

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

**SWK101** Franklin/McPherson  
*Individual Student supports (Tier III)*

**Basic FBA to BIP: A Practical Approach to Providing Function-Based Behavior Support**

*BCBA Type 2 Credits*

Sheldon Loman, *Portland State University, Portland, OR* and Kathleen Strickland Cohen, *Texas Christian University, Fort Worth, TX*  
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** Constitution CDE  
*Classroom (Tier II)*

**Taking a Walk Through a Classroom Coaching Guide**

*BCBA Type 2 Credits*

Stephanie Martinez, Devon Minch, 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.

**SWK103** Farragut/Lafayette  
*Equity*

**Creating Culturally Sustaining PBIS Systems: Centering Equity in our Work**

Ruthie Payno-Simmons, *Michigan's Integrated Behavior and Learning Supports Initiative, Holland, MI*  
Participants will explore a framework that centers equity and culturally sustaining practices supportive of culturally and linguistically diverse students (CLDS) within PBIS Systems.

**SWK104** Wilson/Roosevelt/Cabin John/Arlington  
*Integration and Alignment*

**Coaching Schools to Engage in Effective Teaming and Data-Use Practices within MTSS**

Brian Gaunt, *University of South Florida, Tampa, FL*, and 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 offered for immediate application at schools.

**SWK105** Constitution B/B Corridor  
*Home and Community*

**What Happened to You? Enhancing Positive Behavior Support with Trauma Informed Approaches**

Molly Dellinger-Wray, *Virginia Commonwealth University, Richmond, VA*  
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** Latrobe/Bulfinch/Renwick  
*Mental Health*

**Integrating Mental Health within a School-Wide System of PBIS: Systems Practices, Data**

Lucille Eber and Kelly Perales, *Midwest PBIS Network, Lisle, IL*  
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**

**General Session** Independence Ballroom  
**Positive Behavior Support and Social, Emotional and Behavioral Wellness: Opportunities and Shared Responsibilities**

Tim Knoster, *McDowell Institute Bloomsburg University, Bloomsburg, PA*, Renee Bradley, *United States Department of Education, Washington DC*, Mark Weist, *University of South Carolina, Columbia, SC*, and George Sugai, *University of Connecticut, Storrs, CT*  
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, *American Institutes for Research, Washington, DC*, Steve Goodman, *Michigan's Integrated Behavioral and Learning Support Initiative, Holland, MI*, Don Kincaid, *University of South Florida, Tampa, FL*, Brandi Simonsen, *University of Connecticut, Storrs, CT*, Lee Kern, *Lehigh University, Bethlehem, PA*

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

**A2** Constitution A  
*IDD* Featured

**What Happened To You? Trauma Informed Positive Behavior Support**

Molly Dellinger-Wray and Fred Orelove, *Virginia Commonwealth University, Richmond, VA*

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, *University of South Carolina, Columbia, SC*

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 and Beth Hill, *Michigan's Integrated Behavior and Learning Supports Initiative, Holland, MI*

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 and Lynne DeSousa, *Colorado Department of Education, Denver, CO*

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, *Clark County School District, Las Vegas, NV*, and Brenda Caszatt, *Findlay Middle School, North Las Vegas, NV*

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, and Joseph Wehby, *Vanderbilt University, Nashville, TN*

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, and Lisa Powers, *University of Missouri, Columbia, MO*

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  
*Classroom (Tier II)*

**Practical Strategies to Promote Social Emotional Learning in Inclusive Classrooms**

Michelle Dunn, *Clemson University, Clemson, SC*

This session provides an overview of social-emotional learning, including the research base in regards to student outcomes. Practical, easy-to-implement strategies to promote social emotional development in inclusive classrooms will be presented.

