

Pre-Conference Workshops – Wednesday, February, 20, 1:00pm-5:00pm

SWK101 TBD Weds Workshop Individual Student supports (Tier III)
Basic FBA to BIP: A Practical Approach to Providing Function-Based Behavior Support

BCBA Type 2 Credits

Sheldon Loman, Kathleen Strickland-Cohen

Workshop attendees will learn about an evidence-based approach for conducting streamlined FBA and implementing practical function-based strategies for the classroom. Participants will have opportunities to apply basic FBA/BIP skills through case study practice activities.

SWK102 TBD Weds Workshop Classroom (Tier II)
Taking a Walk Through a Classroom Coaching Guide

BCBA Type 2 Credits

Stephanie Martinez, Devon Minch, Kathy Christiansen

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.

SWK103 TBD Weds Workshop Equity
Creating Culturally Sustaining PBIS Systems Supportive of Historically Vulnerable Students

Ruthie Payno-Simmons

This workshop 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.

SWK104 TBD Weds Workshop Integration and Alignment
Coaching Schools to Engage in Effective Teaming and Data-Use Practices within MTSS

Brian Gaunt, Scott Ford

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 offered for immediate application at schools.

SWK105 TBD Weds Workshop Home and Community
What Happened to You? Enhancing Positive Behavior Support with Trauma Informed Approaches

Molly Dellinger-Wray

Children and adults with disabilities experience epidemic rates of abuse, neglect and trauma. Key elements of PBS and person centered approaches align with other trauma informed responses to support and empower resilience among trauma survivors.

SWK106 TBD Weds Workshop Mental Health
Integrating Mental Health within a School-Wide System of PBIS: Systems Practices, Data

Lucille Eber, Kelly Perales

This workshop will describe the use of the Interconnected Systems Framework to integrate mental health and PBIS for a comprehensive system of behavioral health supports in schools. Examples, implementation and other resources will be shared.

Conference Opening – General Session, Thursday, February 21, 8:00am-9:30am

Positive Behavior Support and Social, Emotional and Behavioral Wellness: Opportunities and Shared Responsibilities

Tim Knoster, Renee Bradley, Mark Weist, George Sugai, Scarlett Lewis

This opening session features leaders in the field sharing perspectives on the alignment of Positive Behavior Support with Social, Emotional and Behavioral Wellness highlighting emerging opportunities, challenges and shared responsibilities to actively pursue this alignment.

Session A – Thursday, February 21, 9:45am-11:00am

A1 Constitution B/BC Integration and Alignment

The Intersection of MTSS and Special Education: Addressing Myths, Facts, and Misconceptions

BCBA Type 2 Credits

Gail Chan, Steve Goodman, Don Kincaid, Brandi Simonsen

Experts from NCI and the PBIS Center will discuss common myths and misunderstandings around the intersection of MTSS and Special Education.

A2 Constitution A Featured IDD

What Happened To You? Trauma Informed Positive Behavior Support

Molly Dellinger-Wray, Fred Orellove

Often, despite our best efforts at functional behavior assessment, we fail to address trauma history when developing a Positive Behavior Support Plan. This presentation will focus on incorporating trauma informed strategies with PBS approaches.

A3 Declaration AB Invited Presenter Mental Health

A National Movement to Interconnect PBIS and School Mental Health

Mark Weist

Will review a national initiative to interconnect PBIS and more comprehensive school mental health services. Will present findings from a current randomized controlled trial and discuss ideas for advancing research, practice, and policy.

A4 Constitution CDE Featured Equity

Practices for Systemically Reducing Disproportionality in Discipline: The Michigan Equity Pilot

Ruthie Payno-Simmons, Beth Hill

Participants will explore evidence-based practices used in Michigan's Integrated Behavior and Learning (MIBLSI) Equity Pilot based on the five-point multicomponent approach addressing disproportionality in schools developed by the Technical Assistance Center on PBIS.

- A5 Lafayette Park/ Forragut School-Wide Systems (Tier I)
State Implementation of PBIS: Scaling Up and Lessons Learned in Colorado
Jason Harlacher, Lynne DeSousa
This presentation discusses the Colorado Department of Education's efforts to scale-up PBIS using a "state to district-coaches" model. Initial data, lessons learned, and resources will be shared.
- A6 Latrobe/Bulfinch/ Renwick School-Wide Systems (Tier I)
Building Universal Systems and Increasing Stakeholder Involvement by Implementing School-Wide PBIS Committees
Kevin Higley, Brenda Caszatt
This session will focus on evidence-based practices and effective Positive Behavior Supports in order to increase stakeholder involvement and streamline universal systems through the adoption of SW-PBIS committees and alignment of the Tiered Fidelity Inventory.
- A7 Penn Quarter AB Classroom (Tier II)
Building from the Bottom Up: The Case for Strong Tier 1 Supports
Alyssa Van Camp, Bailey Copeland, Joseph Wehby
Researchers will present results from a single-subject study that assessed the impact of a technology-based self-monitoring intervention, MoBeGo, and a class-wide Tier 1 intervention, CW-FIT, on an eighth grade student's engagement and disruptive behavior.
- A8 Independence BC School-Wide Systems (Tier I)
Success Under Construction: Supporting District-Level Implementation of PBIS
Trisha Guffey, Kelsey Morris, Lisa Powers
Working to scale-up PBIS implementation across a district? Working to sustain implementation across buildings? Learn how three different district leadership teams are constructing success as part of a university-district partnership.
- A9 Independence FG School-Wide Systems (Tier I)
Universal Screener - From Implementation to Student Support to Sharing Data
Christina McClain, Aleja Rambonga, Mario Montesino, Kathy Bennett
Oakland Unified School District officially piloted the universal screener in 2017-18. Creative ways of sharing the data with multiple stakeholders were piloted, which led to an increase in services for students.
- A10 Independence DE School-Wide Systems (Tier I)
Embracing Your Biggest Asset: Youth Leadership in PBIS
Heidi Cloutier, Kathryn Francoeur
Foster and grow youth leadership in PBIS across the continuum of supports by learning how to mentor youth, prepare staff to work effectively with students as partners, and gain skills to promote youth led change.

A11 Franklin Square/ McPherson Panel IDD
PBS Implementation in IDD Systems of Support: State and National Perspectives

BCBA Type 2 Credits

David Rotholz, Rachel Freeman, Donald Jackson, Barbara Brent, Christine O'Flaherty
Approaches to PBS implementation in IDD systems vary across states, depending on state-specific needs, structures and interests. Strategies and perspectives from three states plus a national view will be presented along with time for discussion.

A12 Independence HI Classroom (Tier II)
Evidence-Based Practices for Classroom Management: What We Say and What We Do

Lorna Hepburn

Many teachers struggle with effective classroom management. Learn about the key practices which underpin positive behaviour support in classrooms and how to establish school systems which support consistent use.

A13 Wilson/ Roosevelt Invited Presenter Home and Community

Innovative Practices in Vocational Services for Individuals with ASD and/or IDD

BCBA Type 2 Credits

Robert Putnam, Carol Schall, Sharon Smith, Scott Fontechia

A panel of researchers and providers of vocational services will discuss best practices in vocational services for individuals with Autism Spectrum Disorder (ASD) and/or Intellectual and Developmental Disabilities.

A14 Cabin John/ Arlington Integration and Alignment
School Counselors' Role in Multidisciplinary MTSS

Peg Donohue, Everett Susannah, Emily Goodman-Scott, Tamika LaSalle

This session highlights school counselors' integral role in MTSS implementation. School counselors provide universal support through academic, social/emotional, and career development classroom lessons, targeted intervention via group counseling, and intensive assistance through individual counseling.

A15 Burnham Individual Student Supports (Tier III)
The BIP-IT: A Free Data Management Tool for Monitoring Intensive Behavioral Interventions

Gordon Way

The BIP-IT is a free tool designed to assist teams in monitoring Tier 3 behaviors and interventions. This session is interactive. Please bring a device that can access the internet and run Microsoft Excel.

A16 Tibercreek AB Early Childhood
Evidence-Based Practices to Reduce Suspension and Expulsion in Early Learning Settings

Sandy Avzaradel

Participants will learn a model using evidence-based practices to support the promotion, prevention and intervention of social/emotional development and challenging behaviors to prevent the suspension/expulsion of preschool students.

Session B – Thursday, February 21, 11:15am-12:30pm

B1 Constitution B/BC Invited Presenter School-Wide Systems (Tier I)

Process and Outcomes: Supporting School Teams to Achieve Implementation Fidelity with SWPBS

Sharon Lohrmann

This session will describe the process used in New Jersey to support sustainable implementation of SWPBS across grade levels. Process, outcome and fidelity data will illustrate impact. Practical suggestions will speak to supporting consistent implementation.

