin Bundock, Utah State University, Logan, UT

Session will focus on Check-In/Check-Out, which has traditionally been implemented at the Tier 2 level to support students with externalizing behaviors, and will detail adaptation to support a broader scope of behaviors.

C9

Strands: Families and Parent Supports; Early Childhood

Type: Research

Preschool Suspension and Expulsion: Perspectives of Diverse Families

Charis Price, The University of Missouri-St. Louis, St. Louis, MO; Elizabeth Steed, University of Colorado Denver, Denver, CO

This presentation will share the findings of a study about the experiences of families whose preschool children have been suspended and/or expelled. The implications for providing family-centered positive behavior supports will be explored.

C10

Featured Session

Strands: Home and Community; Families and Parent Supports

Type: Skill Development

Family-School Partnerships: Evidence-Based Foundations and Practice

Amanda Witte and Susan Sheridan, University of Nebraska Lincoln, Lincoln, NE

Family-school partnerships are essential for promoting students' educational success and behavioral health. This presentation describes research-based partnerships, with emphasis on integration into positive behavior supports, structural elements, and an empirically supported partnership intervention.

◆ C11

Strands: Integration and Alignment; School-Wide Systems

Type: Research

Promoting College and Career Readiness Through PBIS

Jennifer Freeman and Allison Lombardi, University of Connecticut, Storrs, CT

We will share research defining CCR and relationships between CCR, school climate, behavior, attendance, and academics in high schools. We discuss examples of an integrated PBIS framework addressing behavior, attendance, academics, and specific CCR skills.

□ C12

Strands: Integration and Alignment; Mental Health

Type: Research

The Universal Fidelity Tool: An Efficient and Practical Approach to Assessing Fidelity

Shannon Holmes, Sarah Owens, and Wendy Reinke, University of Missouri-Columbia, Columbia, MO

Participants will: (1) learn about the development and psychometric properties of a universal fidelity tool that can be applied to skills-based interventions; and (2) practice using the measure with a variety of different interventions.

Seaport Ballroom H

Cortez Hill ABC

Gaslamp AB

Gaslamp CD

La Jolla AB

Thursday Conference Sessions

THURSDAY, MARCH 29

Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision

10

C13

Strands: Early Childhood; School
Type: Skill Development

Changing the Mindset: Aligning PW and SW-PBIS in Early Elementary Grades

Michelle Sandrock, Metropolitan Regional Educational Service Agency, Atlanta, CA; Brandy Woolridge, Georgia Department of Education, Atlanta, GA

Learn about a state collaboration aligning School-Wide PBIS with the Pyramid Model for Pre-K to better support early elementary students. Discover how to build state, district, and school infrastructure to support early learning.

C14

Strands: Mental Health; School-Wide Systems
Type: Skill Development

What Leaders Need to Know About Integrating School Mental Health and PBIS

Jason Byars, Griffin-Spalding County Schools, Griffin, GA

This session will provide resources and strategies to develop a framework to identify and serve students living with mental health illnesses. Schools utilizing RTI or PBIS can incorporate mental health services into these existing frameworks.

C15

Strands: School; Mental Health
Type: Research

Implementation Strategies of SWPBIS With Mental Health Supports: RCT Outcomes

Ricardo Eiraldi, University of Pennsylvania, Philadelphia, PA; Barry McCurdy, Devereux Center for Effective Schools, King of Prussia, PA; Rebecca Kanine, Children's Hospital of Philadelphia, Philadelphia, PA

We examine implementation data for school- and child-level outcomes across two strategies for the implementation of tiers of support. We describe modifications made to the study based on results of focus group with stakeholders.

C16

Strands: School-Wide Systems; Equity
Type: Research

Providing Social, Emotional, and Behavioral Support to Culturally and Linguistically Diverse Learners

Mack Burke, Arron Campbell, Micheal Bilagody, and Lisa Bowman-Perrott, Texas A&M University, College Station, TX

This session will present a systematic literature review focusing on interventions to support the social, emotional, and behavioral support for CLD learners.

Old Town AB

Balboa ABC

Hillcrest AB

Hillcrest CD

SESSION D

3 P.M. – 4:15 P.M.

◆ D1

Featured Session

Seaport Ballroom D

Strands: School-Wide Systems; Integration and Alignment

Type: Research

Building Strong Partnerships to Install Tiered Systems: Learning and Growing Together

Kathleen Lane, University of Kansas, Lawrence, KS; Wendy Oakes, Arizona State University, Tempe, AZ

We will discuss the importance of building strong, respectful, and productive partnerships between practitioners and researchers. We will illustrate successful PK-12 partnerships, offering tips for success when designing, implementing, and evaluating comprehensive, integrated, three-tiered systems.

□ D2

Strands: Equity; Integration and Alignment

Type: Research

Seaport Ballroom E

Discipline Policies: Examining Commitment to Prevention, Equity, and Engagement

Ambra Green, University of Texas at Arlington, Arlington, TX; Heather Hatton, University of Missouri, Columbia, MO; Sondra Stegenga and Cody Gion, University of Oregon, Eugene, OR

This session reviews findings from a systematic review of 147 district discipline policies. Presenters will discuss commonalities and differences between policies and to what extent policies advocate preventative and instructional responses to problem behavior.

D3

Strands: Early Childhood; Equity

Type: Conceptual

Seaport Ballroom B

Statewide Implementation and Scale Up With an Eye Toward Fidelity

Barbara Smith and Phil Strain, University of Colorado Denver, Denver, CO; Lise Fox, University of South Florida, Tampa, FL; Mary Louise Hemmeter, Vanderbilt University, Nashville, TN

This presentation will provide information and resources on an approach to statewide implementation and scale up that has been used in over 20 states to implement the Pyramid Model or DEC Recommended Practices.

D4

Strands: Classroom; Integration and Alignment

Type: Conceptual

Seaport Ballroom G

Essential Skills of Classroom Management: From Novice to Expert Across the Profession

Nathan Stevenson and Brian Barber, Kent State University, Kent, OH; Regina Oliver, Educational Service Unit #5, Beatrice, NE; Janet VanLone, University of Connecticut, Storrs, CN

Learn key skills to effective classroom management and how to develop these skills in teachers of all experience levels. Come hear what works, what doesn't, and how to make it stick.

◆ D5

Featured Session

Seaport Ballroom A

Strands: IDD; Quality of Life

Type: Skill Development

The Waiting Potential for PBS to Reduce the Use of Restrictive Practices

Gary LaVigna, Institute for Applied Behavior Analysis (IABA), Los Angeles, CA

Adult behaviors of concern can put them/others at risk. This can lead to restrictive practices which themselves can lead to harm, scandal and decreased quality of life. PBS holds a surprising solution to this dilemma.

Thursday Conference Sessions

- D6** **Seaport Ballroom C**
Strands: School-Wide Systems; School
Type: Research
The Effect of School-Wide Positive Behavior Interventions and Supports on Disciplinary Exclusions
Nicholas Gage, Nicolette Grasley-Boy, and Ashley MacSuga-Gage, University of Florida, Gainesville, FL
We will describe the relation between disciplinary exclusion and implementation of SWPBIS. We conducted a series of quasi-experimental analyses with over 1,800 schools in the Southeast and found significant reductions of disciplinary exclusions.
- ◆ D7** **Seaport Ballroom F**
Strands: Individual Students; Classroom
Type: Research
New Directions and Advances in Research on Functional Behavior Assessment and Intervention
Blair Lloyd, Casey Chauvin, Elizabeth Pokorski, and Erin Barton, Vanderbilt University, Nashville, TN; Brittany Pennington, University of Minnesota, Minneapolis, MN; Katherine Leabbetter-Cho, University of Texas at Austin, Austin, TX
Results of systematic literature reviews and a statewide survey will offer attendees a current snapshot of research on teacher implementation of function-based interventions and a glimpse into new directions and applications of FBA.
- D8** **Seaport Ballroom H**
Strands: Families and Parent Supports; Equity
Type: Skill Development
You're Welcome Here! Creating Welcoming and Inclusive School Environments for LGBT Families
Rachel Haug and Deanna Maynard, University of Missouri, Columbia, MO
Up to 14 million children under age 18 are being raised by LGBT families. Come and join this important discussion and learn steps you can take to make your school more welcoming for LGBT families.
- D9** **Cortez Hill ABC**
Strand: School-Wide Systems
Type: Research
Using Early Warning Systems With High School Behavior Screening Data
Sara Moulton, University of South Florida, Tampa, FL
Schools collect data that can be used to identify students at-risk for school failure. This session will identify early warning system data and screening measures that are important when implementing MTSS in secondary settings.
- D10** **Gaslamp AB**
Strands: PBS and Employment; Home and Community
Type: Research
Pathways to Employment for Adults With ASD
Carol Schall, Jennifer McDonough, Holly Whittenburg, Alissa Brooke, and Whitney Ham, Virginia Commonwealth University, Richmond, VA
This session will explore the pathways to employment for adults with ASD. The interventions highlighted are internships, supported, and customized employment. Presenters will provide examples of supports used to acquire and maintain competitive integrated employment.
- D11** **Gaslamp CD**
Strands: School-Wide Systems; Individual Students
Type: Skill Development
Building Tier 3 Statewide Capacity: The Coaching Process Using Prevent-Teach-Reinforce
Niki Roberts and Debby Boyer, University of Delaware, Newark, DE
Prevent-Teach-Reinforce (PTR) is a research-based FBA/BIP process. This session will describe the PTR process and the job-embedded coaching method used state-wide to build capacity.
- D12** **La Jolla AB**
Strands: Integration and Alignment; School-Wide Systems
Type: Conceptual
Tipping the Scale: A District Process for Data-Based Decision Making
Barbara Kelley and Cristy Clouse, CalTAC-PBIS, La Quinta, CA
Explore how the Team-Initiated Problem Solving model (TIPS) is tipping the scale in data-based decision making for three California PBIS district implementation teams using the District Capacity Assessment (DCA) for district-wide planning.
- D13** **Old Town AB**
Strands: Mental Health; Quality of Life
Type: Research
Mindfulness-Based Cognitive Behavioral Training: Tiered Approach to High School Stress Management
Imad Zaheer and Talida State, Montclair State University, Montclair, NJ
This presentation highlights a tiered-model of mindfulness-based CBT for high school stress. Information on universal screening, health curriculum, and effectiveness data across stress, emotional regulation, and quality of life measures will be provided.
- D14** *Symposium* **Balboa ABC**
Strands: School-Wide Systems; School
Type: Skill Development
Capitalizing on Culture While Creating Schoolwide PBS Systems
Marquise Totty, Michigan Department of Education, Northville, MI
This session will discuss successful schoolwide PBSs that are inclusive of diverse cultures. Participants will then be involved in simulations that allow them to create PBSs which address the unique ethnicity needs of various populations.
- D15** **Hillcrest AB**
Strands: School-Wide Systems; Integration and Alignment
Type: Research
Enhancing the Feedback Loop: Using School Climate Data to Improve PBIS Evaluation
Cade Charlton and Christian Sabey, Brigham Young University, Provo, UT; Sara Moulton, University of South Florida, Tampa, FL
This presentation discusses how PBIS implementation and effectiveness can be improved by the collection and utilization of school climate data. School climate measures for assessment and school-wide strategies to improve climate will be discussed.
- D16** **Hillcrest CD**
Strands: School-Wide Systems; Classroom
Type: Skill Development
Universal Screening and Tier 2 Behavioral Supports: A Case Study
Robin Drogan, Bloomsburg University of Pennsylvania, Bloomsburg, PA
Tier 2 support is an area of continued need in research and practice. Presenters will describe implementation of universal screening and social skills groups with case study data including examples from the field and implications.