**A10** Independence DE  
*School-Wide Systems (Tier I)*

**Embracing Your Biggest Asset: Youth Leadership in PBIS**

Heidi Cloutier and Kathryn Francoeur, *University Of New Hampshire, Concord, NH*

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, *University of South Carolina School of Medicine, Columbia, SC*, Rachel Freeman, *University of Minnesota, Minneapolis, MN*, Donald Jackson, *University of Nevada Reno, Reno, NV*, Barbara Brent, *National Association of State Directors of Developmental Disability Services, Alexandria, VA*, and Christine O'Flaherty, *University of Nevada Reno, Reno, NV*

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, *Griffith University, Queensland, Australia*

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, *May Institute, Randolph, MA*, Carol Schall, *Virginia Commonwealth University, Richmond, VA*, Sharon Smith, *WORK Inc, Dorchester, MA*, and Scott Fontechia, *University of South Florida, Tampa, FL*

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, *Central Connecticut State, New Britain, CT*, Susannah Everett, *University of Connecticut, Storrs, CT*, Emily Goodman-Scott, *Old Dominion University, Norfolk, VA*, and Tamika LaSalle, *University of Connecticut, Storrs, CT*

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, *Missouri Schoolwide Positive Behavior Support, Columbia, MO*

*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, *Early Childhood Mental Health Collaborative, Orange County, CA*

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/explosion 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, *Rutgers Robert Wood Johnson Medical School, New Brunswick, NJ*

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, *University of Virginia, Charlottesville, VA*, Elise Pas, *Johns Hopkins University, Baltimore, MD*, Sara Lindstrom Johnson, *Arizona State University, Tempe, AZ*, Jessica Swain-Bradway, *Northwest PBIS Network, Tigard, OR*, Kent McIntosh, *University of Oregon, Eugene, OR*, Virginia Dolan, *Anne Arundel County Public Schools, Annapolis, MD*

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, *University of South Florida, Tampa, FL*

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, University of Massachusetts, Boston, MA*, Brenda O'Keefe, *University of Utah, Salt Lake City, UT*, and George Sugai, *University of Connecticut, Storrs, CT*

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 and Tim Knoster, *McDowell Institute Bloomsburg University, Bloomsburg, PA*

This session will highlight an array of mental health literacy and suicide prevention trainings (e.g., YMHFA 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, *University of South Florida, Tampa, FL*, Erin Chaparro, *University of Oregon, Eugene, OR*, Steve Goodman, *Michigan's Integrated Behavioral and Learning Support Initiative, Holland, MI*, and Scott Ross, *Colorado Department of Education, Denver, CO*

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, *University of Wisconsin, Madison, WI*

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, *University of Nebraska, Lincoln, NE*
- **Examining Family-School Engagement in a Randomized Controlled Trial of the Family Check-Up** -- S. Andrew Garbacz *University of Wisconsin, Madison, WI*, Elizabeth A. Stormshak, Laura Lee McIntyre, *University of Oregon, Eugene, OR*, Derek Kosty, *Oregon Research Institute, Eugene, OR*
- **Self-Efficacy and Discipline Practices: Understanding Parental Needs for Support in Three-Tiered Models** -- Sarah Cole, Robin Ennis, Larrell Wilkinson, *The University of Alabama at Birmingham, Birmingham, AL*
- **Reaching Culturally, Linguistically and Economically Diverse Families: Organizations Collaboratively Supporting Families** -- Kiki McGough, *PBIS Consultant, Arvada, CO*, Tracy Mueller, *University of Northern Colorado, Greeley, CO*, Lisa Franklin, and Cassidy Dellemonache, *Parent to Parent Colorado, Denver, CO*
- **Implementation of a Specialized PBIS Model for Students with Autism** -- Megan Joy, Sheila Klick, and Todd Harris, *Devereux Advanced Behavioral Health, Downingtown, PA*

- **PBIS Plus - Integrating Students with Significant Disabilities into SWPBIS** -- Brittany Herrington and Selina Merrell, *University of Southern Mississippi, Hattiesburg, MS*

**B8** Independence BC Invited Presenter  
Equity

### A Framework for Including People with Disabilities in All Elements of PBS

Tom Tutton, *Aspect, New South Wales, Australia*

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, *University of Minnesota, Minneapolis, MN*, Stewart Shear, *Devereux Advanced Behavioral Health, Berwyn, PA*, Theresa Rodgers, *Missouri Department of Mental Health, Jefferson City, MO*