B2 Constitution A Featured School-Wide Systems (Tier I)

Understanding and Estimating the True “Costs” Associated with PBIS Implementation and Scale-up

Catherine Bradshaw, Elise Pas, Sara Lindstrom Johnson, Jessica Swain-Bradway, Kent McIntosh, Virginia Dolan

We summarize approaches for estimating the costs associated with SWPBIS in relation to potential benefits (e.g., dropout, suspensions), and consider how cost data can be used to “sell” SWPBIS as being worthy of sustained investment.

B3 Declaration AB School-Wide Systems (Tier I)

The State of State PBIS Efforts: The APBS PBIS State Leaders' Network

BCBA Type 2 Credits

Don Kincaid

This presentation will review the mission of the APBS PBIS State Leaders' Network and talk about their success and challenges in the past five years, as well as their plans for the future.

B4 Constitution CDE Classroom (Tier II)

Supporting Teachers to Implement Culturally and Contextually Relevant Classwide Behavior Plans

BCBA Type 2 Credits

Lindsay Fallon, Sadie Cathcart, Emily DeFouw, Breda O'Keeffe, George Sugai

A teacher self-assessment of culturally relevant supports was developed and piloted in an urban school to address discipline disproportionality. Teachers' implementation of a corresponding classwide behavior support plan was linked to improved student outcomes.

B5 Lafayette Park/ Forragut Mental Health

Situating Mental Health Literacy and Suicide Prevention within PBIS

Danielle Empson, Tim Knoster

This session will highlight an array of mental health literacy and suicide prevention trainings (e.g., YMHA and QPR) and provide guidance on how to situate these types of suicide prevention endeavors within the PBIS framework.

B6 Latrobe/Bulfinch/ Renwick Panel Integration and Alignment
Lessons from the Field: Strategies for Stakeholder Engagement and Effective Data-Based Decision-Making

Brian Gaunt, Erin Chaparro, Steve Goodman, Scott Ross

Stakeholder involvement and effective data practices are critical variables to address when implementing MTSS. This panel presentation will share tips, strategies, and lessons learned from four states implementing an integrated model of MTSS.

B7 Penn Quarter AB Ignite Families and Parent Supports
Families/IDD Ignite Session

Andy Garbacz

This session will address family engagement and family-school partnerships in positive behavioral interventions and supports and to support children with intellectual and developmental disabilities.

- **Evidence-Based Tier III Intervention: Family-School Partnerships to Address Behavioral Challenges Across Settings** -- Amanda Witte, Susan Sheridan
- **Examining Family-School Engagement in a Randomized Controlled Trial of the Family Check-Up** -- S. Andrew Garbacz, Elizabeth A. Stormshak, Laura Lee McIntyre, Derek Kosty
- **Self-Efficacy and Discipline Practices: Understanding Parental Needs for Support in Three-Tiered Models** -- Sarah Cole, Robin Ennis, Larrell Wilkinson
- **Reaching Culturally, Linguistically and Economically Diverse Families: Organizations Collaboratively Supporting Families** -- Kiki McGough, Tracy Mueller, Lisa Franklin, Cassidy Dellemonache
- **Implementation of a Specialized PBIS Model for Students with Autism** -- Megan Joy, Sheila Klick, Todd Harris
- **PBIS Plus - Integrating Students with Significant Disabilities into SWPBIS** -- Brittany Herrington, Selina Merrell

B8 Independence BC Invited Presenter Equity
A Framework for Including People with Disabilities in All Elements of PBS

Tom Tutton

A critical feature of PBS is 'stakeholder perspectives & participation'. This presentation shares a comprehensive framework to support the increased inclusion of people with disabilities in all elements of PBS.

B9 Independence FG IDD
Implementing Sustainable PBS in Organizations Supporting People with Intellectual and Developmental Disabilities

Rachel Freeman, Stewart Shear, Theresa Rodgers

This symposium includes three examples of sustainable data-based decision-making practices for implementing PBS in organizations supporting people with intellectual and developmental disabilities (IDD). Presenters will share team-based strategies for maintaining PBS implementation over time.

B10 Independence DE Invited Presenter

Expanding PBS into Different Settings - Promoting Quality of Life Across the Lifespan

Sarah Leitch, Tom Evans, Laura Higgins

BILD has trained 1,400 PBS coaches who work in a range of services for people with ID, autism, mental health problems and dementia, forensic units and children's homes. We present our experiences at this symposium.

B11 Franklin Square/ McPherson Invited Presenter Individual Student supports (Tier III)

A Decision Tool to Increase Rigor and Relevance of Functional Behavior Assessments

BCBA Type 2 Credits

Blair Lloyd

I will present on the conceptualization, development, and refinement of a decision tool for FBA. The tool is designed to help school practitioners select rigorous and relevant assessment strategies for students with persistent challenging behavior.

B12 Early Childhood

Observing and Coaching Classroom Interactions that Promote Active Engagement

LeAnne Johnson, Brenna Rudolph, Maria Hugh, Andrea Ford

Coaches and educators will explore a new observation system focused on augmenting universal practices with intentional adult interactions that promote active engagement in learning for all students, especially those with developmental delays and disabilities.

B13 Wilson/ Roosevelt

Using Direct Behavior Rating Scales (DBR's) to Self-Monitor Adult Active Supervision

Laura Kern, Kathryn Dooley, Sarah Wilkinson

This session describes ways to measure and self-manage behaviors using Direct Behavior Rating Scales (DBR's). We will share preliminary findings of an intervention that uses DBR's to increase active supervision for recess supervisors.

B14 Cabin John/ Arlington Juvenile Justice

Expanding the Reach of PBIS: Novel Environments

BCBA Type 2 Credits

Kathryn Roose, Holly Seniuk

The presentation will describe the contextual modifications required to implement PBIS in novel environments including a maximum-security juvenile facility, a youth psychiatric hospital, and the Youth Parole Bureau.

B15 Burnham Home and Community

Positive Behavior Support Training of DSPs in a Self-Directed Supports Model

Victoria McMullen

This session focuses on how persons with disabilities and their family members can provide PBS training to Direct Support Professionals through the use of an individualized support manual, online training modules and collaborative team meetings.

B16 Tibercreek AB

Integration and Alignment

Alignment: A Key Driver for District Implementation Efforts and Efficiency

Lisa Powers, Jamie Grieshaber

District leaders must ensure positive outcomes through integrated systems, alignment and data as drivers. The presenters will share three processes: audit of initiatives, resource mapping/alignment, and a process for installing/aligning new initiatives.

Lunch Sessions – Thursday, February 21, 12:45pm-1:45pm

Lunch Thursday

Declaration AB

Lunch Session

School-Wide Systems (Tier I)

Meeting of State PBIS Leaders Network

Don Kincaid

State PBIS Leaders are Invited Presenter to participate in an information sharing and planning session with members of the OSEP PBIS Center.

Lunch Thursday

Cabin John/ Arlington

Lunch Session

Home and Community

Home and Community PBS Network Meeting

Meme Hieneman, Tim Moore, Nicolette Christians, Molly Dellinger-Wray, Amber Maki, Reilly Pelkey All interested in community applications of PBS are welcome to join the HCPBS Network to say hello to old and new friends and help plan future actions. Come check us out and bring your lunch!

Lunch Thursday

Wilson/ Roosevelt

Lunch Session

APBS Network Lunch Session

Ashley MacSuga-Gage

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

Lunch Thursday

Wilson/ Roosevelt

Lunch Session

Student Network Early Career Panel (Thursday lunch session)

Sarah Wilkinson, Renee Bradley, Allison Bruhn, Rebecca Zumeta Edmonds, Diane Myers, Lisa Thomas Panelists will share their student experiences and how their studies helped them choose their careers and facilitate the transition to their current roles. A range of careers related to positive behavior supports will be represented.

Session C – Thursday, February 21, 1:45pm-3:00pm

C1 Constitution B/BC

Invited Presenter

Football Stadiums, Churches, Dentist Chairs: Reflecting on National Support for PBIS

Renee Bradley

This session will explore the importance of teaching behaviors and the contributions to and impact of twenty plus years of schoolwide PBIS, the historical contributions to this effort and considerations for the future.