Thursday Conference Sessions

THURSDAY, MARCH 29

SESSION E

4:30 P.M. – 5:45 P.M.

□ E1 *Invited Presenter* **Seaport Ballroom D**

Strands: Families and Parent Supports; School

Type: Skill Development

Top 10 Behavior Strategies Parents (and Teachers) Can Use on Monday

Kiki McGough, Positive Behavior Consultant, Denver, CO; Shirley Swope, PEAK Parent Center, Colorado Springs, CO

This interactive and engaging session will demystify the positive behavior support planning process by identifying 10 principles that can be used tomorrow to support students with challenging behavior at home and school.

E2 **Seaport Ballroom E**

Strands: School-Wide Systems; School

Type: Research

Teachers' Sense of Efficacy and Burnout After Two Years of Implementing Ci3T

David Royer, University of Hawaii at Mānoa, Honolulu, HI; Wendy Oakes, Arizona State University, Tempe, AZ; Kathleen Lane, University of Kansas, Lawrence, KS; Holly Menzies, California State University, Los Angeles, Los Angeles, CA

We present results from surveys of one district's elementary teachers' sense of classroom efficacy and emotional exhaustion after two years of implementing a comprehensive, integrated, three-tiered (Ci3T) model of prevention.

◆ E3 **Seaport Ballroom B**

Strands: Integration and Alignment; School-Wide Systems

Type: Skill Development

School-Wide Positive Behavior Support – What is the Role/s of a BCBA?

Robert Putnam, May Institute, Randolph, MA; Kacie Fleetwood, Nevada PBIS Technical Assistance Center, Reno, NV; Rose Iovannone, University of South Florida, Tampa, FL

We will explore the role/s of a BCBA in the implementation of SWPBIS and the relationship between SWPBIS and ABA. Using the competencies of a BCBA to enhance implementation of SWPBIS will be discussed.

□ E4 *Invited Presenter* **Seaport Ballroom G**

Strands: Classroom; School

Type: Structured Networking

PBIS in the Classroom: Structured Networking Session

Brandi Simonsen, University of Connecticut, Storrs, CT

This structured networking session provides an opportunity to engage in a facilitated conversation about (a) the critical features of classroom PBIS, (b) issues with implementation, and (c) strategies to support teachers' implementation of classroom PBIS.

□ E5 *Invited Presenter* **Seaport Ballroom A**

Strand: Integration and Alignment

Type: Conceptual

Working Together to Implement PBS Statewide in Education and Human Services

Rachel Freeman, University of Minnesota, Minneapolis, MN; Tim Moore, Minnesota Department of Human Services, Minneapolis, MN

This presentation will describe how one state is collaborating across education and human service settings to implement positive behavior support. Top-down and bottom-up systems change examples for encouraging community-wide PBS will be described.

□ E6 **Seaport Ballroom C**

Strands: School-Wide Systems; School

Type: Skill Development

Using the TFI for Behavioral Data-Based Decision Making

Celeste Rossetto Dickey and Erin Chaparro, University of Oregon, Eugene, OR

The Tiered Fidelity Inventory is an assessment on PBIS Assessment that evaluates implementation fidelity of PBIS Tiers 1-3. Participants will understand how to access, complete, and use survey results for team action planning.

□ E7 **Seaport Ballroom F**

Strands: Home and Community; Classroom

Type: Skill Development

Challenges to Cheers: A PBS Training for Parents and Alternative Education Professionals

Krystal Kennedy and Cindy Freer Conley, Tennessee Technological University, Cookeville, TN

This session introduces a model for training parents and professionals of alternative school education on the implementation of PBS in the home and school environment.

E8 **Seaport Ballroom H**

Strands: Mental Health; School-Wide Systems

Type: Skill Development

Implementing an Interconnected Systems Framework: A Review of Training Curriculum and Workbook

Kelly Perales, Midwest PBIS Network, Hummelstown, PA; Susan Barrett, Midatlantic PBIS Network, Richmond, VA; Lucille Eber, Midwest PBIS Network, LaGrange, IL

Participants will receive an overview of the training curriculum and workbook to align and integrate School Mental Health and PBIS. Examples of the use of these materials from knowledge development sites will be shared.

□ E9 **Cortez Hill ABC**

Strand: Equity

Type: Skill Development

What Does Race Have To Do With It?

Edwin Javius, EDEquity, Inc., San Jose, CA

Attendees will understand the impact of racial identity development; foundational for student resiliency and self-regulating behavior. A data protocol will be used to unearth root causes that can guide PBIS teams in coaching teachers.

□ E10 *Invited Presenter* **Gaslamp AB**

Strands: School-Wide Systems; Integration and Alignment

Type: Skill Development

Using Data to Improve Systems and Practices that Benefit Students

Dale Cusumano, Angela Preston, and Caryn Ward, University of North Carolina Chapel Hill, Chapel Hill, NC

This session will focus on developing awareness of how to use student, building, and systemic level data to identify supports needed for educators to use evidence-based practices as intended.

◆ E11 **Gaslamp CD**

Strand: Early Childhood

Type: Research

Measuring Engagement: Development of a Direct Observation Tool for Early Childhood Environments

Brenna Wood and Robin Hojnosi, Lehigh University, Bethlehem, PA

During this presentation, we will describe the direct observation tool, Behavioral Observation of Students in Schools-Early Education. Details include studies conducted to assess content validity, inter-rater reliability, test-retest reliability, and concurrent validity.

Thursday Poster Session

◆ □ E12

La Jolla AB

Strands: Individual Students; School-Wide Systems

Type: Skill Development

Building Capacity for Function-Based Intervention Planning: The Initial Line of Inquiry Process

Barry McCurdy and Lisa Thomas, *Devereux Center for Effective Schools, King of Prussia, PA*; Amy Waldron and Mark Hirsch, *Devereux Georgia, Kennesaw, GA*

Presenters will model how to use the Initial Line of Inquiry (informal FBA) to develop function-based interventions for students in need of Tier 2 and 3 supports. Case examples and resources will be shared.

E13

Old Town AB

Strands: Mental Health; School-Wide Systems

Type: Skill Development

Community Matters: Establishing a Foundation for Tier 2 and 3 Systems

Beth Udisky, *Yesmina Luchsinger, and Jewel Riley, Tolleson Union High School District, Tolleson, AZ*; Erica Chavez, *Touchstone Health Services, Avondale, AZ*

Tier 3 implementation and systems present a unique combination of community engagement, collaboration and legal considerations. This presentation will present strategies, successes, and setbacks to engaging and sustaining community partnerships for Tier 2/3 interventions.

E14

Balboa ABC

Strand: School

Type: Conceptual

School-University Partnerships in MTSS Implementation: A Unique Supervision and Services Model

Sara Rich and Gary Dubon, *Oklahoma State University, Stillwater, OK*; Brit'ny Stein and Debbie Enos, *Osage County Interlocal Cooperative, Hominy, OK*

Learn how schools and a university have partnered together to provide supervision to MTSS coaches and services to schools via an evidence-based model of supervision.

□ E15

Hillcrest AB

Strand: School

Type: Conceptual

Increasing Safe Environments for Special Education Paraprofessionals Through Positive and Preventive Practices

Kathleen Beaudoin, *University of Washington Tacoma, Tacoma, WA*; Laura Feuerborn, *University of Washington Tacoma, Tacoma, WA*

Special education paraprofessionals need preparation, too! Overview, results, and lessons learned from training project aimed at supporting special education paraprofessionals to improve the safety of their work environments as they support students with challenging behavior.

□ E16

Hillcrest CD

Strands: School-Wide Systems; Integration and Alignment

Type: Skill Development

From Singing the Blues to Rockin' the House: Mississippi Delta's PBIS Initiative

Julie Kelley-Lorvery, *Mississippi Department of Education, Jackson, MS*
Session highlights include solidifying whole-school PBIS initiatives, implementing targeted and intensive interventions, designing wrap-around services, and aligning efforts into a cohesive package meant for achieving positive, productive learning environments in low-performing schools.

RECEPTION AND POSTER SESSION

6:30 P.M. – 8 P.M. GRAND HALL

Poster 101

Invited Poster

Type: Structured Networking

The First Step of PBS Network in Taiwan

Li-Yu Hung, *National Taiwan Normal University, Taipei, Taiwan*; Pei-Yu Chen, *National Taipei University of Education, Taipei, Taiwan*

The APBS Network in Taiwan was established in 2017 and the first local conference on PBS was held. Feedback from the participants and implication for future work of the network will be addressed.

□ Poster 102

Invited Poster

Strands: Integration and Alignment; Quality of Life

Type: Structured Networking

The Minnesota Positive Behavior Support Network: An Interagency Network With Lifespan Focus

Tim Moore, *Minnesota Department of Human Services, St. Paul, MN*; Erin Watts, *University of Minnesota, Minneapolis, MN*

We describe our PATH process and subsequent leadership efforts shared among the Department of Education, Department of Human Services, academic institutions (University of Minnesota, University of St. Thomas), community provider agencies, and trade groups.

□ Poster 103

Invited Poster

Strands: School; Classroom

Type: Structured Networking

Georgia Association For Positive Behavior Support

Jason Byars, *Griffin-Spalding County Schools, Griffin, GA*

The Georgia Association for Positive Behavior Support has highlighted the PBIS work of Georgia schools since 2008. This session highlights the work of GAPBS at its annual conference.

□ Poster 104

Strands: Classroom; School

Type: Research

Using Peer Coaching to Improve Classroom Management Practices in Alternative Education

Chelsea Grant, *Rutgers University, New Brunswick, NJ*; Lisa Thomas and Barry McCurdy, *Devereux's Center for Effective Schools, King of Prussia, PA*

Attendees will learn about a pilot study involving the use of school staff to serve as peer coaches to improve the implementation of classroom management practices. Procedures, observation results, and acceptability ratings will be presented.

□ Poster 105

Strands: Classroom; School

Type: Research

Educators Perspective on Culturally Adapting Classroom Behavior Plans

Christerralyn Brown and Dan Maggin, *University of Illinois at Chicago, Chicago, IL*

Culturally responsive pedagogy is described in multiple contexts. This research reflects an increasing understanding of how culturally responsive practices can be the focus of school-based learning communities and support the dedication of individual teachers.

□ Poster 106

Strands: Classroom; School-Wide Systems

Type: Research

Review of Culturally Adapted Pro-Social School-Based Interventions for Underrepresented Students

Christerralyn Brown and Dan Maggin, *University of Illinois at Chicago, Chicago, IL*

This research proposes a set of program adaptation guidelines that emphasize balancing program fidelity and adaptation as a best practice for improved prevention/intervention program outcomes.