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, and Laura Higgins, *BILD, Birmingham, England*

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, *Vanderbilt University, Nashville, TN*

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** Independence HI  
*School-Wide Systems (Tier I)*

**“Conversation” to “Action”: A Protocol to Decrease Restraint and/or Seclusion**

Lauren Evanovich, Robyn Vanover, and Stephanie Martinez, *University of Florida, FLPBIS, Tampa, FL*

Join us as we walk through a step-by-step protocol to decrease the use of restraint and/or seclusion. This session will explain the action steps taken in the field and the associated applied tools to provide district and school exemplars of various strategies ranging from prevention, to data based-problem solving, policy, and practices for sustainability.

**B13** Wilson/ Roosevelt

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

Laura Kern, *University of South Florida, Tampa, FL*, Kathryn Dooley, *University of St. Joseph, West Hartford, CT*, and Sarah Wilkinson, *University of Connecticut, Storrs, CT*

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, *Nevada PBIS Technical Assistance Center, Reno, NV*, and Holly Seniuk, *University of Nevada Reno, Reno, NV*

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, *Webster University, St. Louis, MO*

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 and Jamie Grieshaber, *University of Missouri, Columbia, MO*

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 Invited

**Meeting of State PBIS Leaders Network**

Don Kincaid, *University of South Florida*

State PBIS leaders are invited to participate in an information sharing and planning session with members of the OSEP PBIS Center.

**Lunch Thursday** Cabin John/Arlington  
*Home and Community*

**Home and Community PBS Network Meeting**

Meme Hieneman, *Positive Behavior Support Applications, Palm Harbor, FL*, Tim Moore, *Fraser, Minneapolis, MN*, Nicolette Christians, *Spectrum Behavior & Education Services, Bothell, WA*, Molly Dellinger-Wray, *Virginia Commonwealth University, Richmond, VA*, Amber Maki, *Minnesota Department of Human Services, Minneapolis, MN*, and Reilly Pelkey, *Hobe Sound, FL*

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** Burnham  
*Lunch Session*

**APBS Network Lunch Session Profiling/Introducing APBS Networks**

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

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! MNPBS Network will present for approximately 15 minutes. Please prepare a brief power point that covers: 1) An overview of who your network is and what it is that you do, 2) Network accomplishments, 3) Future goals, and 4) Challenges/successes your network has experienced.

**Lunch Thursday** Franklin Square/McPherson  
*Lunch Session*

**Student Network Early Career Panel (Thursday lunch session)**

Sarah Wilkinson, *University of Connecticut, Storrs, CT*, Renee Bradley, *United States Department of Education, Washington DC*, Allison Bruhn, *University of Iowa, Iowa City, IA*, Rebecca Zumeta Edmonds, *Diane Myers, Texas Woman's University, Denton, TX*, Lisa Thomas, *Devereux Center for Effective Schools, King of Prussia, PA*  
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.

**Lunch Thursday** Independence HI  
*Lunch Session*

**APBS High School Network Lunch Meeting**



## 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, *United States Department of Education, Washington DC*

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, *McDowell Institute Bloomsburg University, Bloomsburg, PA*

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 Equity

#### Moving the Needle on Equity: Promising Findings from Research in School Discipline

*BCBA Type 2 Credits*

Kent McIntosh and Eoin Bastable, *University of Oregon, Eugene, OR*

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 School-Wide Systems (Tier I)

#### Talking So People Will Listen: Strategies for Increasing Buy-In

Betsy Lazega and Therese Sandomierski, *University of South Florida, Tampa, FL*

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 Classroom (Tier II)

#### Development, Validation, and Application of a User-Friendly Classroom Management Observation Tool

Brandi Simonsen, Jen Freeman, Jennier Bouckaert, and Anthony Gambino, *University of Connecticut, Storrs, CT*

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, *University of Nevada Reno, Reno, NV*

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, *University of Delaware, Newark, DE*, Donna Carroll, *Brandywine School District, Wilmington, DE*