- C2 Constitution A Invited Presenter School-Wide Systems
(Tier I)
Preventive Classroom Management: Positive Behavior Support in the Classroom
Tim Knoster
This Invited Presenter session will highlight the translation of research into practice in terms of preventive classroom management strategies that help to create a trauma-informed learning environment.
- C3 Declaration AB Oral Equity
Moving the Needle on Equity: Promising Findings from Research in School Discipline
BCBA Type 2 Credits
Kent McIntosh, Eoin Bastable
We will describe results from an IES-funded project to reduce racial disproportionality in school discipline. The studies include a randomized controlled trial, an experimental single case study, and a qualitative study on increasing commitment.
- C4 Constitution CDE Oral School-Wide Systems (Tier I)
Talking So People Will Listen: Strategies for Increasing Buy-In
Betsy Lazega, Therese Sandomierski
This interactive session will introduce a variety of techniques for guiding resistant staff towards the adoption of Tier 1 PBIS. Role plays and opportunities for practice will be provided.
- C5 Lafayette Park/ Forragut Oral Classroom (Tier II)
Development, Validation, and Application of a User-Friendly Classroom Management Observation Tool
Brandi Simonsen, Jen Freeman, Jennier Bouckaert, Anthony Gambino
We introduce a user-friendly Classroom Management Observation Tool, summarize the development and validation process, and share how one district used this tool to guide and monitor their supports for teachers' classroom management practices.
- C6 Latrobe/Bulfinch/ Renwick Classroom (Tier II)
Effectively Using Data to Select, Implement, and Evaluate Tier 2 Systems
BCBA Type 2 Credits
Kaci Fleetwood
This presentation will emphasize how to use data in teaming, interventions, and evaluation to install, implement, and sustain efficacious Tier 2 systems.
- C7 Penn Quarter AB Integration and Alignment
Growing the Good: Strategies for Integrating Trauma-Informed Practices within the PBIS Framework
Megan Pell, Donna Carroll
As our awareness of the need for trauma-informed practices in schools increases, the need for strategic integration of these practices with the PBIS framework also increases. We will discuss strategies for addressing both needs.

C8 Independence BC Symposium Early Childhood

PBIS and Early Childhood

Anna Winneker, Denise Binder, Chris Vatland, Jolena Ferro, Angel Fetting, Sarah Fefer, Stacy Bender, Katie Greeny, Margreet van Oudheusden

This symposium will discuss ways of aligning existing SW-PBIS frameworks with early childhood classrooms, meaningfully engaging families and fostering self-regulation skills in young children for better outcomes. Strategies and resources will be shared.

- **Authentic Family Partnership in Early Childhood PBIS** - Angel Fetting, Sarah Fefer, Stacy Bender, Katie Greeny
- **Scaffolding Students to Become the Pilot of their Own Behavior through PBIS** - Margreet van Oudheusden
- **School-wide PBIS Making it Meaningful for ALL in Elementary Schools**--Jolene Ferro, Anna Winneker, Denise Binder, Chris Vatland

C9 Independence FG Symposium IDD

Person Centered Practices: A Foundation for Supports in Schools and Adult Life

Michael Smull, Michael Steinbruck

Learn how person centered practices are used in schools and adult services. Review efforts at the Arc of Baltimore regarding person centered plans that inform responsive treatment and promote healing environments needed for trauma-informed support.

C10 Independence FG Integration and Alignment

An Interagency Journey Toward Creating a Teaching Certificate Endorsement in PBIS

Rob Sumowski, Justin Hill, Kymberly Harris

Attendees will understand the collaborative process between two universities and a state department of education during the partners' journey toward influencing the creation of a state-level teaching certificate endorsement in PBIS.

C11 Franklin Square/ McPherson Invited Presenter Mental Health

Integrating Mental Health Assessment to Intervention at Tiers I and II

Nathaniel von der Embse, Laura Rutherford

This presentation discusses a three-year project integrating universal screening and mental health interventions at Tiers I/II. Teacher training, universal screening procedures, classroom management interventions, and effective selection of Tier II supports are discussed.

C12 Independence HI Individual Student Supports (Tier III)

Principal Leadership of Tier 3 School-Wide Positive Behavior Interventions and Supports

Cynthia Kennedy

Applied research on how school principals use leadership to effect transformative change relative to SWPBIS Tier 3 will be discussed. Participants will understand how intentional leadership behaviors support implementation of tertiary interventions in elementary schools.

C13 Wilson/ Roosevelt Individual Student Supports (Tier III)

From Haphazard to Systematic: Applying an Integrated Taxonomy of Intervention Intensity

Teri Marx, Joseph Wehby

Do you scramble to find ways to intensify supports for your students with significant academic and behavioral needs? This session will share how the Taxonomy of Intervention Intensity can help you organize your intervention planning.

C14 Cabin John/ Arlington School-Wide Systems (Tier I)

Targeting Systems of Support: Enhancing PBIS in High Needs School Districts

Adam Feinberg, Susannah Everett, Rebecca Shor, Andrea Ricotta, Susan Fischer

This presentation will provide an example of examining a state-wide model of supporting PBIS implementation in high needs school districts. This presentation will include exemplar experiences from high needs districts.

C15 Burnham Families and Parent Supports

Increasing Family Engagement within All Three Tiers of Schoolwide PBIS

BCBA Type 2 Credits

Kathleen Strickland-Cohen, Angela Hernandez

This session will describe family member and educator perceptions of factors that facilitate and hinder family engagement in schools, along with how one district is working to improve family-professional partnerships within a PBIS framework.

C16 Tibercreek AB Home and Community

Supporting Critical Social Skills in Community-Based Contexts for Adults with Autism

Kara Constantine, Amanda Duffy, Kate Langston Rooney, Sasha Birosik

The presentation will discuss best practices for social skills assessment and intervention for individuals with ASD, provide practical social skills resources, and describe methods for progress monitoring at the individual and program-wide level.

Session D – Thursday, February 21, 3:15pm-4:30pm

D1 Constitution B/BC Invited Presenter School-Wide Systems (Tier I)

Be A CHAMP!

Jim Finch

Conference attendees will see lessons learned in the implementation and sustainability plan for Positive Behavior Intervention and Supports at Mary Persons High School.

D2 Constitution A Invited Presenter School-Wide Systems (Tier I)

Addressing PBIS Implementation Misrules by Revisiting our Behavior Analytic Roots

George Sugai

Purpose is to address common PBIS misrules contributing to implementation slowdowns. We revisit principles of behavior analysis to address intrinsic v. extrinsic motivation, positive reinforcement and rewards, attitudes and beliefs v. behaviors, and teaching with punishment.

D3 Declaration AB Invited Presenter Mental Health
Threat Assessment: A Behavior-Based Approach to Preventing Targeted School Violence

Steven Driscoll

This introductory session will describe the U.S. Secret Service's K-12 school threat assessment model, and will provide actionable steps that schools can take to reduce the risk of targeted attacks perpetrated by students.

D4 Constitution CDE Classroom (Tier II)
Using Precision Requests to Increase Compliance Among Students with EBD

BCBA Type 2 Credits

Christian Sabey, Marcie Calder

In this session attendees will discuss the results of a study evaluating the effect of Precision Requests on the compliance behavior of elementary-age students in a self-contained class for students classified with emotional disturbance.

D5 Lafayette Park/ Forragut Symposium Individual Student supports (Tier III)
Using Technology to Train and Implement Function-Based Support (FBA/BSP)

Chris Borgmeier, Meme Heineman, Scott Spaulding

This symposium brings together leaders focused on using technology to train and implement functional behavior assessment and behavior support planning (FBA/BSP). Learn about available technologies and how to maximize technology to support effective implementation.

D6 Latrobe/Bulfinch/ Renwick Integration and Alignment
Integrating Reactionary Restorative Practices into an Already Established Tier 1 PBIS

Stephanie Martinez, Lauren Evanovich, Therese Sandomierski

Looking to expand Restorative Practices strategies? This session will provide strategies for running a circle and advanced facilitation, explore the mindset and rationale for reactionary circles, and briefly review shuttle mediation within existing PBIS framework.

D7 Penn Quarter AB Individual Student Supports (Tier III)
Creating a Data-Driven School and University Partnership: FABI Professional Development

BCBA Type 2 Credits

Kristina Randall, Kathleen Lane, Eric Common, Shanna Hirsch, Michelle Dunn

We provide an overview of a data-driven professional development on functional assessment-based interventions. We will describe procedures for monitoring training and report preliminary teacher-level outcomes from this professional development.

D8 Independence BC Invited Presenter Families and Parent Supports

Peer Support: An Untapped Potential for the Practice of PBS with Families

George Singer

Peer support has demonstrated efficacy in interventions for parents of children with developmental disability. It represents a relatively untapped potential resource for professionals providing assistance to families with positive behavior support interventions. This presentation draws upon sociological and neuropsychological theories to explain the potent impact that help parent to parent support can have and how it may be an effective vehicle for delivering PBS services. A brief review of the literature and a meta analysis will summarize intervention studies using parent to parent support approaches. The presentation will focus on a close analysis of a dialogue between a mentor parent and a younger parent as they converse about their children with autism. The analysis will point out the way that in group and out group awareness along with the need to navigate stigma and attendant shame can pose an obstacle for building trust between parents and professionals. The presenter will argue that parents when matched correctly in helping dyads can overcome the social threat associated with stigma around problem behavior. He will discuss Porgas' Polyvagal Theory and how parent helpers trained in mindfulness may provide a promising avenue for new therapeutic in-roads with families.