Thursday Poster Session

THURSDAY, MARCH 29

Poster 107

Strands: Classroom; School-Wide Systems

Type: Research

Tier 2 Identification and Intervention: District-Wide Implementation Implications and Outcomes

Lisette Spraggins, *Texas Behavior Support: Region 14, Abeline, TX*;
Sara McDaniel, *University of Alabama, Tuscaloosa, AL*

This poster will describe the five-step Tier 2 identification and intervention framework applied district-wide in a rural, high-need Southwestern district. Application across preschool, elementary, and secondary settings will be highlighted.

Poster 108

Strand: Classroom

Type: Research

Improving Behavioral Climate in Classrooms by Short In-Service Training for Teachers

Vesa Närhi and Hannu Savolainen, *University of Jyväskylä, Jyväskylä, Finland*

Short in-service training, based on the principles of Collaborative Consultation and on evidence based behavioral support methods produced substantial improvements in behavioral climate of elementary school classrooms according to teacher and student evaluations.

Poster 109

Strands: Classroom; School

Type: Research

Increasing Teachers' Behavior Specific Praise Using Self-Monitoring: Effects on Children's Academic Engagement

Kazuki Niwayama, *Osaka Kyoiku University, Osaka, Osaka, Japan*;
Yosuke Maeda, *Hyogo University of Teacher Education, Kato-city, Hyogo, Japan*;
Yumi Kaneyama and Hiroshi Sato, *Kwansei Gakuin University, Nishinomiya, Hyogo, Japan*

This poster will describe the intervention for increasing teachers' behavior specific praise and its effects on children's academic engagement. We will also discuss correlation between children's academic engagement and achievement.

Poster 110

Strands: Classroom; School

Type: Research

Current Practices and Concerns of Thai Teachers Towards Positive Behavior Support

Watinee Amornpaisarnloet, *Chulalongkorn University, Bangkok, Thailand*;
Michael Arthur-Kelly, *University of Newcastle, Newcastle, NSW, Australia*

This presentation will report survey data on current behaviour management practices and concerns of both general and special education teachers towards positive behaviour support in Thai elementary schools.

Poster 111

Strands: Early Childhood; Equity

Type: Skill Development

Understanding Behavior Incidents in Early Childhood Programs: The Behavior Incident Report System

Myrna Veguilla and Lise Fox, *University of South Florida, Tampa, FL*

Learn about the development and use of the Behavior Incident Report System (BIRS) by early childhood programs to collect and understand the behavior incidents of children within preschool programs including tracking discipline disproportionality.

Poster 112

Strands: Early Childhood; IDD

Type: Research

Delay to Service and Educational Outcomes for Medicaid-Enrolled Children With Autism

Adele Dimian and Frank Symons, *University of Minnesota, Minneapolis, MN*

Early Intensive Behavioral Interventions (EIBI) utilizes PBS principles and can be effective for remediating ASD symptoms for some. This study examined how service delays relate to educational outcomes for Medicaid-enrolled children with ASD.

Poster 113

Strands: Early Childhood; School-Wide Systems

Type: Research

Development of a Measure to Evaluate Program-Wide Implementation of Pyramid Model Supports

Christopher Vatland and Lise Fox, *University of South Florida, Tampa, FL*;
Mary Louise Hemmeter and Erin Barton, *Vanderbilt University, Nashville, TN*

This presentation describes the development of a tool to measure implementation of Pyramid Model practices across an entire early childhood or child care program. Data will be presented on initial application with piloting programs.

Poster 114

Strands: Early Childhood; School-Wide Systems

Type: Conceptual

Using the TIPS Model to Support Implementation Fidelity of Early Childhood PBIS

Sandy Avzaradel, *CalTAC PBIS, La Quinta, CA*

Explore how one California preschool is utilizing the Team-Initiated Problem-Solving model (TIPS) to determine next steps to improve implementation fidelity based on data obtained from the Early Childhood Benchmarks of Quality (EC-BoQ).

Poster 115

Strands: Early Childhood; Classroom

Type: Skill Development

Effects of Social-Emotional Learning Focused Shared Book-Reading in Urban Head Start

Karen Stoiber, Rachael Koppel, Glenna Gransee, and Meghan Johnson, *University of Wisconsin-Milwaukee, Milwaukee, WI*

Presentation highlights innovative explicit book reading intervention with combined early literacy and social emotional learning (SEL) focus. Participants learn about best practices for integrating SEL into book reading and outcomes using unique affective knowledge tasks.

Poster 116

Strands: Equity; Classroom

Type: Research

Using SRSD with Social Skills Prompts to Improve Writing and Behavior

Robai Werunga, *University of North Carolina at Charlotte, Charlotte, NC*

Self-Regulated Strategy Development (SRSD) has been found to be effective in improving writing skills of students with emotional and behavioral disorders, and has the potential to positively impact student behaviors and social skills.

Thursday Poster Session

THURSDAY, MARCH 29

□ Poster 117

Strands: Families and Parent Supports; Home and Community

Type: Research

Teacher Perspectives on Family-Professional Partnerships and Positive Behavior Support Plans

Sarah Lapinski, Anastasia Kokina, and Rachel Schwartz, University of Pittsburgh, Pittsburgh, PA

This presentation will discuss teacher perspectives on family partnerships and positive behavior support plans and will review factors that help to establish positive working relationships with families of children with autism who have problem behavior.

Poster 118

Strands: Families and Parent Supports; Early Childhood

Type: Research

Testing the Efficacy of the FBSApp for Improving Parent and Child Outcomes

Erin Barton, Vanderbilt University, Nashville, TN; Angel Fetting, University of Washington, Seattle, WA; Hedda Meadan, University of Illinois at Urbana-Champaign, Urbana, IL

We will describe three single case studies that examined the relation among parent use of the FBSApp, parent implementation of function-based supports, and child challenging behaviors.

□ Poster 119

Strands: Home and Community; IDD

Type: Conceptual

Minnesota: Using www.mnpsp.org for Statewide Positive Behavior Support Implementation and Technical Assistance

Julie Kramme, Rachel Freeman, and Erin Watts, Institute on Community Integration, Minneapolis, MN

This poster describes how [mnpsp.org](http://www.mnpsp.org) increases awareness of PBS and provides tools, resources, and examples of PBS implementation efforts. The poster shares how data are used to assess progress and guide statewide systems change.

□ Poster 120

Strands: Home and Community; IDD

Type: Conceptual

Implementing Telehealth Systems Across a Three-Tiered PBS Model to Support Rural Organizations

Stephanie Benson, Erin Watts, Jessica Simacek, and Rachel Freeman, University of Minnesota, Minneapolis, MN

This poster will describe how telehealth systems are being used to support teams implementing universal, secondary, and tertiary tiers within an organization-wide model for person-centered practices and PBS in human service organizations.

Poster 121

Strands: IDD; Home and Community

Type: Conceptual

The Impact of Person Centered PBS on the Use of Restrictive Practices

Sarah Leitch, BILD, Birmingham, West Midlands, United Kingdom

People with Intellectual Disabilities are particularly vulnerable to the overuse of restrictive practices. Person Centered PBS can support reduction of the use of physical restraint and other restrictive practices at individual and organisational levels.

Poster 122

Strands: IDD; School-Wide Systems

Type: Research

Using Diffusion of Innovations Theory to Improve a PBS Policy Study

Brent Hayward, University of Melbourne, Melbourne, VIC, Australia

Diffusion of innovations theory is used to reflect upon a pilot study and outline the development of a larger study using diffusion networks to describe the adoption of PBS at a state level.

Poster 123

Strands: IDD; Mental Health

Type: Research

PBIS for the "Top 5%": Application to a Treatment Center Setting

Jane Carlson, Preston Campbell, Spencer Corey, and Korin Richins, Utah Behavior Services, Inc., Taylorsville, UT

This demonstration project adapts SWPBIS to a treatment center, with modifications for use with a group of clients with significant behavioral needs. Implementation effectiveness is demonstrated with indirect and direct measurement of staff/client interactions.

□ Poster 124

Strands: Individual Students; Families and Parent Supports

Type: Research

Family-School Collaboration to Address Problem Behavior for a Middle-School Boy

Shelley Clarke, University of South Florida, Tampa, FL

This poster describes a case study that used PBS/PTR process to address the problem behaviors of a 13-year old with ASD. Interventions were implemented across home and school routines. Behavior outcomes are shared.

□ Poster 125

Strands: Individual Students; School

Type: Research

A German Adaption, Implementation, and Evaluation of Check In Check Out

Anna-Maria Hintz and Micheal Paal, Universität Siegen, Siegen, Germany

This poster illustrates the adaption, implementation, and evaluation of Check-In Check-Out in a German School (Realschule). The sample consisted of two students. Results indicated the intervention's effectiveness to improve self-management skills.

Poster 126

Strands: Individual Students; Classroom

Type: Research

Is it Working? Using Data and Technology to Improve Behavior

Sara Estrapala, Rila Ashley, and Allison Bruhn, University of Iowa, Iowa City, IA

We will describe the results of a recent study examining the effects of technology-based self-monitoring and data-based individualization on students' behavioral outcomes and teacher perceptions of usability and feasibility.

Poster 127

Strands: Individual Students; School-Wide Systems

Type: Research

Examining Tier 2 Efforts for Addressing Students' Social-Emotional Needs: A Feasibility Study

Eric Common, University of Michigan-Flint, Flint, MI; Kathleen Lane, University of Kansas, Lawrence, KS; David Royer, University of Hawai'i at Manoa, Honolulu, HI; Wendy Oakes, Arizona State University, Tempe, AZ

This poster describes a process for implementing data-informed social skill instruction at Tier 2. Using a mixed-methods approach, illustrations are offered with a focus on monitoring: social validity, treatment integrity, and student outcomes.

Thursday Poster Session

THURSDAY, MARCH 29

Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision

Poster 128

Strands: Integration and Alignment; School-Wide Systems

Type: Conceptual

Scaling Up Multi-Tiered System of Support in California: CAMTSS

Dori Barnett and Lina Bender, Orange County Department of Education, Costa Mesa, CA; Jennifer Garcia, Butte County Office of Education, Butte, CA

This poster presentation will focus on the alignment between the PBIS and the five principles of inclusive behavior instruction within the #CAMTSS (California Multi-tiered Systems of Support) statewide initiative.

Poster 129

Strand: Juvenile Justice

Type: Research

A Systematic Review of Universal PBIS Implementation in Alternative Educational Settings

Nicolette Grasley-Boy, University of Florida, Gainesville, FL

This systematic review will summarize current research on universal PBIS systems implemented in alternative educational settings, including self-contained alternative schools, residential treatment centers, and juvenile justice facilities.

Poster 130

Strands: Mental Health; School

Type: Research

Needs and Resources in Pennsylvania Schools Implementing SWPBIS With Mental Health Supports

Ricardo Eiraldi, University of Pennsylvania, Philadelphia, PA; Rebecca Kanine and Andrew Orapallo, Children's Hospital of Philadelphia, Philadelphia, PA

This poster presents results of a needs assessment and resource mapping study in Pennsylvania schools that currently implement SWPBIS. Data were collected via an Interconnected System Framework questionnaire and qualitative interviews with Leadership Team members.

Poster 131

Strand: Mental Health

Type: Conceptual

PBS in an Inpatient Psychiatric Setting: Implementation Challenges, Successes, and Future Directions

Meredith Ronan, Michael Gaskell, and Mara Hart, Worcester Recovery Center and Hospital, Worcester, MA

A review of the major challenges, successes, and future directions of adapting and implementing PBS interventions within a public sector inpatient psychiatric hospital.