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, and Jolena Ferro, *University of South Florida, Tampa, FL*, Angel Fetting, *University of Washington, Seattle, WA*, Sarah Fefer, *University of Massachusetts Amherst, Amherst, MA*, Stacy Bender, *University of Massachusetts Boston, Boston, MA*, Katie Greeny, *University of Washington, Seattle, WA*, Margreet van Oudheusden, *Windesheim University of Applied Sciences, Zwolle, Netherlands*

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, *Support Development Associates, Annapolis, MD*, and Michael Steinbruck, *The Learning Community for Person Centered Practices, East Millstone, NJ*

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 DE  
*Integration and Alignment*  
**An Interagency Journey Toward Creating a Teaching Certificate Endorsement in PBIS**  
Rob Sumowski, *Georgia College & State University, Milledgeville, GA*, Mimi Gundenrath, *Georgia Department of Education, Atlanta, GA*, and Kymberly Harris, *Georgia Southern University, Statesboro, GA*  
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, *University of South Florida, Tampa, FL*, and Laura Rutherford, *Devereux Center for Effective Schools, King of Prussia, PA*  
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, *CMK Leadership, Newport, RI*  
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, *American Institutes for Research, Washington, DC*, Joseph Wehby, *Vanderbilt University, Nashville, TN*  
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 and Susannah Everett, *University of Connecticut, Storrs, CT*, Rebecca Shor, Andrea Ricotta, and Susan Fischer, *Massachusetts Department of Elementary and Secondary Education, Malden, MA*  
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, *Texas Christian University, Fort Worth, TX*, Angela Hernandez, *Arlington Independent School District, Arlington, TX*  
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, and Sasha Birosik, *Devereux Advanced Behavioral Health, Berwyn, PA*  
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, *Monroe County Board of Education, Forsyth, GA*  
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, *University of Connecticut, Storrs, CT*  
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, *United States Secret Service, Washington, DC*  
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 and Marcie Calder, *Brigham Young University, Provo, UT*

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, *Portland State University, Portland, OR*, Meme Heineman, *Positive Behavior Support Applications, Palm Harbor, FL*, and Scott Spaulding, *University of Washington, Seattle, WA*, and Erin Barton, *Vanderbilt University, Nashville, TN*

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, and Therese Sandomierski, *University of South Florida, Tampa, FL*

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, *Clemson University, Clemson, SC*, Kathleen Lane, *University of Kansas, Lawrence, KS*, Eric Common, *University of Michigan-Flint, Flint, MI*, Shanna Hirsch and Michelle Dunn, *Clemson University, Clemson, SC*

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  
*Classroom (Tier II)*

**Investigation of a Tier 2 Intervention: Improving Implementation and Outcomes**  
Robin Drogan and Katherine Herrera, *Bloomsburg University, Bloomsburg, PA*

This session highlights the implementation of universal screening and social skills groups with two years of implementation data. Information will be shared with a focus on the use of social validity data towards improved outcomes.

**D9** Independence FG Invited Presenter  
**Ignite Session for International APBS Networks**  
Ashley MacSuga-Gage, *University of Florida, Gainesville, FL*

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, *Vrije Universiteit Amsterdam, Noord Holland, Netherlands*, Michael Paal, *Universiät Oldenburg, Oldenburg, Germany*
- **How we are Building a System to Disseminate PBS in Japan** — Kazuki Niwayama, *Osaka Kyoiku University, Osaka, Japan*, Kenichi Ohkubo, *Kio University, Nara, Japan*
- **PBS: The Australian Story** — Sharonne Telfer, *Rypple, Australia*, Shiralee Poed, *University of Melbourne, Australia*
- **The Fun and Challenges of Promoting PBS in the Region** — Dianna Yip, *PBSA Asia*
- **Implementing PBS in the UK** – Tom Evans, *BILD*

**D10** Independence DE Symposium  
*Families and Parent Supports*

**Promoting Home-School Collaboration to Create Positive Academic and Behavior Outcomes for Children**  
Marion Forgatch, *Oregon Social Learning Center, Eugene, OR*, Sarah Fefer, *University of Massachusetts Amherst, Amherst, MA*, Susan Sheridan, *University of Nebraska, Lincoln, NE*, Andy Garbacz, *University of Wisconsin, Madison, WI*