D9 Independence FG Invited Presenter

Ignite Session for International APBS Networks

Ashley MacSuga-Gage

This ignite session will showcase efforts by International leaders of APBS Networks in Asia, Australia, and Europe working to establish, maintain, and grow PBS initiatives and practices across community and school settings.

- **PBS-Europe Network: Current Issues and Future Perspectives** -- Sui Lin Goei, Michael Paal
- **How we are Building a System to Disseminate PBS in Japan** -- Kazuki Niwayama, Kenichi Ohkubo
- **PBS: The Australian Story** -- Sharonne Telfer, Shiralee Poed

D10 Independence DE Symposium Families and Parent Supports

Promoting Home-School Collaboration to Create Positive Academic and Behavior Outcomes for Children

Marion Forgatch, Sarah Fefer, Susan Sheridan, Andy Garbacz

This session will describe approaches to promote home-school collaboration. Results from a parenting intervention, a classroom-based intervention, and a family intervention meta-analysis will highlight home-school collaboration practices and associated academic and behavior outcomes for children.

D11 Franklin Square/ McPherson Invited Presenter Early Childhood

A National Priority for Bringing PBIS to Early Childhood

Lise Fox, Jennifer Tschantz, Mary Louise Hemmeter

Consider the outcomes of implementing PBIS from birth to graduation! The National Center for Pyramid Model Innovations will describe the implementation of PBIS in early childhood. Learn more about this critical priority and available resources.

D12 Independence HI

School-Wide Systems (Tier I)

Get the Big Picture of Your MTSS

Karen Cox

This session highlights an innovative data management tool that provides an aerial view of MTSS system and intervention implementation across tiers along with their related outcomes; connecting numerous parts to create a cohesive whole.

D13 Wilson/ Roosevelt

Equity

Not Separate but Not Equal: Improving Equity in Diverse School Settings

Daniel Cohen, Sara McDaniel, Tamika LaSalle

We will outline a blueprint for equitable practices related to PBIS: (a) strategies for improving objectivity in district codes of conduct, (b) discussing educator biases and (c) approaches for integrating culturally responsive practices with PBIS.

D14 Cabin John/ Arlington

Mental Health

Strengthening Relationships to Strengthen Outcomes

Ali Hearn

One district's story will open eyes to the importance of relationships in our schools. Learn how the PBIS framework provides an opportunity to operationalize the process of "strengthening relationships" through multi-tiered systems of support.

D15 Burnham

IDD

PBS Through our Eyes: An Innovative and Inclusive Approach to Teaching PBS

BCBA Type 2 Credits

Susan O'Shea, Mary Valachovic, PBS Champion Team Member, Kathy Baldwin

We will discuss the importance of stakeholder participation to ensure supports remain true to the values of PBS and social validity. Universal strategies as perceived through the eyes of people with disabilities.

D16 Tibercreek AB

Home and Community

Evaluate-Collaborate-Capacitate: Creating Independent PBIS teams with Capacity and Fidelity Across Multiple Environments

Paul Rogers, Victoria Hatch, Patricia Newman

Three case studies (family, community, school) will demonstrate tools and their application of expertise across three tiers of intervention using collaborative process that results in team capacity building and interventions within natural communities of support.

Session E – Thursday, February 21, 4:45pm-6:00pm

- E1 Constitution B/BC Invited Presenter Classroom (Tier II)
Personalizing Interventions to Enhance Results for Students with Identified Social, Emotional and Behavioral Problems
Clayton Cook
A one-size-fits-all approach to intervention programming for students with social, emotional and behavioral difficulties results in limited success. This presentation will discuss how to personalize/match interventions to students to increase the success of intervention programming.
- E2 Constitution A Featured Families and Parent Supports
An Optimistic Approach to Helping Students with Challenging Behaviors
BCBA Type 2 Credits
V. Mark Durand
This talk will cover new insights into obstacles to implementing PBS. It will describe how advances in positive psychology can help caregivers and be more effective in their efforts to help those with challenging behaviors.
- E3 Declaration AB School-Wide Systems (Tier I)
A Cyclic Relationship: High School Teachers' Perceptions of Classroom Management
Colleen Commisso
This study examined high school teachers' perceptions of classroom management. Findings showed a cyclic relationship between multiple facets including training, beliefs, and responses to behavior. Implications supporting teachers to implement positive behavioral strategies are included.
- E4 Constitution CDE School-Wide Systems (Tier I)
Integrating Social, Emotional, and Behavioral Supports within Prevention Oriented Frameworks
Mack Burke, Aaron Campbell, Samar Zan, Micheal Paal, Anna-Maria Hintz, Anne Karhu, Vesa Närhi, Isabelle Erbslöh, Eun Hye Ko, Martin Mendoza, Christina Gushanas, Celal Perihan
Five studies are presented, focused on examining various aspects of social, emotional, and behavioral functioning of students with or at-risk of EBD within prevention-oriented frameworks. Emphasis is placed on cultural adaptations of behavior support.
- E5 Lafayette Park/ Forragut School-Wide Systems (Tier I)
An Instrument for Assessing Inclusive School-Wide Positive Behavioral Interventions and Supports
BCBA Type 2 Credits
Sheldon Loman, Virginia Walker
We will present preliminary data on the use of an instrument to evaluate the inclusion of students with severe disabilities in school-wide positive behavioral interventions and supports.

E6 Latrobe/Bulfinch/ Renwick

Classroom (Tier II)

PBIS Doesn't Stop at the Classroom Door

Brian Meyer, Kimberly Yanek, Diane LaMaster

This session will describe how the Midwest and Mid-Atlantic PBIS Networks have refined their organization of classroom practices in school-wide PBIS, and connect those practices to developing student-teacher relationships and the trauma-informed lens.

E7 Penn Quarter AB

Integration and Alignment

A Framework for Integrating CICO and SAIG within Tier 2 Support

Olivier Fradet-Turcotte, Steve Bissonette (PHD), Normand St-Georges

A framework for integrating and aligning CICO and Social Academic Instructional Groups within a Tier 2 level of support will be presented. Student progress, fidelity and social validity assessment tools will be shared with participants.

E8 Independence BC

Integration and Alignment

A Systemic Approach to Implementing Innovations for SEL through the PBIS Framework

Kristin Hendricks

This session demonstrates how a District Implementation Team worked side by side with selected school staff to braid initiatives, programs, and practices for Social & Emotional Learning (SEL) into classroom instruction to bridge research to practice.

E9

Individual Student Supports (Tier III)

Reinventing Teaming to Ensure Students with Disabilities can Access Intensive Supports

Teri Marx, Steve Goodman

Students with disabilities continue to lag behind their peers despite nationwide PBIS/MTSS implementation. This presentation will share how IEP teams can work within MTSS structures and leverage data-based individualization to ensure student progress.

E10 Independence DE

Individual Student Supports (Tier III)

Using the Prevent-Teach-Reinforce (PTR) Model in School-Based Behavioral Consultation

BCBA Type 2 Credits

Kwang-Sun Cho Blair, Rose Iovannone

This presentation introduces the process and outcomes of using the PTR model for students with severe problem behavior. The implications for practice in using the PTR model in providing school-based consultation will be discussed.

E11 Franklin Square/ McPherson

Invited Presenter

Mental Health

The Role of Psychological Flexibility in Positive Behavior Support

BCBA Type 2 Credits

Ashley Greenwald, Donald Jackson

Barriers to implementation often arise when faced with implementing a behavior support protocol. This presentation will discuss Acceptance and Commitment Therapy (ACT) and its application to Positive Behavior Support for individuals and organizations.

E12 Independence HI

Home and Community

Building Positive, Healthy, Inclusive Communities Using OW-PBS Across Human Service Programs

Matt Enyart, Chris Rathmel, Janie Yannacito

Presenters will share how one county launched six unique OW-PBS pilots within Corrections, Mental Health, and I/DD programs for adolescents and adults. Implementation, fidelity, and program specific outcome data will be shared with participants.

E13 Wilson/ Roosevelt

Equity

A Journey Through Privilege, Implicit Bias and Strategies to Increase Equitable Outcomes

Lisa Fillipovich, Charles Barrett

This interactive presentation increases participants' knowledge of privilege, implicit bias, vulnerable decision points, and neutralizing routines to decrease disproportionate discipline outcomes for students. Implications for teachers, administrators, and equitable practice and policy will be discussed.