Poster 132

Strands: Mental Health; School-Wide Systems

Type: Conceptual

Supportive Education for American Indian Students: The iCAN Project

Elizabeth Keller-Dupree and Kenny Paris, Northeastern State University, Tahlequah, OK; Rita Bunch, Diane Weston, and Monica Dandridge, Maryetta Public School, Stilwell, OK

The current presentation offers a “bottom up” discussion of how the iCAN project was designed and implemented to meet the unique needs of a predominantly American Indian student population and school community.

Poster 133

Strands: Mental Health; Families and Parent Supports

Type: Conceptual

Cyberbullying: Collaborative Strategies to Address Digital Aggression

Mickie Wong-Lo, Biola University, La Mirada, CA

The presentation examines the manifestation of digital aggression and its effects on the targeted victims, offenders, and bystanders. Collaborative strategies to intervene effectively and promote positive supports for all affected by cyberbullying will be discussed.

Poster 134

Strands: School; Classroom

Type: Research

Improving Paraprofessional Mandated Training Through a Brief Performance Feedback Intervention

Miguel Ampuero, Rachel Robertson, Sarah Lapinski, and Rachel Schwartz, University of Pittsburgh, Pittsburgh, PA

This presentation will provide support for the implementation of a brief performance feedback intervention to improve paraprofessional implemented mandated training for students with ASD and/or other language impairments in special education settings.

Poster 135

Strands: School; School-Wide Systems

Type: Skill Development

Building a Student Guidance System Based on SW-PBS in Japan

Mami Mitachi, Seisa University, Yokohama, Kanagawa, Japan; Naoto Sonobe, Yamagata Prefecture Tsuruoka Special Needs School Ohisama-Classroom, Tsuruoka, Yamagata, Japan

In this presentation, we will describe how to build a student guidance system based on SW-PBS in Japan by showing some steps teachers actually followed, and show some effects on a student's behaviors.

Poster 136

Strands: School; Home and Community

Type: Skill Development

Five Year Implementation of a BCBA Program Focused Around PBS: Lessons Learned

Robert O'Neill, University of Utah, Salt Lake City, UT

This presentation will describe lessons learned in the implementation and evaluation of a program to prepare Board Certified Behavior Analysts (BCBAs) with a program emphasis on principles and procedures of positive behavioral support.

Poster 137

Strands: School; Mental Health

Type: Research

Coaching to Fidelity: A Four-Year Randomized Control Trial to Support RENEW

Kathryn Francoeur, Institute on Disability, University of New Hampshire, Durham, NH; Jonathon Drake, Institute on Disability, UNH, Concord, NH

This poster will showcase features to install RENEW, a Tier 3 support within the Positive Behavioral Interventions and Supports framework. Preliminary data will highlight time cost per facilitator and initial fidelity measures from the field.

Thursday Poster Session

□ Poster 138

Strands: School Low Incidence; Home and Community

Type: Conceptual

The Application of the PBIS Framework to Alternative Settings

Karen Wilson and Cheyenne Rhodes, American School for the Deaf, West Hartford, CT

This presentation will describe the clinical and residential approaches to trauma-informed, strength and evidence-based, non-punitive interventions in alternative settings.

□ Poster 139

Strands: School-Wide Systems; Individual Students

Type: Conceptual

Four Key Elements of Tier 2

Jason Harlacher and Lynne DeSousa, Colorado Department of Education, Denver, CO

This poster will provide concrete application of the four key elements (outcomes, data, systems, practices) for Tier 2.

□ Poster 140

Strands: School-Wide Systems; School-Wide Systems

Type: Conceptual

Using a Community of Practice Model to Support High School PBIS Implementation

Rachel Santos, ABC Unified School District, Cerritos, CA; Cristy Clouse, California Technical Assistance Center (CALTAC), La Quinta, CA

Learn about a High School-PBIS Community of Practice supporting the implementation of SW PBIS. This interactive poster session presents high school responses to questions about high school contextual influences needing consideration when implementing PBIS.

□ Poster 141

Strands: School-Wide Systems; Equity

Type: Research

Addressing Disciplinary Disproportionality Through Best Practices in Proactive Behavioral Support

Chris Huzinec, Pearson NA Clinical, Spring, TX

Disproportionality in punitive disciplinary actions are particularly relevant for minority, economically disadvantaged, and special education student groups. This presentation reviews current research and evaluates the impact proactive behavioral supports can have on student outcomes.

□ Poster 142

Strands: School-Wide Systems; School

Type: Skill Development

Trainers Resources: Ci3T Training Experiences and Outcomes from a Novice Trainer Perspective

Robin Parks Ennis and Sarah Cole, University of Alabama at Birmingham, Birmingham, AL; Kathleen Lynne Lane, University of Kansas, Lawrence, KS; Wendy Peia Oakes, Arizona State University, Tempe, AZ

This presentation will highlight experiences and outcomes from a comprehensive, integrated, three-tiered (Ci3T) model of prevention training series led by a novice trainer using free-access materials from Ci3T.org.

Poster 143

Strands: School-Wide Systems; School

Type: Research

Diffusion of Positive Behavioral Interventions and Supports within School Districts

Angus Kittelman and Kent McIntosh, University of Oregon, Eugene, OR

Presenters will share results from a national study examining the rate of change in the diffusion of PBIS in over 600 schools districts during their first five consecutive years of PBIS implementation.

Poster 144

Strands: School-Wide Systems; School

Type: Conceptual

Literature Review About Using CICO to Address Problem Behaviors in Tier 2 Settings

Xin Xu, University of Connecticut, Storrs, CT

A literature review summarizing empirical articles examining CICO for school-age students was conducted to determine the characteristics of studies, the common elements of effective interventions, and the interventions' impact on academic and social development.

□ Poster 145

Strands: School-Wide Systems; School

Type: Skill Development

Beyond Disciplinary Data: An Exploration of Viable SWPBIS Evaluation Metrics

Brittany Zakszeski, Lehigh University, Bethlehem, PA; Julie Fogt, Centennial School of Lehigh University, Bethlehem, PA

Relying solely on disciplinary data in evaluating SWPBIS has its limitations. This poster describes one school's exploration of evaluation approaches that target positive behavior, emphasizing how data may be feasibly collected and meaningfully interpreted.

Poster 146

Strands: School-Wide Systems; School

Type: Research

School Stakeholder Views on Initial Adoption of Multi-Tiered Systems of Behavior Support

Brooke Shuster, Blair Lloyd, Abbie Jenkins, Marilyn Porritt, Melissa Hine, Tama Lerner, Becky Shafer, and Erik Carter, Vanderbilt University, Nashville, TN

Results of a survey will inform factors impacting district representative and school leadership team decisions to adopt multi-tiered systems of behavior support in Tennessee. Implications for recruitment and technical assistance will be highlighted.

Poster 147

Strands: School-Wide Systems; School

Type: Skill Development

Does Staff Turnover Affect Growth and Sustainability of an Effective PBS Program?

Steve Bebee and Tandeh Collentine, Cactus Shadows High School, Cave Creek, AZ

Learn how to sustain and grow your PBS program, despite high staff turnover. Maintaining a positive culture and climate is possible with an effective PBS model and staff development.

□ Poster 148

Type: Conceptual

Developing Network Efforts in PBS Across Europe

Lefki Kourea, University of Nicosia, Nicosia, Cyprus; Sui Lin Goei, Windesheim University of Applied Sciences, Zwolle, Netherlands

We present the two-stage mixed-method process followed to describe the planning efforts of the PBS-Europe network for defining its goals and actions.

Friday Conference Sessions

FRIDAY, MARCH 30

FRIDAY AT A GLANCE

8 a.m. – 5 p.m.	Registration/Information (Seaport Foyer)
8:30 a.m. – 9:45 a.m.	Session F
10 a.m. – 11:15 a.m.	Session G
11:30 a.m. – 12:45 p.m.	Session H
12:45 p.m. – 2 p.m.	Lunch On Your Own
2 p.m. – 3:15 p.m.	Session I
3:30 p.m. – 4:45 p.m.	Session J

SESSION F 8:30 A.M. – 9:45 A.M.

◆ **F1** *IDD Keynote* **Seaport Ballroom D**
Strand: IDD
Type: Research



Promoting Happiness Among People With Severe Disabilities: Evidence-Based Strategies
Dennis Reid, Carolina Behavior Analysis and Support Center, Morganton, NC
Initially the importance of happiness on life quality and the prevention and treatment of challenging behavior will be discussed. Next, strategies specifically for promoting daily happiness among people with severe disabilities will be described.

F2 **Seaport Ballroom E**
Strands: Integration and Alignment; School-Wide Systems
Type: Conceptual

Sustaining Inclusive Behavior Instruction through California's Multi-Tiered System of Support (MTSS) Statewide
Kimberly Breen, University of Kansas SWIFT Center, Kansas City, KS; Dori Barnett, Ed.D., Orange County Department of Education, Costa Mesa, CA; Mike Lombardo, Placer County Office of Education, CA PBIS Coalition Director, Placer, CA
Come learn how #CAMTSS is rolling out across California, and is being used to strengthen other statewide initiatives such as PBIS to provide inclusive academic and behavior instruction for ALL learners!

F3 **Seaport Ballroom B**
Strands: Individual Students; Classroom
Type: Skill Development

Effective Classroom Practices for Students With Internalizing Behavior Concerns
Deanna Maynard, Missouri Schoolwide Positive Behavior Support, Columbia, MO

Is your classroom environment prepared to support students who might exhibit internalizing behaviors? With purposeful planning, you can effectively design your classroom to increase the likelihood students with internalizing behaviors are successful.

◆ **F4** **Seaport Ballroom G**
Strands: Classroom; School-Wide Systems
Type: Research

Substitute Teacher Survival Kit: A Collaborative Behavioral Plan to Support Substitute Teachers

Aaron Fischer, Lauren Perez, Magenta Silberman, John Davis, and Leanne Hawken, University of Utah, Salt Lake City, UT
Collaboration between school personnel and substitute teachers to ensure implementation of effective behavior management strategies during teacher absences. Presentation includes an overview of the brief training and implementation process, current data, and treatment integrity procedures.

□ **F5** *Invited Presenter* **Seaport Ballroom A**
Strands: School-Wide Systems; School Low Incidence
Type: Research

Applying the Team Initiated Problem Solving (TIPS) Model
Anne Todd, University of Oregon, Eugene, OR

TIPS is a problem solving model nested within a set of meeting foundations used for data-based decision making. This session explores meeting foundations and problem solving when using TIPS with social and academic data

◆ **F6** **Seaport Ballroom C**
Strands: School-Wide Systems; Individual Students
Type: Skill Development

Intensive Intervention – Debunking Common Myths and Misunderstandings

Gail Chan, American Institutes for Research, Washington, DC; Steve Goodman, Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI), Lansing, MI; Don Kincaid, University of South Florida, Tampa, FL; Brandi Simonsen, University of Connecticut, Storrs, CT

Accurate understanding of intensive intervention is critical for effective Tier 3 implementation. Experts from the NCII and PBIS Centers will address common myths and misunderstandings around providing intensive intervention in behavior within an MTSS system.