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, *Oregon Social Learning Center, Eugene, OR* Jennifer Tschantz, *United States Department of Education, Washington DC*, Mary Louise Hemmeter, *Vanderbilt University, Nashville, TN*

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 and Natalie Romer, *University of South Florida, Tampa, FL*, Rachel Saladis, *Wisconsin RtI Center*, Beth Rice, *Department of Public Instruction, Raleigh, NC*, Alisha Schiltz, *Chapel Hill Carrboro City Schools, Chapel Hill, NC*, and Jason Harlacher, *Colorado Department of Education, Denver, CO*

This symposium highlights innovative data tools that facilitate tracking the implementation and outcomes of MTSS. Representatives from four states will share the tools developed, experiences putting the tools into practice, and lessons learned.

**D13** Wilson/Roosevelt  
*Equity*

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

Daniel Cohen and Sara McDaniel, *University of Alabama, Tuscaloosa, AL*, Tamika LaSalle, *University of Connecticut, Storrs, CT*

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, *Midwest PBIS Network, Lisle, IL*

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*, and Kathy Baldwin, *The Arc of Greater Plymouth, Plymouth, MA*

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, *Home & Community Positive Behavior Support, Palm Harbor, FL*, Victoria Hatch, *CBI Consultants Ltd, Burnaby, BC*, Patricia Newman, *Cardinal McClosky Community Services, Valhalla, NY*

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  
*Equity* Invited Presenter

### Promoting Cultural Responsiveness & Equitable Practices in Schools: Lessons from Double Check

Catherine Bradshaw, *University of Virginia, Charlottesville, VA*, Sandra Hardee, *Johns Hopkins University, Baltimore, MD*

This session will provide an overview of the Double Check framework, the professional development process, and the coaching model. We will also summarize findings from a series of research studies testing the model.

**E2** Constitution A  
*Families and Parent Supports* Featured

### An Optimistic Approach to Helping Students with Challenging Behaviors

*BCBA Type 2 Credits*

V. Mark Durand, *University of South Florida St. Petersburg, St. Petersburg, FL*

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, *Lehigh University, Bethlehem, PA*

*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, *Texas A&M University, College Station, TX*, Michael Paal, Anna-Maria Hintz, *Universität Oldenburg, Oldenburg, Germany*, Anne Karhu, *University of Eastern Finland, Finland*, Vesa Närhi, *University of Jyväskylä Finland*, Isabelle Erbslöh, *University of Siegen, North Rhine-Westfalia, Germany*, Eun Hye Ko, Martin Mendoza, Christina Gushanas, *Texas A&M University, College Station, TX*, Celal Perihan, *University of Idaho, Pocatello, ID*  
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, *Portland State University, Portland, OR, Virginia Walker, University of North Carolina at Charlotte, Charlotte, NC*

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, *Midwest PBIS Network, Naperville, IL*, Kimberly Yanek, *Midatlantic PBIS Network, Norfolk, Virginia*, and Diane LaMaster, *Midwest PBIS Network, Naperville, IL*

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, *Boscoville Research and Development Center, Montreal, QC*, Steve Bissonette and Normand St-Georges, *TÉLUQ University, Montreal, QC*

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, *Wake County Public School System, Raleigh, NC*

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** Independence FG  
*Individual Student Supports (Tier III)*

**Reinventing Teaming to Ensure Students with Disabilities can Access Intensive Supports**

Teri Marx, *American Institutes for Research, Washington, DC* and Steve Goodman, *Michigan's Integrated Behavioral and Learning Support Initiative, Holland, MI*

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 and Rose Iovannone, *University of South Florida, Tampa, FL*

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 and Donald Jackson, *University of Nevada Reno, Reno, NV*

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, University of Kansas, Lawrence, KS*, Janie Yannacito, *Johnson County Community Mental Health Center, Olathe, KS*

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 and Charles Barrett, *Loudoun County Public Schools, Ashburn, VA*

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 and Nichole Meyer, *University of Minnesota, Minneapolis, MN*