E14 Cabin John/ Arlington

IDD

Using Picture of a Life (POL) as a Person-Centered Planning Approach

Nicole Duchelle, Nichole Meyer

Key elements of POL, a person-centered planning process, will be described as a way to reframe our interactions and empower people to achieve their highest potential. Stories and examples demonstrating POL will be shared.

E15 Burnham

Juvenile Justice

PBS In Non-Traditional, Multi-Disciplinary Systems: Staying True to Critical Features

Brenda Scheuermann, James Bateman, JoDonna Burdoff

We describe projects in which PBS is being implemented in non-traditional, multi-disciplinary settings, potential barriers present in those settings, and strategies for moderating those barriers while maintaining fidelity to PBS critical features.

E16 Tibercreek AB

Early Childhood

Prevent-Teach-Reinforce for young Children with ASD in Real Life Settings

Zakaria Mestari, Mélina Rivard, Diane Morin, Jacques Forget, Amélie Terroux

Prevent-Teach-Reinforce was used by educators in a randomized trial including 40 children. The process to adapt the program in a real-life context, and the effects on the educators, will be presented.

Reception and Poster Session – Thursday, February 21, 6:30-8:00pm

Session F – Friday, February 22, 8:30am-9:45am

- F1 Constitution B/BC **Friday Keynote** Families and Parent Supports
Mindfulness-Based Positive Behavior Support: What It Is and How To Use It
BCBA Type 2 Credits
Nirbhay N. Singh
Mindfulness-Based Positive Behavior Support (MBPBS) braids two evidence-based practices—mindfulness and PBS—to support (a) individuals with IDD and ASD and (b) parents, family and paid caregivers, and teachers in enhancing their quality of life.
- F2 Constitution A Featured
Implementing Tier II and Tier III Practices in PBIS
Rob Horner
This session will review the core features of Tier II and Tier III practices within PBIS and argue that we have under-emphasized the organizational features needed for effective use of Tier II and Tier III.
- F3 Declaration AB Mental Health
PASS: Preliminary Results from a Random Control Trial on Interconnected Systems Framework
Mark Weist, Joni Splett, Kelly Perales, Colleen Halliday-Boykins, Elaine Miller
The Project About School Safety (PASS) is a random control trial investigating the Interconnected Systems Framework (ISF). This session will share preliminary results, successes and challenges, and implications for the field.
- F4 Constitution CDE School-Wide Systems (Tier I)
Surviving in a Time of Change: District-Wide Institutionalization of SWPBS
Mae Coffman, Jennifer Baker
Although MTSS-B is well defined through research, barriers to initial implementation and long-term sustainability still remain. This presentation discusses five steps taken by a mid-sized district in Texas to align and maintain district-wide implementation.
- F5 Lafayette Park/ Forragut Classroom (Tier II)
Function-Based Self-Advocacy Training: Schools Teaching Students How to Advocate for Function-Based Needs
Tosha Owens, Natalie Cook, Jada Mumford
FBSA Training is a research-based intervention designed to teach students with challenging behavior to advocate for their function-based needs. Intervention overview, research results, and school-based staff input on the intervention will be provided.
- F6 Latrobe/Bulfinch/ Renwick Integration and Alignment
Check & Connect: Monitoring Students' Academic and Positive Behavioral Progress Toward Graduation
David Johnson, Eileen Klemm
Presenters will share tools for successful implementation of Check & Connect (C&C). Assessments and online supports include a C&C readiness tool, Student Engagement Instrument, fidelity measures, online support modules, and the C&C App.

F7 Penn Quarter AB School-Wide Systems (Tier I)

Make it Work! Implementing and Sustaining SWPBIS in Philadelphia

Erika Hughes, Laura Rutherford, Jennifer Francisco

The purpose of this presentation is to describe the challenges encountered in building and sustaining SWPBIS in a large, urban school district and how best to address them through funding, technical assistance, and coaching support.

F8 Independence BC Integration and Alignment

Technology Trends Across the Tiers

Allison Bruhn, Shanna Hirsch, Kathleen Conley

PBIS schools have a unique opportunity to leverage technology to support implementation. We will highlight technology trends, including discussions of research and practice, across Tier 1, Tier 2, and Tier 3.

F9 Independence FG Integration and Alignment

Campus-Wide PBS: Improving Outcomes and Collaboration Across Alternative Schools and Residential Facilities

Kimberli Breen, Carrie Carl, LCSW-R, Jeanne Johnson, Jamie Smith, Amanda Cusson, Roman Newton

This campus meets the needs of youth 24-7 by implementing PBS within the schools and cottages. Come learn how this has improved the quality of life for youth and the adults who support them.

F10 Independence DE Individual Student Supports (Tier III)

Using a Modular Approach to Support Individual Students with Autism in Schools

BCBA Type 2 Credits

Rose Iovannone, Rose Iovannone, Elizabeth Cassell

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

F11 Franklin Square/ McPherson Symposium IDD

PBS in Transition for Youth with I/DD: System and Content Considerations

David Rotholz, Catherine Fowler, Ralph Lollar, Jennifer Johnson, Carol Schall

This session provides multiple perspectives on ways that PBS can contribute to successful transition from school to meaningful adult life. It includes programmatic, regulatory, technical assistance and training content spanning the school to community transition.

F12 Independence HI Individual Student Supports (Tier III)

Using the Competing Behavior Pathway as a Progress Monitoring Tool

Stacy Morgan

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 the scale basis for teacher-collected progress monitoring data.

F13 Wilson/ Roosevelt

Equity

Telecoaching to Support PBIS Implementation in Rural Schools

Sara McDaniel, Bradley Bloomfield

Recent developments in teleconsultation have advanced medical support in rural communities. We will present a similar model, "telecoaching" used to provide SWPBIS coaching in rural schools. Research outcomes and suggestions for practice will be presented.

F14 Cabin John/ Arlington

Equity

Identifying and Addressing Disproportionate Discipline in Your Early Childhood Program

BCBA Type 2 Credits

Jolenea Ferro, Myrna Veguilla, Denise Binder, Meghan von der Embse, Lise Fox, Anna Winneker

Practice recognizing and addressing disproportionality in behavior incidents reported in your early childhood setting. Review and analyze child, classroom, and program data to identify effective actions your program can take to address equity concerns.

F15 Burnham

Early Childhood

Bridging Roles to Support Young Children with Challenging Behavior

BCBA Type 2 Credits

Charis Price, Cheryl Light-Shriner, Dani Pizzella

This presentation will discuss the current dimensions of ABA and the DEC's Recommended Practices as a strategy to resolve common challenges that may occur in collaborative partnerships when implementing features of PBIS.

F16 Tibercreek AB

Home and Community

Small Towns Big Challenges: Successful Collaborative PBIS Implementation in Small Rural Communities

Karen Inglis, Victoria Hatch

Strategies on PBIS implementation within small rural locations with limited access to resources, supports and PBIS knowledge are highlighted. Collaboration strategies for increasing team independence will be shared. Video case studies are embedded throughout.

Session G – Friday, February 22, 10:00am-11:15am

G1 Constitution B/BC

Individual Student Supports (Tier III)

Prevent-Teach-Reinforce (PTR): A Feasible and Effective Team-Based FBA/BIP Process

BCBA Type 2 Credits

Rose Iovannone

The PTR multi-step process will be described along with the tools and professional development framework to increase capacity of behavior coaches. Participants will view video cases and receive access to the PTR and coaching tools.

G2 Constitution A Invited Presenter
Systems (Tier I)

School-Wide

The Tenth PBIS Film Festival: The Best Films of the Past Decade

Shanna Hirsch, Ashley MacSuga-Gage, Michael Kennedy, Jessica Swain-Bradway

During this year's PBIS Film Festival, we take a look back at the evolution of PBIS films. In addition, we will recognize the top films from 2019. Come laugh, reminisce, and learn!

G3 Declaration AB

Families and Parent Supports

Whole Person, Whole Life: Collaboration with Families for Positive Behavior Change

Meghan Mulvenna, Kiki McGough

Successful and positive behavior change requires a team effort. This panel presentation will offer first-hand experiences from family members who have implemented Positive Behavior Support with their children or siblings.

G4 Constitution CDE

School-Wide Systems (Tier I)

Evidence from Multi-Tiered Prevention Research in the European Context

Hannu Savolainen, Mack Burke, Sui-Lin Goei, Paal Michael, Kourea Lefki, Gino Casale, David Simó-Pinatella, Anna-Maria Hintz, Isabelle Erbslöh, Pirjo Savolainen, Vesa Närhi, Aggeliki Liasidou, Helen Phtiaka, Jürgen Wilbert, Tatjana Leidig, Thomas Hennemann, Michael Grosche, Amy Briesch, Robert Volpe

This symposium provides evidence from multi-tiered prevention research in the European context. Five studies are presented providing an overview, implementation, and cultural adaptations of multi-tiered behavior models from the Netherlands, Finland, Cyprus and Germany.