F7 *Ted Carr Award Winner* **Seaport Ballroom F**
Strands: School Low Incidence; School
Type: Research



Including Students With Severe Disabilities in SWPBIS: A Call to Action

Virginia Walker, Illinois State University, Normal, IL; Sheldon Loman, Portland State University, Portland, OR; Kathleen Strickland-Cohen, Texas Christian University, Fort Worth, TX

We will share the results and implications of two preliminary studies addressing the involvement of students with severe disabilities in SWPBIS and outline next steps for research related to students with severe disabilities and SWPBIS.

□ **F8** **Seaport Ballroom H**
Strand: Individual Students
Type: Skill Development

Free Tier 2/3 Data Collection Options for Monitoring Response to Behavioral Interventions

Gordon Way, University of Missouri, Columbia, MO

This interactive session introduces three easy to use Tier 2/3 response to behavioral intervention monitoring tools that can be downloaded for free from pbismissouri.org. Participants should download all materials prior to the session.

F9 **Cortez Hill ABC**

Strands: School-Wide Systems; Equity
Type: Skill Development

Using Disciplinary Data to Better Understand and Address Restraint and Seclusion

Christopher Vatland, Lauren Evanchovich, Rebecca Webster, and Anna Winneker, University of South Florida, Tampa, FL

Restraint and seclusion are linked to short-term and long-term consequences for students. This session examines efforts of teams to unpack school and district data in order to provide more targeted intervention and support.

Friday Conference Sessions

□ F10 Gaslamp AB

Strands: Families and Parent Supports; School

Type: Skill Development

Exploring the Impact and Application of Effective Family Engagement Strategies

Tyler Smith, Shannon Holmes, Wendy Reinke, and Keith Herman, University of Missouri-Columbia, Columbia, MO

This presentation will provide empirical/theoretical support for family engagement practices, along with including practical, evidence-based strategies for building and strengthening family engagement within multi-tiered systems of support.

F11 Gaslamp CD

Strands: PBS and Employment; Integration and Alignment

Type: Conceptual

Creating a College-Level PBIS Certificate Through Interagency Collaboration

Rob Sumowski, Georgia College & State University, Milledgeville, GA; Justin Hill, Georgia Department of Education, Atlanta, GA

Attendees will develop an understanding of the collaborative process between a university and state department of education in the creation of a three-course PBIS certificate program for the purpose of preparing future teacher-leaders.

□ F12 La Jolla AB

Strands: Equity; Classroom

Type: Research

Teaching Culturally Responsive Social Skills Within SWPBS

Deondra Gladney, Ya-yu Lo, Lefki Kourea, and Robai Werunga, University of North Carolina at Charlotte, Charlotte, NC

This presentation describes intervention efforts and outcomes on blending cultural responsiveness and SWPBS by eliciting upper elementary diverse students' input to design lessons and teach SWPBS values and expected behaviors.

F13 Old Town AB

Strands: Early Childhood; Families and Parent Supports

Type: Research

Family Coaching to Address Challenging Behaviors at Home

Angel Fettig, University of Washington, Seattle, WA; Erin Barton, Vanderbilt University, Nashville, TN

We will present evidence-based family coaching strategies and the results of two studies that examined coaching strategies to support parents to use PBIS strategies at home. Presenters will facilitate discussion on implementation fidelity.

◆ F14 Symposium Balboa ABC

Strands: Juvenile Justice; School-Wide Systems

Type: Skill Development

PBIS Outside of the Box: Alternative and VERY Alternative Settings

Kathryn Roose, Holly Seniuk, and Jodie Soracco, Nevada PBIS Technical Assistance Center, Reno, NV

PBIS in alternative settings has paved the way for even more novel settings. This presentation will describe the work in Nevada in alternative education, juvenile justice, a psychiatric hospital, and the Youth Parole Bureau.

F15 Hillcrest AB

Strands: Mental Health; Home and Community

Type: Skill Development

Forensic Psychiatric Hospital to Life in Community: PBS Best Practices in Action

Paul Malette, CBI Consultants Ltd., Vancouver, BC, Canada

Detailed case studies of two adults transitioning from a Forensic Psychiatric Hospital to inclusive community life are presented. Person Centered Planning practices, evidence based PBS strategies, and behavioral and quality of life outcomes are shared.

□ F16 Hillcrest CD

Strands: School; Individual Students

Type: Research

Chinese Language Universal Behavioral Screener

Tat Shing Yeung and Robert Volpe, Northeastern University, Boston, MA

Universal screening is inadequate in Hong Kong's Multi-Tiered System of Support. This presentation demonstrates the development of a Chinese language universal behavioral screener through translation, international research design adaptations, and psychometric evaluation.

SESSION G 10 A.M. – 11:15 A.M.

◆ □ G1 Invited Presenter Seaport Ballroom D

Strand: School-Wide Systems

Type: Skill Development

Bullying Prevention in Positive Behavior Support: Updated Interventions

Scott Ross, Colorado Department of Education, Denver, CO

The presentation will provide information on the newest additions to the BP-PBIS content, including strategies for students not responding to Tier 1 BP-PBS, as well as strategies for older students.

G2 Symposium Seaport Ballroom E

Strands: Mental Health; School

Type: Conceptual

Integrating Mental Health Assessment and Supports into School-based Tiered Prevention Models

Wendy Reinke, Lou Ann Tanner-Jones, Sarah Owens, Shannon Holmes, Chris Riley-Tillman, and Aaron Thompson, University of Missouri, Columbia, MO; Keith Herman, University of Missouri, Columbia, MO; Joni Splett, University of Florida, Gainesville, FL; Kelly Perales, Midwest PBIS, Hummelstown, PA; Colleen Halliday-Boykins, Medical University of South Carolina, Charleston, SC; Mark Weist, University of South Carolina, Columbia, SC; Courtney Baker and Stephanie Moberg, Tulane University, New Orleans, LA; Patrick Bell and Rochelle Gauthier, Trauma-Informed Schools Learning Collaborative, New Orleans, LA

In this presentation three projects will be presented which focus on integrating mental health assessments and supports into school-based tiered models of prevention. Data on the initial impact of these models will be provided.

◆ G3 Invited Presenter Seaport Ballroom B

Strands: Individual Students; School

Type: Skill Development

Prevent-Teach-Reinforce (PTR): A Standardized and Evidence-Based FBA/BIP Model for School Teams

Rose Iovannone, University of South Florida, Tampa, FL

Prevent-Teach-Reinforce (PTR) is an evidence-based FBA/BIP process that is feasible for school implementation. Join this session to view examples of PTR implementation in schools and obtain professional development tools that will enhance FBA/BIP coach capacity.

Friday Conference Sessions

FRIDAY, MARCH 30

Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision

20

G4

Strands: Classroom; School
Type: Skill Development

PBIS in the Classroom: Variations of a Performance Feedback Coaching Model

Lisa Thomas, Laura Rutherford, Rachel Eisenberg, and Barry McCurdy, Devereux Center for Effective Schools, King of Prussia, PA
Attendees will learn about variations of classroom coaching to enhance effective PBIS classroom management practices. The coaching model was implemented with diverse populations using different approaches to classroom staff training, skill selection, and coach assignment.

G5

Ted Carr Award Winner

Seaport Ballroom A

Strands: Equity; School
Type: Skill Development



Moving from “Conversation” to “Action”: A Protocol for Disproportionate Discipline

Therese Sandomierski, Stephanie Martinez, and Anna Winneker, University of South Florida, Tampa, FL
Navigating the wide range of recommendations on how to address disproportionate discipline can be challenging. This session will describe one approach for organizing and prioritizing actions to improve equity in student outcomes.

G6

Ignite Session I

Seaport Ballroom C

Strands: Home and Community; IDD

Facilitator: Amber Maki, Minnesota Department of Human Services, St. Paul, MN

This ignite session will be of interest to families, practitioners, and educators alike as we highlight theory and practice issues in home and community applications of PBS, including the foundations of our field, empowerment of parents, systems and alignment of support, and community integration.

- **A Pillar of PBS: Todd Risle’s “Get A Life” 20 Years Strong**, *Sherry Adam and Victoria Hatch, CBI Consultants, Ltd, Burnaby, BC, Canada*
- **Empowering Parents With Strategies to Support Student Behavior at Home**, *Sarah Cole, Robin Parks Ennis, Emily Elliott, and Whitney Fleming, University of Alabama at Birmingham, Birmingham, AL; Kathleen Lynne Lane, University of Kansas, Lawrence, KS*
- **County-Wide Multi-Tiered Systems of Support: Team-Based Implementation of Person-Centered Practices and PBS**, *Erin Watts, Jessica Simacek, and Rachel Freeman, University of Minnesota, Minneapolis, MN; Dani Dunphy and Laura Birnbaum, St. Louis County Public Health and Human Services, Duluth, MN*
- **Research and Peer-Mediated Interventions to Improve Outcomes for College Students With Autism**, *Erin Engstrom and Daina Tagavi, UCSB Koegel Autism Center, Santa Barbara, CA*
- **Taking PBIS to Healthcare: Psychological Flexibility as a Guide for Population-Based Care**, *Sean O’Dell, Geisinger Medical Center, Danville, PA; Cody Hostutler, Nationwide Children’s Hospital, Columbus, OH; Imad Zaheer, Montclair State University, Montclair, NJ*
- **Positive Parent Contact: Can This Strategy Improve Classroom Behavior and Parent-Teacher Relationships?**, *Sarah Fefer and Ashley Thoma, University of Massachusetts Amherst, Amherst, MA; Meme Hieneman, Positive Behavior Support Applications, Palm Harbor, FL*

Seaport Ballroom G

G7

Strands: Families and Parent Supports; IDD
Type: Research

Prevent-Teach-Reinforce for Families: Reducing Challenging Behaviors in Children With ASD

Malena Argumedes, University of Sherbrooke, Montreal, QC, Canada; Janice Lee, University of Nevada, Reno, Reno, NV
Prevent-Teach-Reinforce for Families (PTR-F) was used in a RCT with 25 families using a 3X2 ANOVA. A complete description of PTR-F, the research study, and results will be presented.

G8

Strands: School-Wide Systems; Mental Health

Type: Conceptual

Aligning District Initiatives Within a Multi-Tiered System for Complete Mental Health

Catherine Raulerson, Natalie Romer, and Karen Cox, University of South Florida, Tampa, FL; Michelle Johnson, Duval County Schools, Jacksonville, FL

This session will provide an opportunity to learn how a large, urban school district in Florida is aligning behavioral health initiatives within a Multi-Tiered System of Support for complete mental health.

G9

Strand: Integration and Alignment

Type: Conceptual

Systems Coaching: Supporting Integrated MTSS to Improve Effectiveness, Fidelity, and Sustainability

Kelli Henson and Donald Kincaid, University of South Florida, Tampa, FL

Supporting integrated Multi-Tiered Systems of Supports for academics, behavior, and social emotional needs through systems coaching. Learn about the role of systems coaching and tools used to evaluate effectiveness and fidelity of integrated MTSS.

G10

Invited Presenter

Gaslamp AB

Strands: Classroom; Individual Students

Type: Research

Combining SRSD and Self-Monitoring to Improve Writing and Self-Monitoring Skills

Robai Werunga and Ya-yu Lo, University of North Carolina at Charlotte, Charlotte, NC

Presenters will share results from an investigation that combined Self-Regulated Strategy Development (SRSD) and self-monitoring with students identified with emotional and behavioral disabilities in self-contained classrooms. Implications for practice and future research will be discussed.