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, *Texas State University, San Marcos, TX*, Andy Guthrie, Mitch Gould, and JoDonna Burdoff, *West Virginia Department of Education, Charleston, WV*

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** Tiber creek AB  
*Early Childhood*

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

Zakaria Mestari, Méline Rivard, Diane Morin, Jacques Forget, and Amélie Terroux, *University of Québec, Montreal, QB*

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 – Independence AB**

**Poster 101**

*School-Wide Systems (Tier I)*

**A Snapshot of State-Level Guidance Regarding SWPBIS Implementation**

Brittany Zakszeski, Emily Gallagher, and Nina Ventresco, *Lehigh University, Bethlehem, PA*

Government agencies hold the potential to profoundly influence school practices related to SWPBIS. To advance a current, national understanding of implementation guidance, this poster describes a systematic review and analysis of state policy regarding SWPBIS.

**Poster 102**

*School-Wide Systems (Tier I)*

**Citywide Implementation of School-Wide Positive Behavior Support In Japanese Elementary Schools**

Kenichi Ohkubo, *Kio University, Nara, Japan*, Kanako Otsui, *Kindai University, Osaka, Japan*, Yoshihiro Tanaka, *Osaka Shoin Woman's University, Osaka, Japan*, Kazuki Niwayama and Wataru Noda, *Osaka Kyoiku University, Osaka, Japan*

This is a pilot case study of citywide implementation of School-wide Positive Behavior Support at public elementary schools in Japan. We discuss achievements and future tasks for research and practice.

**Poster 103**

*School-Wide Systems (Tier I)*

**Creating State-Wide MTSS Collaboration and Sustainability Networks through Model of Demonstration Schools**

Michael Morrow, Jessica Ogburn, Miller Foutch, Jason Gordon, Ashlee Smethers, and Tara Moore, *University of Tennessee, Knoxville, TN*

Presenters will summarize how a state-funded program is generating avenues for collaborative networking among schools through a Model of Demonstration School format, fostering communication and support between schools across the state of Tennessee.

**Poster 104**

*School-Wide Systems (Tier I)*

**Exploring the Implementation and Adaptation of SWPBIS Core Features in European Countries**

Sui Lin Goei, *Vrije Universiteit Amsterdam, Noord Holland, Netherlands*, David Simo Pinatella, *Ramon Llull University, Barcelona, Spain*, Margreet Van Oudheusden, *Windesheim University of Applied Sciences, Zwolle, Netherlands*

A Delphi study was conducted to identify cultural adaptation of the core features of School-Wide Positive Behavior and Interventions Supports in European Countries. Results show how these features are defined and described in Europe.

**Poster 105**

*School-Wide Systems (Tier I)*

**Impacts of N-PALS (SW-PBIS) on Harassment and Bullying in Norwegian Schools**

Frode Heiestad and Mari-Anne Sørli, *The Norwegian Center for Child Behavioral Development, Oslo, Norway*

We present positive intervention effect on verbal aggression against peers, as well as a reduction of harassment in the N-PALS schools (SW-PBIS) compared to the control schools. We also present anti-bullying efforts in N-PALS schools.

**Poster 106**

*School-Wide Systems (Tier I)*

**Meeting Adolescents Where They Are: Tier 1 Efforts in Unique Settings**

Ashley Thoma, Sarah Fefer, Emily Zehngut, and Bridget Hynes, *University of Massachusetts Amherst, Amherst, MA*

This poster will highlight the implementation of PBIS in two unique educational settings. Preliminary data and implementation information about the extension of PBIS to nontraditional educational settings will be shared.

**Poster 107**

*School-Wide Systems (Tier I)*

**Practical Examples of Implementing Tier 1 Practices in an Inclusive Primary School in Germany**

Anna-Maria Hintz, Michael Paal, *Universität Oldenburg, Oldenburg, Germany*, Isabelle Erbslöh, *University of Siegen, North Rhine-Westfalia, Germany*

The purpose is to present practical examples of elements and strategies to support culturally and linguistically diverse learners in an inclusive primary school in Germany at universal level as part of the FIT-GL project.