G5 Lafayette Park/ Forragut

School-Wide Systems (Tier I)

Supporting Coaches in Ethical Situations: A Model for Developing Interdisciplinary Guidelines

BCBA Type 2 Credits

Holly Seniuk, Kaci Fleetwood

This presentation will discuss common ethical scenarios that arise when working as a PBIS coach, and present a model for providing ethical guidelines for coaches by cross-walking ethical codes from various disciplines.

G6 Latrobe/Bulfinch/ Renwick

Home and Community

Implementing PBS at Home: Professional/Family Members Practicing what We Teach

Kimberli Breen, Leanne Hawken, PhD, BCBA, LBA, Karen Gifford MEd

Experiences from three educational professionals who implement PBS at home, with school and in the community with their unique children will be shared. Research will be brought to life with practical examples and lessons learned.

G7 Penn Quarter AB

Equity

Focus and Recovery: Engage Disruptive, Defiant, Disrespectful Students and Regain Instructional Time

Carolyn Lamm

"Restorative Focus and Recovery" vs. Schools' Biggest Challenges: Break the hamster-wheel of repeated disruption/defiance/disrespect. Impact Equity/Disproportionality. Empower educators to embrace restorative, trauma-informed, culturally-responsive practices. Engage "lost" students with self-management. How-to steps provided.

G8 Independence BC

Classroom (Tier II)

Implementing CW-FIT in an Inclusive Middle School Classroom in Taiwan: Lessons Learned

Yun-Shuan Chang, Pei-Yu Chen, Shu-Fei Tsai

The adaptations and implementation of Class-wide Function-related Intervention Teams in a middle school inclusive classroom in Taiwan, and the intervention effects on students' on-task behaviors and teachers' classroom management will be discussed.

G9 Independence FG

Classroom (Tier II)

Using Technology to Screen Teachers' Classroom Management Skills

Nicholas Gage, Ashley MacSuga-Gage

We developed an audio and video recording-based tool to assess teachers' evidence-based classroom management skills (CMS) during large group instruction. This presentation will describe the results of the initial psychometric evaluation of the tool.

G10 Independence DE

Integration and Alignment

Aligning Academic, Behavior, and Mental Wellness Drivers to Guide a MTSS Framework

Sophia Farmer, Regina Pierce, Steve Tonelson, Corinne Wilson, Amanda Working

The VTSS initiative aligns three domains (academic, behavior, and mental wellness) through the implementation drivers. We will share our scope and sequence, data dashboard, selection tool, and implementation matrix, while highlighting district and school progress.

G11 Franklin Square/ McPherson

Invited Presenter

Home and Community

The View from Here: PBS and the Treatment of Severe Mental Illness

Jennifer McFarland-Whisman

This presentation will highlight one family's experience with the mental health system and advance a conversation about the potential contributions of PBS to supporting individuals with severe mental illness.

G12 Independence HI

Individual Student Supports (Tier III)

Building Tier III District Infrastructure with PTR Master Facilitators

Cristy Cloues, Barbara Kelley

California school districts are developing Tier III infrastructure with Prevent-Teach-Reinforce (PTR) Master Facilitators. In this session, participants will explore the structure and design of PTR Master Facilitator Academy, PTR Team Training and Community of Practice.

G13 Wilson/ Roosevelt

Equity

Inequity in School Discipline Practices: A Critical Race Theory Perspective

Rachel Bailey

This session will describe a study aimed to understand educator's perspectives of racial/ethnic disproportionality in school discipline practices from a critical race theory perspective. Future directions for research and practice will be highlighted.

G14 Cabin John/ Arlington

Mental Health

Forensic Psychiatric Hospital to Community Inclusion: PBS in Practice

Kris Clark

Nearly half of patients discharged from Forensic Psychiatric facilities are institutionalized there again. Transition from Forensic Psychiatric facility to Community is explored with data and observations one year later. PBS and systems changes.

G15 Burnham

Early Childhood

Group Contingencies in Preschool Settings: Research and Application of an Effective Intervention

BCBA Type 2 Credits

Elizabeth Pokorski, Erin Barton

Group Contingencies (GCs) might alleviate some challenges of classwide behavior modification. This presentation shares original research on the use of GCs with preschool children and provides practical implementation strategies of GCs in preschool settings.

G16 Tibercreek AB

IDD

Program Evaluation and Development in Public Schools Serving Students with Autism

BCBA Type 2 Credits

Todd Miller, Katie Meyer, Daniel Martin

Learn how to use program evaluation to implement evidence-based practices for students with ASD and develop organizational structures in this review of the process, outcomes, and recommendations from a series of school-based ABA program evaluations.

Session H – Friday, February 22, 11:30am-12:45pm

H1 Constitution B/BC

Mental Health

Addressing Students with Internalizing Needs through School-Wide PBIS

Lucille Eber, Susan Barrett, Kelly Perales

Schools are increasingly aware of the need for their school-wide PBIS systems to identify and support students with more internalizing challenges. This session will provide guidance on improving multi-tiered systems and practices for all students.

H2 Constitution A Featured School-Wide Systems (Tier I)

Lessons Learned Implementing PBIS in High Schools: Current Trends and Future Directions

BCBA Type 2 Credits

Jennifer Freeman

This session will highlight a newly released (Oct. 2018) monograph on implementing PBIS in high schools. We will review lessons learned and highlight current trends and future directions for high school implementation.

H3 Declaration AB School-Wide Systems (Tier I)

One High School's Journey to Tier 1 PBIS Development and Implementation

Ashley Rila, Allison Bruhn, Sara Estrapala

We explore a brand new high school's journey to develop and implement a Tier 1 plan. We discuss (a) the importance of gathering faculty and student input, (b) innovative implementation and (c) pre-post outcomes.

H4 Constitution CDE School-Wide Systems (Tier I)

Trainer-Leader-Coach (TLC): Critical Components of a PBIS Trainer-of-Trainer Program for School Districts

Angel Jannasch-Pennell, Daniel Gulchak, Ruth Reynoso

Sustaining PBIS fidelity after initial training is hard! Learn how to start a TLC program to train the next generation of district PBIS experts to scale up internal capacity. Spoiler: content is the easy part!

H5 Lafayette Park/ Forragut School-Wide Systems (Tier I)

Adult and Student Interactions in Common Areas: Preliminary Results of Direct Observation

BCBA Type 2 Credits

Terry Scott, Shu-Chen Tsai

This presentation describes a study of teacher-student interactions in common areas. Preliminary findings will be shared along with a discussion of analyses of interaction effects between adult initiated demographics/supervision/engagement and student behaviors.

H6 Latrobe/Bulfinch/ Renwick Classroom (Tier II)

Building State-Wide Systems to Support Teachers: Classroom Behavior Practice Coaching Model

Amy Wheeler-Sutton, Brandi Simonsen

In this session, we will (a) describe the key elements of effective systems to support teachers' classroom behavior support and (b) provide an overview of the VT Classroom Behavior Practice Coaching Model with preliminary data.

H7 Penn Quarter AB Integration and Alignment

Fear Not: Tips for Integrating Culturally-Responsive and Trauma Sensitive Practices into MTSS

Nicholas Kier, Daria Lorio-Barsten, Kara McCulloch

An account of integrating cultural responsiveness (CR) and trauma-sensitive practices into the multi-tiered system of supports, lessons learned, and invitation for participants to collaborate in order to increase CR and trauma-sensitive practices within their contexts.

H8 Independence BC

Integration and Alignment

Building a School Improvement Model for Integrating Academic and Behavior Supports

Nancy Kueffer, Rice Beth, Alisha Schiltz

State and district presenters will share how a new state division was created, Integrated Academic and Behavior Support (IABS), using an implementation framework to train and coach local districts in a MTSS school improvement model.

H9 Independence FG

Home and Community

Effective Strategies to Improve the Work-Related Social Skills of Youth with Autism

Holly Whittenburg, Carol Schall

Work-related social skills are critical to employment success yet can be challenging for youth with autism. We will demonstrate how evidence-based strategies can be used to increase social skills and improve competitive, integrated employment outcomes.

H10 Independence DE

Individual Student Supports (Tier III)

A Tier 3 Social Skills Intervention: Connecting Assessment with Intervention

Rebecca Hartzell, Chelsea Carr

This presentation will present a two-phase social skills intervention with students with disabilities at the elementary, middle, and high school level. Results of six multiple baseline studies and directions for future research will be presented.

H11 Franklin Square/ McPherson

Featured

Families and Parent Supports

BCBA Type 2 Credits

Overcoming Obstacles to Family Engagement in Positive Behavior Support

Meme Hieneman

This session will summarize the research related to parent involvement in positive behavior support and provide practical guidance regarding how to more effectively engage family members and overcome logistical and motivational barriers.