G11

Strands: Early Childhood; Individual Students

Type: Research

Increasing the Playground Interaction of Kindergarten Students at Risk for EBD

Darlene Anderson and Paul Caldarella, Brigham Young University, Provo, UT

Intervention consisting of social skills instruction, self-evaluation, reinforcement, adult mediation, and parental involvement implemented on a kindergarten playground with three students at-risk for EBD resulted in increased positive social interaction for all students.

Seaport Ballroom F

Seaport Ballroom H

Cortez Hill ABC

Gaslamp CD

Friday Conference Sessions

G12

La Jolla AB

Strands: Juvenile Justice; Individual Students

Type: Research

Mentorship From Juvenile Justice Into the Community: Student, Caregiver, and Mentor Perspectives

Xueqin Qian and Eileen Klemm, University of Minnesota, Minneapolis, MN

Understand the complex experiences of youth as they leave juvenile justice facilities and return to their communities with the help of Check & Connect (C&C) mentors. Process and challenges of adapting this intervention are highlighted.

Q G13

Old Town AB

Strands: Mental Health; Classroom

Type: Skill Development

Multi-Tiered Approach to Trauma-Informed Trainings for School Site Staff

Heather Cardona, Lori Le Blanc, Mauro Garcia, Nora Magana, Carol Chen, and Nancy Moradi, San José Unified School District, San Jose, CA

SJUSD is empowering and training teachers on multi-tiered trauma informed practices. Teachers have limited knowledge on how to handle high frequency behaviors that stem from trauma and the impact it has on the classroom.

G14

Balboa ABC

Strands: School; Classroom

Type: Research

IEP Accommodations for Students With Emotional and Behavioral Needs

Colleen Commisso, Lee Kern, Allyse Hetrick, and Beth Custer, Lehigh University, Bethlehem, PA

IEP accommodations of 222 adolescents with emotional and behavioral challenges were examined. Data will be presented reporting common classroom and testing accommodations and differences based on student characteristics. Recommendations for selecting accommodations will be discussed.

G15

Hillcrest AB

Strands: School-Wide Systems; Equity

Type: Research

Seeing Through the Matrix: Analysing School Behavioural Expectations in Victoria, Australia

Shiralee Poed, The University of Melbourne, Carlton, VIC, Australia

This study examined the types and frequency of expected behaviours and indicators as documented in Australian behaviour matrices, and considered whether these were written in a way that is culturally responsive for Koorie (Aboriginal) students.

Q G16

Hillcrest CD

Strands: School-Wide Systems; Integration and Alignment

Type: Conceptual

Five Key Steps to Sustainably Aligning Multi-Tiered Systems District-Wide

Amanda Real, East Central ISD, San Antonio, TX; Mae Coffman, Emergent Tree Education, Austin, TX

Although MTSS-B features are well defined through research, staff understanding and buy-in barriers remain. This presentation discusses five steps taken by a mid-sized district to align and maintain implementation across all campuses.

SESSION H

11:30 A.M. – 12:45 P.M.

Q H1

Invited Presenter

Seaport Ballroom D

Strands: Classroom; School

Type: Research

Using Technology in the Coaching of Classroom Teachers: Innovations and Applications

Catherine Bradshaw, University of Virginia, Charlottesville, VA; Elise Pas, Johns Hopkins University, Baltimore, MD; Wendy Reinke, University of Missouri, Columbia, MO; Joseph Webby, Vanderbilt University, Nashville, TN

Four experts share lessons learned regarding the use of technology when coaching teachers to promote use of evidence-based practices in classrooms. The overarching goal of the models highlighted is optimizing implementation of evidence-based approaches in classrooms.

H2

Seaport Ballroom E

Strands: Integration and Alignment; Mental Health

Type: Conceptual

Connecting Trauma-Informed With Positive Behavioral Interventions and Supports in Missouri Schools

Daniel Rector and Rachel Haug, Missouri Schoolwide Positive Behavior Support, Columbia, MO

Learn how some Missouri schools are integrating trauma-informed and Positive Behavioral Interventions and Supports frameworks to better support all students.

◆ H3

Seaport Ballroom B

Strands: Early Childhood; School-Wide Systems

Type: Research

The Pyramid Model Goes Program-Wide in Child Care

Erin Barton and Mary Louise Hemmeter, Vanderbilt University, Nashville, TN; Lise Fox and Chris Vatland, University of South Florida, Tampa, FL

We will describe a process for supporting childcare programs to implement the Pyramid Model. The components of program wide implementation will be presented and examples from our work in low-resourced centers will be discussed.

◆ Q H4

Seaport Ballroom G

Strands: Classroom; School-Wide Systems

Type: Research

Real Solutions in Classroom Management: The Impact of Web-Based PBIS Staff Development

Jeffrey Sprague and Wendy Morgan, University of Oregon, Eugene, OR

This session will describe an online learning and coaching system entitled "Real Solutions in Classroom Management." The features, outcomes, and implications for training and coaching PBIS classroom management will be presented.

◆ H5

Invited Presenter

Seaport Ballroom A

Strands: Individual Students; School-Wide Systems

Type: Research

Basic FBA to BSP: Implementing and Sustaining a Continuum of Function-Based Support

Kathleen Strickland-Cohen, Texas Christian University, Fort Worth, TX; Sheldon Loman, Portland State University, Portland, OR

This presentation will describe the systems and supports needed to ensure that an approach to individualized behavior support that begins with "basic" function-based interventions is both effective and sustainable over time.

Friday Conference Sessions

FRIDAY, MARCH 30

Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision

H6

Strands: Mental Health; Integration and Alignment

Type: Conceptual

Situating Suicide Prevention Gatekeeper Training Within School-Wide Positive Behavior Support

Danielle Empson and Tim Knoster, McDowell Institute, Bloomsburg, PA

This session will highlight an array of Suicide Prevention Gatekeeper Trainings (e.g., YMHFA and QPR) and provide guidance as to how to situate these types of suicide prevention endeavors within the PBIS framework.

◆ □ H7

Strands: Home and Community; Quality of Life

Type: Skill Development

It Takes a Village: Inter-agency Collaboration Designing an ABA Home

Liliane Rocha and Dedra Forbes, Catholic Guardian Services, New York, NY; Patricia Newman, Cardinal McCloskey Community Services, Valhalla, NY

This presentation will describe the interagency collaboration, in creating appropriate supports for adults with autism, in a residential setting, using an ABA model.

◆ H8

Strand: School

Type: Skill Development

Practice-Based Coaching for Tier 3 Behavioral Supports: Systems & Practices

Holly Seniuk and Jodie Soracco, University of Nevada Reno, Reno, NV; Rose Iovannone, University of South Florida, Tampa, FL

District coaching at Tier 3 can be challenging at both the systems and content level. This presentation will review processes and tools that enable Tier 3 coaches to use and promote evidence-based practices.

□ H9

Strands: School-Wide Systems; Integration and Alignment

Type: Skill Development

Lessons Learned and Questions Remaining about PBIS and Professional Development (PD) Models

Nadia Sampson and Katie Conley, University of Oregon, Eugene, OR; Susannah Everett, University of Connecticut, Storrs, CT

Sustainable PBIS requires replicable and robust professional development models that balance best practice with contextual fit. Presenters will share examples and lessons learned from scaling up PD.

H10

Invited Presenter

Type: Structured Networking

Structured Networking Session for Existing APBS Networks

Ashley MacSuga-Gage, University of Florida, Gainesville, FL

This session provides existing APBS networks with the opportunity to learn more about each other and to hear vital network updates. Several networks will briefly present and time to share common concerns/questions will be provided.

H11

Strands: PBS and Employment; IDD

Type: Research

Utilizing the Prevent, Teach, Reinforce Model with Young Adults with Significant Disabilities

Lauren Rollins, Sara McDaniel, Kagendo Mutua, and Amy Williamson, University of Alabama, Tuscaloosa, AL

This presentation will describe how the Prevent, Teach, Reinforce model can improve employability for students with intellectual disabilities occurring concomitantly with behavioral deficits. A case study of PTR in a transition program will be discussed.

Seaport Ballroom C

Seaport Ballroom F

Seaport Ballroom H

Cortez Hill ABC

Gaslamp AB

Gaslamp CD

H12

Strands: Equity; Integration and Alignment

Type: Conceptual

African American Male Students: A Targeted Model to Address School Disparities

Edwin Wilson and Jacqueline Peterson, Charlotte Mecklenburg Schools, Charlotte, NC

Many educators are concerned with the academic and behavioral disparities of African American male students. Charlotte Mecklenburg Schools is braiding PBIS, Culturally Relevant Instruction and Restorative Practices to form a comprehensive web of support.

H13

Strands: Individual Students; School Low Incidence

Type: Skill Development

Using the Competing Behavior Pathway as a Contextual Improvement for Progress Monitoring

Stacy Morgan, Emergent Tree Education, Austin, TX; Katy Davenport, Texas State University, San Marcos, TX

This presentation provides an integrated application of the competing behavior pathway as a tool not only for behavior planning and intervention selection, but also as a basis for teacher-collected progress monitoring data.

H14

Strands: School; Integration and Alignment

Type: Research

Project SUPPORT: A Practice-Based Model for Developing Universal Classroom Management Skills

Brian Barber, Nathan Stevenson, and Sara Boyle, Kent State University, Kent, OH

Learn about an innovative model for training inservice and preservice teachers in effective classroom management practices. Results of a pilot study examining the effects on teacher practice, usability, feasibility, and schoolwide discipline outcomes are discussed.

□ H15

Strands: Integration and Alignment; Individual Students

Type: Conceptual

Multi-Tiered Behavior Intervention Framework for Exceptional Students in Taiwan: Lessons Learned

Pei-Yu Chen, National Taipei University of Education, Taipei, Taipei, Taiwan; Li-Yu Hung, National Taiwan Normal University, Taipei, Taipei, Taiwan

A multi-tiered behavior intervention framework for exceptional students was developed and piloted in Taiwan. Experiences learned from implementing the procedure and coaching elementary school personnel and future professional development ideas will be addressed.

H16

Strands: School-Wide Systems; School

Type: Research

European Positive Behavior Support: Evaluations from the Netherlands, Finland, Cyprus, and Germany

Anna-Maria Hintz and Micheal Paal, University of Siegen, Siegen, North-Rhine Westphalia, Germany; Mack Burke, Texas A&M University, College Station, TX; Sui-Lin Goei, VU Amsterdam, Amsterdam, Netherlands; Martijn Willemse and Erica De Bruine, Windesheim University, Zwolle, Netherlands; Hannu Savolainen and Vesa Närhi, University of Jyväskylä, Jyväskylä, Finland; Leftki Kourea, Aggeliki Liasidou, and Helen Phtiaka, University of Nicosia, Nicosia, Cyprus; Pirjo Savolainen, University of Eastern Finland, Jyväskylä, Finland

The purpose of this presentation is to present research on positive behavior support being conducted in four European countries (the Netherlands, Finland, Cyprus, and Germany). Issues associated with translational PBS research will be discussed.