**Poster 108**

*School-Wide Systems (Tier I)*

**Predicting Office Disciplinary Referrals Using Zero-Inflated Negative Binomial Poisson Model**

Sang Gyu (Michael) Byun and Anthony Gambino, *University of Connecticut, Storrs, CT*

The poster describes the use of Zero-Inflated Negative Binomial Poisson Model in predicting office disciplinary referrals. Data from 15 high schools with 15,000 students are used. Model comparison is reported.

**Poster 109**

Invited Poster

*School-Wide Systems (Tier I)***Re-adoption of SWPBIS Following Abandonment: A Mixed-Methods Examination**

Angus Kittelman, *University of Oregon, Eugene, OR*, Kathleen Strickland-Cohen, *Texas Christian University, Fort Worth, TX*, Sarah Pinkelman, *Utah State University, Logan, UT*, Kent McIntosh, *University of Oregon, Eugene, OR*

There is a growing body of research examining factors that contribute to the sustained implementation of school-wide positive behavioral interventions and supports (SWPBIS) as well as its abandonment. In addition to implementation and abandonment, there are situations in which schools implement SWPBIS, abandon it, and then restart implementation at a later time. The variables at play during these "re-adoption" scenarios have received less attention in the literature. This poster will describe the results of a study examining variables that may affect the re-adoption of SWPBIS. A subset of participants from a large-scale sustainability grant were surveyed regarding the re-adoption of SWPBIS in their school. From these data, qualitative analyses were conducted to identify common themes related to re-adoption.

**Poster 110***School-Wide Systems (Tier I)***Strategies for Creating and Screening PBIS Videos**

Courtney Brown, Emma Halley, *Clemson University, Clemson, SC*, John Beach, *Princeton Intermediate School, Princeton, MN*, Shanna Hirsch, *Clemson University, Clemson, SC*

We will provide information on strategies for PBIS video creation and screening, based on a recent qualitative study. In addition, we will share two rubrics to guide PBIS video development and evaluation.

**Poster 111***School-Wide Systems (Tier I)***The Texas Two-Step Approach to PBIS**

Thomasina Montana, Katherine Winkler-Perez, Brenda Barajas, and Yvonne Hasty, *Southside Independent School District, San Antonio, TX*

Learn how a rural Texas school used a two-step approach to integrate student and parental engagement, social-emotional learning and CICO system based on results from the Benchmark of Quality survey and student needs.

**Poster 112***School-Wide Systems (Tier I)***Using Implementation Science Methods to Facilitate Sustainability and Improve SWPBIS Program Outcomes**

Chris Huzinec, *Pearson Clinical, Spring, TX*, and Andre Banks, *Epic Decisions, Kingwood, TX*

This presentation examines how implementation science practices are used to overcome barriers. Specifically, how information gained from SWPBIS research, prior implementations, and formative evaluations are used to improve the efficacy and sustainability of a program.

**Poster 113***School-Wide Systems (Tier I)***Using Peer Coaching to Improve Classroom Management Practices in Alternative Education**

Lisa Thomas, and Taylor Wyatt, *Devereux Center for Effective Schools, King of Prussia, PA*

Attendees will learn about efforts to develop a parsimonious approach to using peer coaches to enhance staff's implementation of evidence-based classroom management practices. Procedures, outcomes, and lessons learned across three years will be shared.

**Poster 114***School-Wide Systems (Tier I)***Using the SAS for Needs Across Schools**

David Saarnio, Sheila Stowers, Olivia Smith, and Christy Brinkley, *Arkansas State University, State University, AR*

As both a study of the structure of the SAS and of its utility in describing and differentiating schools, the current study examined the SAS with SCHOOL, not person, as the unit of analysis.

**Poster 115**

Invited Poster

*Classroom (Tier II)***A Comparison of Teacher Ratings and Systematic Direct Observation**

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

We will present the findings of a year-long study comparing the results of teacher-collected direct behavior rating data and researcher-collected systematic direct observation data within the context of a technology-based behavioral intervention.