H12 Independence HI

IDD

Beyond Data Collection: Using Data to Make a Difference in Adult IDD Settings

Christine Downs, Robert Putnam

Move beyond data collection to create systems & practices to improve both service delivery by practitioners and quality of life for individuals. Four tools to measure fidelity and outcomes will be demonstrated. Action planning time allotted.

H13 Wilson/ Roosevelt

Individual Student Supports (Tier III)

Implementation of Individualized PBS: Exploring Why Some Teachers Struggle and Others Succeed

BCBA Type 2 Credits

Rachel Robertson, Anastasia Kokina

Presenters share results from a statewide teacher survey reporting school and teacher characteristics associated with successful implementation of behavior support plans. Implications for improving individualized PBS in schools struggling to implement BSP will be discussed.

H14 Cabin John/ Arlington

Equity

Deconstructing Inequitable Systems: Walking the Walk and Talking the Talk

Ashley White, Therese Sandomierski, Rebecca Webster

"Cultural competence" begins with the realization that long-lasting improvements aren't achieved within a single professional development experience. This session provides strategies to support educators' exploration of the attitudes and beliefs that maintain inequitable educational systems.

H15 Burnham

Juvenile Justice

Implementing PBIS in Juvenile Justice: Lessons Learned from One Secure Facility

Rachel Lively, Diane Myers

This presentation will focus on lessons learned from implementing PBIS over five years in a secure facility in Texas. Topics include perceptions (and misperceptions) of PBIS and recommendations for effective PBIS implementation in alternative settings.

H16 Tibercreek AB

Early Childhood

Gathering and Using Data within Early Childhood Teams: Solutions using Cloud Technology

LeAnne Johnson, Andrea Ford, Maria Hugh, Brenna Rudolph

This session will explore tools that leverage cloud technologies to support early childhood educators in gathering, summarizing, and using behavioral data within an active, team-based problem-solving model when addressing child, classroom, and program needs.

Lunch Sessions – Friday, February 22, 12:45pm-2:00pm

Lunch Friday Cabin John/ Arlington

Lunch Session

Families and Parent Supports

APBS Family Workgroup Meeting and Open House

Melissa Ruiz, Kimberli Breen, Kiki McGough, Gene McConnachie

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, input to future goals sought. Bring your lunch!

Lunch Friday

Lunch Session

Student Network Research Panel (Friday lunch session)

Sarah Wilkinson, Catherine Bradshaw, Nicholas Gage, Blair Lloyd, Kent McIntosh

Panelists will share the theoretical framework that drives their line of research, and how that line of research developed. They will also share advice they have for students who are just beginning their research careers.

Session I – Friday, February 22, 2:00pm-3:15pm

I1 Constitution B/BC

Featured

School-Wide Systems (Tier I)

Managing Behavior in Non-Classroom Settings: Using the PBIS Logic for Instruction

Terrance Scott

This session provides an overview of strategies for teaching and managing behavior in common settings including the hallway, cafeteria, and school bus. Video vignettes will be used to demonstrate key principles of high-probability practices.

12 Constitution A Featured Families and Parent Supports
Quality of Life Outcomes Associated with Family Centered PBS: A Longitudinal Analysis

BCBA Type 2 Credits

Joseph Lucyshyn, Lynn Miller, Christy Cheremshynski, Sharon Lohrmann, Bruno Zumbo
Quality of life outcomes from a longitudinal study of family centered PBS with ten families will be presented. Transformation of coercive into constructive processes in family routines was associated with improvements in overall family functioning.

13 Declaration AB School-Wide Systems (Tier I)
Impact of SWPBIS on Disciplinary Exclusions for Students with and without Disabilities

Nicholas Gage

In this presentation, we will describe a series of research studies leveraging state-level data to conduct rigorous evaluations of the impact implementing SWPBIS with fidelity on reducing disciplinary exclusions for students with and without disabilities.

14 Constitution CDE Classroom (Tier II)
Don't Throw the Baby out with the Bathwater: Adapting Behavioral Interventions

Caitlyn Majeika, Alyssa Van Camp, Colleen Commisso, Samantha Kelly, Joseph Wehby, Lee Kern
Often, students are nonresponsive to Tier 2 programs. We will show you practical ways to assess student response and implement adaptations for a variety of Tier 2 interventions.

15 Lafayette Park/ Forragut Classroom (Tier II)
Simple and Efficient Supports for Teachers' Classroom Management: Tools and Supporting Evidence
Sang Gyu (Michael) Byun, Jen Freeman, Brandi Simonsen
We describe an efficient approach to enable teachers to enhance their own classroom management; briefly summarize data from recent studies; and share tools you can use in your own classroom, school, or district.

16 Latrobe/Bulfinch/ Renwick Integration and Alignment
Does it Work? The Use of Validated "Change-Sensitive" Measures in PBS

James McDougal

Does it work? The use of validated "change-sensitive" measures to support the evolution, integration, and evaluation of PBS models. Data for screening, intervention design, progress monitoring, decision making, evaluation and outcomes from actual schools/districts.

17 Penn Quarter AB Integration and Alignment
Aligning California's MTSS and PBIS Frameworks to Efficiently Support Counties and Districts

Michael Lombardo, Jami Parsons Ed.D., Lina Bender, Kimberli Breen

California's PBIS Coalition supports over 2,000 schools statewide. The CAMTSS initiative seeks to impact 100% of the over 10,000 schools in the state. Join us to hear how leaders are collaborating and aligning efforts.

- I8 Independence BC Individual Student Supports (Tier III)
Collaborative PBIS -From Police Involvement and Handcuffs to Full Inclusion
Paul Malette
An inspiring case study of collaborative PBIS implemented for a 12-year-old student. Video testimonials, self-reporting, and two-year behavioral and quality of life data illustrate the dramatic behavioral and quality of life changes that occurred.
- I9 Independence FG Early Childhood
Unpacking and Measuring Program-Level Supports for Pyramid Model in Early Childhood Education
Christopher Vatland, Mary Louise Hemmeter, Erin Barton, Lise Fox
How can early childhood programs build systemic supports that foster program-wide implementation of positive behavior interventions and Pyramid Model practices? This presentation discusses both benefits and challenges in both implementation and measurement of program-wide systems.
- I10 Independence DE Structured Networking
Structured Networking Session for Existing APBS Networks
Ashley MacSuga-Gage
This session provides existing APBS networks with the opportunity to learn more about each other and to hear network updates. Several networks will briefly present and time to share common concerns/questions will be provided.
- I11 Franklin Square/ McPherson Ignite Mental Health
Interconnecting School Mental Health and PBIS
Susan Barrett
This ignite session will focus on aligning and integrating mental health and PBIS. An overview of ISF will be provided followed by four practitioners who will share their experiences, tools and resources.
- I12 Independence HI Individual Student Supports (Tier III)
Coaching Behavior Support Strategies in Elementary Schools: What Does it Look Like?
BCBA Type 2 Credits
Elizabeth Kelly, Scott Spaulding, Carol Davis
This presentation shares the results of a large-scale survey distributed to elementary schools engaged in PBIS in Washington state in order to describe current coaching practices for PBIS in school settings.
- I13 Wilson/ Roosevelt School-Wide Systems (Tier I)
Positive Bus Safety System (PBSS) Implementation Across Three Districts: Methods and Outcomes
Daniel Gulchak, Ruth Reynoso, Angel Jannasch-Pennell
Disruptive behavior on the bus can bring transportation to a screeching halt! See training protocols, systems and outcomes when three districts trained 500+ drivers/monitors to improve student behaviors, increase equitable discipline and reduce referrals.

I14 Cabin John/ Arlington

Equity

A Comparison of African-American Student and Caucasian Teacher's Definition of Respect

BCBA Type 2 Credits

Paula Chan

This study sought to determine how African-American students and their Caucasian teachers define respect. Participants were asked to describe respectful behavior towards teachers and respectful behaviors towards students. Study results and implications will be discussed.

I15 Burnham

IDD

Demonstrating Effective Evidence-Based Strategies for Improving Social-Communication Skills of Adolescents with ASD

Amanda Thomas, Irem Bilgili Karabacak

We will share instructional resources, demonstrate strategies used in PMI, provide interactive opportunities to learn the instructional sequences, and brainstorm how to address common logistical challenges in implementation.

I16 Tibercreek AB

Home and Community

Preventing Undesired Outcomes for Adults with Autism in Community-Based Programs

Stacy Nonnemacher, PhD, Amy Alford, M.Ed., BCBA

This session will discuss the Periodic Risk Evaluation (PRE) developed and implemented in two Pennsylvania adult autism programs to proactively identify and mitigate risk and allocate resources.