La Jolla AB

Balboa ABC

Hillcrest AB

Hillcrest CD

Friday Conference Sessions

FRIDAY LUNCH SESSIONS 1 P.M. – 2 P.M.

Type: Lunch Session

Gaslamp AB

Student Network Lunch

Sarah Wilkinson, University of Connecticut, Storrs, CT

Join the members of the Student Network to learn about the purpose of our network, discuss new goals and opportunities for all student members, and meet with students from across APBS who share common interests.



La Jolla AB

Strands: Families and Parent Supports

Type: Lunch Session

APBS Family Workgroup Meeting and Open House

Gene McConnachie, State of Washington DDA, Seattle, WA; Melisa Ruiz, Catholic Charities, Denver, CO; Kim Breen, Private Consultant, Chicago, IL

This is an open meeting for anyone interested in learning about APBS activities to support parents and families. Current Family Workgroup goals and initiatives will be covered and input to future goals will be sought.

SESSION I 2 P.M. – 3:15 P.M.

□ I1 *Featured Session*

Seaport Ballroom D

Strands: Families and Parent Supports; Mental Health

Type: Research

The Family Check-up Approach to Supporting Families Within a Multiple Tiered System

Thomas Dishion, Arizona State University, ASU REACH Institute, Tempe, AZ

This presentation provides a brief overview of a 25-year program of research on the long-term benefits and optimal strategies for embedding evidence-based parenting supports into the public school system. Current strategies for monitoring and enhancing implementation are described.

◆ I2
Strands: School; Mental Health

Seaport Ballroom E

Type: Research

Adapting the Check-In, Check-Out Intervention to Support Students With Internalizing Behaviors

Kristin Kladis, Leanne Hawken, Kristen Stokes, and Rob O'Neill, University of Utah, Salt Lake City, UT

This presentation focuses on recent research using Check-In, Check-Out for students with internalizing behaviors. This study aimed to support students who were shy, anxious, and withdrawn to become more actively engaged in instruction.

I3 *BCBA Type 2 Credit* *Beginning SWPBS Sessions* **Seaport Ballroom B**

Strand: School

Type: Research

Using Video Analysis to Increase Preservice Teachers' Use of Classroom Management Skills

Janet VanLone, University of Connecticut, Storrs, CT

This presentation describes the results of a literature review on teacher preparation in classroom management. Also, preliminary results from an experimental study, designed to increase student teachers' use of classroom management skills will be shared.

I4

Seaport Ballroom G

Strands: School-Wide Systems; Integration and Alignment

Type: Research

The Role of Behavior Screening in Tiered Systems of Support

Allison Gandhi, American Institutes for Research, Washington, DC; Kathleen Lane, University of Kansas, Lawrence, KS; Steve Kilgus, University of Missouri, Columbia, MO

Interested in learning more about behavior screening and why it's important? This session explores current research and as well as tools and resources from the National Center on Intensive Intervention.

I5 *Panel Discussion*

Seaport Ballroom A

Strand: Integration and Alignment

Type: Conceptual

Integrating RtI and PBIS: Recommendations From Four States Implementing MTSS

Brian Gaunt, University of South Florida, Tampa, FL; Steve Goodman, MiBLSi, Holland, MI; Scott Ross, Colorado DOE, Denver, CO; Erin Chaparro, University of Oregon, Eugene, FL

This panel presentation will provide recommendations from implementation leaders in Colorado, Florida, Michigan, and Oregon on the implementation of an Integrated MTSS. This Q & A session will highlight integration strategies from classroom to state levels.

◆ I6

Seaport Ballroom C

Strands: Individual Students; IDD

Type: Research

Students With Autism Accessing General Education (SAAGE): An Individualized Modular Approach

Rose Iovannone, University of South Florida, Tampa, FL

Selecting and implementing evidence-based interventions for students with autism spectrum disorder and problem behaviors is challenging. SAAGE is a collaborative modular approach highly accepted by teachers and shows promise for improving student targeted behaviors.

I7 *Ted Carr Award Winner*

Seaport Ballroom F

Strands: Classroom; Equity

Type: Skill Development

Function-Based Thinking: Bringing Research to Classrooms for Effective Responses to Student Behavior

Kimberly Yanek, Mid-Atlantic PBIS Network, Sheppard Pratt Health System, Baltimore, MD

Valuable educational research informing classroom management response practices may be difficult for practitioners to access, understand, and implement.

We will explore ways to bring research into the classroom.

I8

Seaport Ballroom H

Strands: Home and Community; Mental Health

Type: Skill Development

Incorporating PBIS Into Adult Inpatient Treatment to Enhance IDMI Clients' Discharge Readiness

Jo Newkirk-Hornecker, Wyoming State Hospital, Evanston, WY

This inpatient psychiatric hospital's PBIS based program is breaking new ground, preparing ID/MI clients for successful community re-entry through education and supportive services in a stable, positive, growth oriented day treatment format.

□ I9

Cortez Hill ABC

Strands: School-Wide Systems; Individual Students

Type: Skill Development

More Than Just Practices: Systems and Data for Tier 2

Jason Harlacher and Lynne DeSousa, Colorado Department of Education, Denver, CO

This presentation covers the practices, data, and systems used at Tier 2. Three topics are discussed: team-based leadership, data use and procedures, and training and supporting staff.

Friday Conference Sessions

FRIDAY, MARCH 30

Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision

110 *Featured Session*

Strands: Classroom; Individual Students
Type: Skill Development

Practical Classroom Social and Emotional Learning Strategies for Every Educator

Gregory Benner, University of Washington, Center for Strong Schools, Tacoma, WA

Strategies for building youth social and emotional learning competencies while maintaining an engaging classroom learning environment will be demonstrated. Techniques for ending power struggles and responding effectively to disruptive behavior will be modeled.

111 **Gaslamp CD**

Strands: Integration and Alignment; Quality of Life
Type: Skill Development

Improving Quality of Life: Positive Outcomes for Police/Students Through Evidence-Based Training

Laura Zeff, Los Angeles Unified School District, Los Angeles, CA; James Ream, Los Angeles School Police Department, Los Angeles, CA

This session includes specific, practical strategies teams can utilize to increase positive, proactive interactions for students with disabilities and law enforcement. Case studies with lessons learned in Los Angeles Unified School District will be shared.

◆ 112 **La Jolla AB**

Strands: Individual Students; Classroom
Type: Research

Self-Monitoring for Students With Challenging Behavior: Technological Innovations, Research, and Real-world Examples

Howard Wills, Juniper Gardens Children's Project-KU, Kansas City, KS; Allison Bruhn, University of Iowa, Iowa City, IA

Find out about traditional self-monitoring for a range of students needing additional supports. Discover how technology can improve on traditional practice and learn about teacher applications of technology-based self-monitoring supported by research.

113 **Old Town AB**

Strand: Mental Health
Type: Research

Implementation of Positive Behavioral Supports on a Youth Psychiatric Inpatient Unit

Reynolds Elizabeth, Marco Grados, Jessica Hankinson, Caris Perry-Parrish, and Rick Ostrander, Johns Hopkins School of Medicine, Baltimore, MD; Nancy Pragliowski, Johns Hopkins Hospital, Baltimore, MD

Positive Behavioral Interventions and Supports was implemented on a youth psychiatric inpatient unit. The study covered a 4-year period and found meaningful reductions in the use of seclusion/restraint and PRN medication for agitation.

114 **Balboa ABC**

Strands: Mental Health; School
Type: Research

Integrating Predictors for Students With Mental Health Disorders to Increase Post-School Success

Tosha Owens, East Carolina University, Greenville, NC; Kelly Clark, University of North Carolina at Charlotte, Charlotte, NC

This session provides an overview of the predictors associated with successful post-school outcomes and how to integrate these predictors and transition related activities for students with mental health needs.

Gaslamp AB

115

Strands: School-Wide Systems; School
Type: Skill Development

Let's Sort This Out With Fidelity! Combining PBIS Data to Differentiate Supports

Eric Kloos and Mary Hunt, Minnesota Department of Education, Roseville, MN; Amanda Petersen, Wilder Research, St. Paul, MN
Too often PBIS data are considered in isolation to guide separate improvement efforts. This session provides practical examples of Minnesota's approaches to combining multiple data for tailored and targeted systemic improvement at all levels.

□ 116 **Hillcrest CD**

Strands: School-Wide Systems; School
Type: Skill Development

Outcomes and Lessons Learned From a Study of MTSS in Secondary Schools

Carl Sumi, SRI International, Menlo Park, CA; Miguel Dominguez, Pharr-San Juan-Alamo ISD, Pharr, TX

This session will summarize the outcomes, successes, and challenges from a randomized controlled trial of the Safe & Civil Schools MTSS framework Foundations in secondary schools in a diverse, high needs school district.

SESSION J 3:30 P.M. – 4:45 P.M.

◆ □ J1 *Invited Presenter* **Seaport Ballroom D**

Strands: Individual Students; Classroom
Type: Skill Development

Putting the "FUN" in Functional Behavior Assessment

Laura Riffel, University of Kansas, Overland Park, KS

Revamping the competing pathway chart, participants will learn how to use a free graphing tool to develop a summary statement and then implement the three chords necessary to develop a data-driven intervention.

◆ J2 **Seaport Ballroom E**

Strands: Early Childhood; Equity
Type: Skill Development

Pyramid Equity Project: Data Tools for Early Childhood Programs

Jolene Ferro, Lise Fox, Denise Binder, and Myrna Veguilla, University of South Florida, Tampa, FL

How the Early Childhood PBS Benchmarks of Quality, Behavior Incident Report System, and the Teaching Pyramid Observation Tool are used within programs to implement PBIS and address equity issues will be shared.

□ J3 **Seaport Ballroom B**

Strands: School; School-Wide Systems
Type: Skill Development

Free Tier 1 Data Collection Options for Monitoring Student Behavior

Gordon Way, University of Missouri, Columbia, MO

This interactive session introduces three easy to use office discipline referral/behavior incident monitoring tools that can be downloaded for free from pbissmissouri.org.

Friday Conference Sessions

□ J4

Strand: School-Wide Systems

Type: Research

An Examination of the Evidence-Base of School-Wide Positive Behavior Interventions and Supports

Barbara Mitchell, Timothy Lewis, and Heather Hatton, University of Missouri, Columbia, MO

In the session the results of a systematic review and quality appraisal of the body of group design research investigating the effects of SWPBIS on student, staff, and school outcomes will be shared.

J5 Invited Presenter

Strands: Equity; Integration and Alignment

Type: Skill Development

Changing the Fence: Creating Culturally-Sustaining PBIS Systems That Support Historically Vulnerable Students

Ruthie Payno-Simmons, Michigan Integrated Behavior and Learning Initiative, Holland, MI

This presentation explores a framework that recommends equitable practices and ways of addressing race and culture supportive of Black and Latino students within SWPBIS. Strategies can also be used to support other groups experiencing disproportionality.

J6

Strands: School Low Incidence; School-Wide Systems

Type: Research

Involvement and Participation of Students With Extensive Support Needs in SWPBIS

Jennifer Kurth, University of Kansas, Lawrence, KS; Alison Zagona, University of New Mexico, Albuquerque, NM

SWPBIS is associated with positive student outcomes. This presentation examines the inclusion of students with severe disabilities in these efforts through a survey of a state's SWPBIS coaches.