Session J – Friday, February 22, 3:30pm-4:45pm

J1 Constitution B/BC
(Tier I)

Invited Presenter

School-Wide Systems

District-Level Implementation: PBIS Training and Coaching with 98 Schools over Ten Years

Stefanie LaPolla, Terrance Scott

Over a ten-year period, training was staggered across 98 schools, including fidelity checks, coaching, and evaluation. This presentation provides an overview of key decision points and examples of how this large-scale implementation was managed.

J2 Constitution A I

Classroom (Tier II)

Ten Precepts to Share with Your Staff about Tier 2 Behavior

BCBA Type 2 Credits

Laura Riffel

Real examples will be shared to illustrate the ten precepts that govern behavior with interventions to implement at the Tier Two (Targeted) Level. Examples will be shared from Pre-K through adult levels.

J4 Constitution CDE

Classroom (Tier II)

Here's Your Unicorn! Effective Classroom Practices as Function-Based Classroom Management

Kelsey Morris, Deanna Maynard

Searching for the mythical unicorn of classroom management? Learn how to use evidence-based classroom management practices as function-based supports to better support students at Tiers 2 and 3 and reign your classroom management blessing.

- J5 Lafayette Park/ Forragut Classroom (Tier II)
Beyond Telling: Effective Prompting to Increase Target Behavior and Generalization
 Sharon Walters, Angela Delvin-Brown
Beyond Telling provides a proactive strategy for teachers to become more efficient and effective in promoting positive behavior change for students who exhibit behavioral challenges at the Tier 2 and Tier 3 levels.
- J6 Latrobe/Bulfinch/ Renwick Integration and Alignment
Rocking the Blueprint Drivers: Leveraging the Executive Functions to Sustain PBIS Implementation
 Eric Kloos, Janet Christensen
Stakeholder support, funding, policy and systems alignment, and workforce capacity help teams build implementation capacity. Learn how interagency collaborations, legislative support, and educator preparation programs help states, districts, and schools improve and sustain PBIS efforts.
- J7 Penn Quarter AB Integration and Alignment
Top Five Strategies to Include Law Enforcement in SWPBIS
 Laura Zeff, James Ream
Reimagining partnerships between schools and police. This session includes the top five practical strategies teams can utilize to increase positive, proactive collaboration with police personnel in PBIS implementation. Examples from Los Angeles will be shared.
- J8 Independence BC Individual Student Supports (Tier III)
All In: Team Implementation of BIPs for Students Demonstrating High-Intensity Behaviors
 Melissa Jenkins, Marisa Miranda, Tracie Khazmo
BIP implementation for high-intensity behaviors can be challenging. This interactive session will emphasize a team approach for function-based behavior intervention. Case studies will be used to highlight opportunities for collaboration and problem solving.
- J9 Independence FG Mental Health
The ISF Implementation Inventory: Validation Study Results
 Joni Splett, Kelly Perales, Mark Weist
This session will share results of a validation study of the ISF Implementation Inventory, a fidelity tool to assist school and community partners in assessing their integration of PBIS and Mental Health.
- J10 Independence DE Individual Student Supports (Tier III)
Effects of Behavioral Skills Training on Pre-Service Teachers Use of Function-Based Interventions
BCBA Type 2 Credits
 Su-Je Cho, Holly Rittenhouse-Cea, Kate Doyle
Participants will learn training strategies for effectively educating pre-service teachers to conduct function-based assessment and intervention in a semester-long graduate course. Data collected from pre-service teachers and their students will be used.

J11 Franklin Square/ McPherson Invited Presenter Equity

If Schools are for Everyone, Why is Equity Only Available to Some?

Tamika La Salle

The session will discuss the significance of culture within the context of education. A broadened perspective of cultural variables that have an impact on students' experiences and strategies to promote cultural responsiveness will be presented.

J12 Independence HI Families and Parent Supports

Promoting Family Engagement through Principal Leadership, Classroom Practices, and Effective Parent-Teacher Interactions

Tyler Smith, Shannon Holmes, Wendy Reinke, Keith Herman

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.

J13 Wilson/ Roosevelt IDD

Implementing Positive Supports in Agencies Supporting People with Intellectual and Developmental Disabilities

Rachel Freeman, Jessica Simacek, Julie Kramme, Nicole Duchelle, Kyung Mee Kim

This presentation describes implementation of Universal PBS for agencies that support adults with intellectual and developmental disabilities. Agencies' fidelity data will be presented, along with detailed outcomes of one agency in a case study format.

J14 Cabin John/ Arlington IDD

Do Current Processes Improve Quality of Life? Data from Missouri Tier 3

BCBA Type 2 Credits

Lucas Evans, Terri Rodgers

Data from IDD residential services in Missouri indicates that Individuals in Tier 3 are not involved in adequate Person-Centered Planning. A system intervention shows one meeting with a peer-review committee can reduce high risk situations.

J15 Burnham Early Childhood

Utilizing Social Work and Behavior Consultation within a Multi-Tiered PBS Framework

Megan Berkowitz

Outcomes and lessons learned will be shared regarding the social work and behavioral consultation methods used to facilitate a multi-tiered PBS system at a Washington, DC early childhood charter school network.

J16 Tibercreek AB Home and Community

Positive Behavior Supports at Work: Increasing Job Retention of Employees With Autism

Alissa Brooke, Jennifer McDonough, Holly Whittenburg, Carol Schall

Patterns in support intensity needs of employees with autism vary over time. We will describe how to develop and implement specific positive behavior supports in work settings to facilitate job retention of employees with autism.

**Saturday Full and Half-Day Workshops – Saturday, February 23, 8:30am-12:30pm (Half),
8:30am-4:30pm (Full)**

SWK107 TBD Sat Workshop C classroom (Tier II)

Implementing a Systematic Tier 2 Framework: Adaptive Strategies Across K-12

BCBA Type 2 Credits

Sara McDaniel, Allison Bruhn

The purpose of this workshop is to (a) describe the Tier 2 Identification and Intervention Framework, (b) highlight exemplar schools and (c) discuss adaptive strategies to improve fidelity, social validity, and effectiveness.

SWK108 TBD Sat Workshop School-Wide Systems (Tier I)

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

Sandra Hardee, Catherine Bradshaw

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 & PBIS will be discussed.

SWK109 TBD Sat Workshop Integration and Alignment

Using Data and Building Systems to Effectively Implement and Align Current Practices

Patricia Hershfeldt, Steve Goodman, JoAnne Malloy, Brigid Flannery

Secondary schools commonly adopt multiple practices/initiatives to support student success. Common practices include restorative practices, trauma-informed classrooms and others. Learn how strategic alignment of initiatives within the PBIS framework ensures greater efficiency and fidelity.

SWK110 TBD Sat Workshop Classroom (Tier II)

Evidence-Based Classroom Interventions with Real World Examples

BCBA Type 2 Credits

Laura Riffel

This presentation will focus on 20 topics which meet criteria for evidence-based classroom interventions. Within each topic, we'll explore real-world examples of what that looks and sounds like at the Pre-K through high school levels.

SWK111 TBD Sat Workshop Families and Parent Supports

Empowering Parents to Implement Function-Based Strategies within Family Routines

BCBA Type 2 Credits

Meme Hieneman

This workshop will teach participants to develop function-based interventions to improve family routines, as well as ways to engage parents and overcome obstacles. A variety of videotaped examples and practical resources will be shared.

SWK112 TBD Sat Workshop

Grappling with the Challenges of Practicing Behavior Analysis Ethically in the Community

BCBA Type 2 Credits

Ilene Schwartz, Katy Bateman

Providing services to people with disabilities is a team sport. That means that as a BCBA, behavior analysts need to work collaboratively with other professionals, many from other disciplines. Although working as a member of a multi-disciplinary team can provide wonderful opportunities for professional growth, it can also challenge behavior analysts and pose interesting ethical dilemmas. The purpose of this webinar is to discuss ethical dilemmas faced by BCBA on multi-disciplinary teams and propose a problem-solving framework for addressing these dilemmas.

SWK113 TBD Sat Workshop

Individual Student supports (Tier III)

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

BCBA Type 2 Credits

Rose Iovannone

PTR is a manualized and effective FBA/BIP process used by school teams. Participants will learn the PTR steps and apply activities to video case examples. PTR Tools will be provided to all participants.

SWK114 TBD Sat Workshop

Integration and Alignment

Establishing Relationships: Blending Proactive Restorative Practices into Your PBIS Framework

BCBA Type 2 Credits

Lauren Evanovich, Stephanie Martinez

Come learn and practice how to embed proactive restorative practices into your existing Tier 1 PBIS framework. Leave with a draft action plan including implementation steps and evaluation tools.