J7 Ignite Session II

Strand: Integration and Alignment

Facilitator: Brian Guant, University of South Florida, Tampa, FL

This ignite session will showcase efforts by leaders in the field who have been integrating PBIS with other school initiatives and practices as a way of ensuring contextual fit and sustainability of PBIS practices.

- **The Tacoma Whole Child Initiative: A Roadmap for Sustainable Community Transformation**, Gregory Benner and Rayann Silva, University of Washington, Center for Strong Schools, Tacoma, WA; Laura Allen, Tacoma Public Schools, Tacoma, WA
- **A Systematic Approach to Aligning PBIS to Positive School Climate Standards**, Mary Jo Terranova, Capitol Region Education Council, Hartford, CT
- **Consulting, Collaboration, and Coaching. What's the Difference... How do We Effectively Coach?**, Katie Bubak-Azevedo, Boise State University, Boise, ID
- **Navigating ESSA, PBIS, and School Quality in an Accountability Landscape**, Kari Oyen, University of South Dakota, Vermillion, SD; Pat Hubert and Stephane Weideman, South Dakota MTSS, Pierre, SD

Seaport Ballroom G

J8

Strands: Home and Community; Mental Health

Type: Research

Building Positive, Healthy, and Inclusive Communities: Achieving "GOALS" with COW-PBS in Kansas

Matt Enyart, KIPBS, University of Kansas, Lawrence, KS; Janie Yannacito, Johnson County Community Mental Health Center, Olathe, KS; Jodi Taylor, Juvenile Services, Johnson County, KS; Kevin Kufelt, Adolescent Center for Treatment, Johnson County, KS; Stephanie Rahn, Juvenile Services, Shawnee County, KS

Presenters will describe COW-PBS, share one county's vision and "GOALS," review implementation data countywide and within pilot organizations, and discuss importance of systems of care, quality of life, and individualized transition planning.

◆ J9

Strands: Mental Health; Integration and Alignment

Type: Skill Development

Is Your Team Ready to Integrate Mental Wellness Within Your PBIS Framework?

Natalie Romer, Raulerson Cat, and Karen Cox, University of South Florida, Tampa, FL

This interactive session will focus on strategies for ensuring readiness of leadership teams to facilitate the integration of school-based mental health supports into a positive behavioral interventions and supports framework.

J10

Strands: Classroom; Individual Students

Type: Conceptual

Enhancing Tier 2 Behavioral Interventions With an Adaptive Intervention Framework

Caitlyn Majeika, Alyssa Van Camp, and Joseph Webby, Vanderbilt University, Nashville, TN; Lee Kern and Colleen Kegerreis, Lehigh University, Bethlehem, PA; Kelsey Gaier, Lehigh University, Bethlehem, PA

We explain the importance of considering an adaptive intervention framework when implementing Tier 2 behavioral interventions. We highlight examples of Tier 2 adaptations from the literature base and map them onto an adaptive framework.

□ J11

Strands: Integration and Alignment; School-Wide Systems

Type: Conceptual

From the Ground Up PBIS to MTSS: Virginia Tiered Systems of Supports

Steve Tonelson, Corinne Wilson, and Amanda Working, Old Dominion University, Norfolk, VA; Maribel Saimre, Virginia Department of Education, Richmond, VA; Sophia Farmer, Virginia Tiered Systems of Supports, Richmond, VA; Kim Yanek, Mid-Atlantic PBIS Network, Towson, MD

Virginia shares its efforts, including challenges and successes, to develop, sustain, and scale-up a MTSS framework integrating RtI, PBIS, and mental-wellness initiatives into the Virginia Tiered Systems of Supports.

Seaport Ballroom H

Cortez Hill ABC

Gaslamp AB

Gaslamp CD

Friday Conference Sessions

FRIDAY, MARCH 30

□ J12

Strand: Early Childhood

Type: Conceptual

Does Play Prevent Problem Behavior? Stimulating Self-Regulation in ECE With PBS

Margreet van Oudheusden and Sui Lin Goei, Windesheim University of Applied Sciences, Zwolle, Netherlands

Growing evidence shows that early childhood is a crucial phase in the development of self-regulation. PBS can provide a framework for teachers to foster play, self-regulation, and prevent problem behavior in ECE.

J13

Strands: Juvenile Justice; Families and Parent Supports

Type: Research

Effects of Visitation on a Juvenile Detention Center Utilizing a PBS Intervention

Casey Pederson, University of Kansas, Lawrence, KS; Casey Crane and Stephanie Mora, Douglas County Youth Services, Lawrence, KS

This study examined how phone contacts and in person visitation contribute to the implementation of PBS in a juvenile detention facility. Results suggest that phone contacts and visitation may be an important area of intervention.

J14

Strands: School-Wide Systems; Mental Health

Type: Conceptual

Enhancing SWPBIS Programs Through Mindfulness Practices, Trauma Sensitive Approaches, and Community Partnerships

Molly Flood, Lisa Schumacher, and Todd Breinich, CLIU #21, Schnecksville, PA

Mindfulness and trauma-sensitive approaches delivered through an Interconnected Systems Framework in collaboration with community partners, to decrease disparity, office discipline referrals, bullying, and violent behavior for high-risk students.

La Jolla AB

Old Town AB

Balboa ABC

□ J15

Strand: School-Wide Systems

Type: Skill Development

Using Multi-Tiered Systems of Support to Reintroduce and Scale-Up SWPBS

Todd Macbeth and Brent Hayward, Department of Education & Training, Melbourne, VIC, Australia

We describe the first year of reintroducing SWPBS within a state education system in Australia, and the processes leading to the unexpected yet successful scaling-up beyond initial planning.

J16

Strands: School-Wide Systems; Integration and Alignment

Type: Skill Development

Demystify Staff Resistance and Build Support for SWPBIS: Practical Strategies and Tools

Laura Feuerborn, University of Washington Tacoma, Tacoma, WA; Ashli Tyre, Seattle University, Seattle, WA

Staff support is critical to SWPBIS success. Understanding the perceptions, concerns, and needs of all staff can facilitate implementation success. Learn about tools to assess staff needs and strategies to engage and support all staff.

Hillcrest AB

Hillcrest CD

Strands: School; Equity

Type: Skill Development

Turning Data Into Action: Working With School Teams Using Universal Screening Data

Karin Leveke, University of Northern Iowa, Cedar Falls, IA

Learn how Iowa and Missouri schools used the Universal Screening Intervention Planning Tool to effectively and efficiently identify students for targeted supports and place them in function based groups. Examples and outcomes will be shared.

Saturday Skill-Building Workshops

SATURDAY AT A GLANCE

8 a.m. – 9:30 p.m.	Registration/Information (Seaport Foyer)
8:30 a.m. – 12:30 p.m.	Half-Day Workshops (Pre-registration required at an additional fee)
8:30 a.m. – 4:30 p.m.	Full-Day Workshop (Pre-registration required at an additional fee)

MORNING HALF-DAY WORKSHOPS 8:30 A.M. – 12:30 P.M.

SWK108 TBD

Strands: School-Wide Systems; School

Type: Skill Development

Implementing With Fidelity, Aligning Initiatives, and Ensuring Sustainability of High School PBIS

Patricia Hershfeldt, Mid-Atlantic PBIS Network, Baltimore, MD; Steve Goodman, Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi), Holland, MI; Brigid Flannery, University of Oregon, Eugene, OR; JoAnne Malloy, The Institute on Disability at the University of New Hampshire, Durham, NH

This session will inform and support leadership with implementation fidelity, alignment of key initiatives, and sustainability. Discussion will include critical issues and best practices. Participants will have the opportunity to learn through networking with others.

SWK109 TBD

Strands: School-Wide Systems; Integration and Alignment

Type: Skill Development

Using Data to Improve Systems and Practices that Benefit Students

Dale Cusumano, Caryn Ward, and Angela Preston, University of North Carolina Chapel Hill, Chapel Hill, NC

This workshop will focus on developing skills to use student, building, and systemic level data to identify supports needed for educators to use evidence-based practices as intended.

SWK110 TBD

Strands: IDD

Type: Skill Development

Strategies for Implementing FBA in Home, School, and Community Settings

Tim Moore, Minnesota Department of Human Services, Minneapolis, MN; Rachel Freeman, University of Minnesota, Minneapolis, MN

This workshop will present a Tier 3 multimodal FBA model that can be used by practitioners in home, school, and community settings within a multi-tiered system of support. Resources and tools will be shared.

SWK111 TBD

Strands: Classroom; School

Type: Skill Development

Supporting School Success – Back to the Basics! Feasible Strategies for Supporting Engagement

Kathleen Lynne, University of Kansas, Lawrence, KS; Wendy Oakes, Arizona State University, Tempe, AZ

In this workshop, we present feasible strategies for supporting academic engagement and minimizing disruption. We provide step-by-step procedures for using these strategies with high fidelity, offering illustrations in elementary, middle, and high school settings.

SWK112 TBD

Strand: School-Wide Systems

Type: Skill Development

School-Wide Integration of PBIS and SEL to Promote Student Well-Being and Success

Catherine Bradshaw, University of Virginia, Charlottesville, VA; Dana Marchese and Sandra Hardee, Johns Hopkins University, Baltimore, MD

This presentation will provide an overview of the importance and benefits of integrating SEL and PBIS within a multilevel framework in schools. Implementation barriers, challenges, and how to successfully integrate SEL and PBIS will be discussed.

SWK113 TBD

Strands: Individual Students; School

Type: Skill Development

Prevent-Teach-Reinforce (PTR): An Evidence-Based FBA/BIP Process Accepted by School Teams

Rose Iovannone, University of South Florida, Tampa, FL

Prevent-Teach-Reinforce is a research-validated team-based comprehensive FBA/BIP process that educators find to be acceptable and effective in addressing serious problem behaviors. The multi-step process will be described via case examples with hands-on opportunities to practice.

SWK114 TBD

Strands: School-Wide Systems; School

Type: Skill Development

Bullying Prevention in Positive Behavioral Interventions and Supports

Scott Ross, Colorado Department of Education, Denver, CO

This presentation will describe a functional approach to bullying prevention, which gives students the tools to reduce bullying through effective stand-up strategies embedded with school-wide positive behavioral interventions and supports.

SWK201 TBD

Strands: Families and Parent Supports; Quality of Life

Type: Skill Development

Behavior Change is a Family Affair: Empowering Family Partnerships in PBIS Implementation

Kiki McGough, Positive Behavior Consultant, Denver, CO; Shirley Swope, PEAK Parent Center, Colorado Springs, CO

Participants in this interactive presentation will explore best practices for family partnerships in school-wide PBS, create predictable routines and a PBS home matrix, as well as develop a strength-based family-friendly positive behavior support plan.

FULL-DAY WORKSHOP 8:30 A.M. – 4:30 P.M.

SWK115 TBD

Strands: Classroom; School

Type: Conceptual

Classroom Management Strategies You Can Take Away and Use the Next Day

Laura Riffel, University of Kansas, Overland Park, KS; Jessica Eggleston, North Central University, Overland Park, KS

This workshop will focus on real-world, evidence-based strategies for classroom management. Examples for elementary and secondary will be shared in an easy to use format with a workbook you'll use all year.