**Poster 116***Classroom (Tier II)***Coaching Teachers to Implement Classroom Behavioral Interventions by Providing Direct Training**

Lindsay Fallon, and Kathryn Kurtz, *University of Massachusetts, Boston, MA*

When coaching teachers to implement classroom behavioral interventions, how teachers are trained matters. Direct training is effective and involves instruction, modeling, practice and feedback. Visual display of this process will accompany a practical case example.

**Poster 117***Classroom (Tier II)***Culturally Focused Caregiver Training to Increase Praise for Ghanaian Students with Autism**

Ashley Knochel, and Kwang-Sun Cho Blair, *University of South Florida, Tampa, FL*

This session presents the results of a single-subject design study on self-monitoring with performance feedback to increase caregivers' culturally adapted praise and students' academic engagement at a school for children with Autism in Accra, Ghana.

**Poster 118***Classroom (Tier II)***Decreasing Off-Task Behaviors for Students in Advanced Tiers: A Systematic Literature Review**Xin Xu, *University of Connecticut, Storrs, CT*

A systematic review summarizing empirical articles examining off-task behavior interventions, was conducted to identify a list of current interventions, the common elements of effective interventions, and their influences on academic, behavioral, and social domains.

**Poster 119***Classroom (Tier II)***Effects of Peer Tootling on Positive Behavior in the Classroom**Jennifer Nelson, Jessica Wiswell, and Kevin Filter, *Minnesota State University, Mankato, MN*

Tootling: a class-wide intervention that teaches students to recognize peers engaging in positive behaviors. The purpose of this study is to examine if peer tootling based on school-wide behavior expectations increases rates of positive behavior.

**Poster 120***Classroom (Tier II)***Supporting Students with Challenging Behavior in South Africa: Teacher Practices and Self-Efficacy**Alyssa Van Camp, and Joseph Wehby, *Vanderbilt University, Nashville, TN*

This poster presents findings from a survey related to teacher perceptions of students with challenging behavior in South Africa. Implications for practice and research related to behavior supports in South Africa will be discussed.

**Poster 121***Classroom (Tier II)***Team-Based Feedback within a Coaching Model: Can Efficiency be Effective?**Lyndsie Erdy, Rachel Eisenberg, and Barry McCurdy, *Devereux Center for Effective Schools, King of Prussia, PA*

Attendees will discuss the use of coaching and performance feedback for enhancing effective PBIS classroom management practices. One specific research study will be highlighted, which examined the effectiveness of team-based publicly posted feedback.

**Poster 122***Classroom (Tier II)***Training up Tier 2 in the Tri-Star State**Brooke Shuster, *Vanderbilt University, Nashville, TN*

Learn how the Tennessee Behavior Supports Project provides training to schools at Tier 2. We will present an eight-component training model that begins with Check-In/Check-Out but can be applied to other Tier 2 Interventions.

**Poster 123***Individual Student Supports (Tier III)***Building Behavioral Expertise: Using Technology to Coach Tier 3 Teams**Scott Spaulding, and Carol Davis, *University of Washington, Seattle, WA*

Trainer Notes is a technology coaching tool used by consultants and district behavior specialists to provide ongoing training and support for the high-quality design and implementation of individualized behavior plans.

**Poster 124***Individual Student Supports (Tier III)***Developing a Coaching Organizer to Strengthen Teachers Implementation of Behavior Supports**Elizabeth Saliba, Michael Mahoney, and Nathaniel Hoston, Carol Davis, *University of Washington, Seattle, WA*

Usability and acceptability measures supported the development of the Behavior Coaching Organizer; a tool to guide coaches and educators through the coaching cycle (planning process, observations, feedback) and the implementation of EBP in the classroom.

**Poster 125***Individual Student Supports (Tier III)***School Staff Beliefs that Impact Implementation of Individualized PBS**Rachel Robertson, and Anastasia Kokina, *University of Pittsburgh, Pittsburgh, PA*

Presenters share a qualitative analysis of survey comments from 600 school staff on causes of challenging behavior and effectiveness of behavior support plans. The influence of staff beliefs on implementation of PBS will be discussed.

**Poster 126***Individual Student Supports (Tier III)***The Development and Validation of an Ethics Measure for Punishment-Based Interventions**Elizabeth Pokorski, and Erin Barton, *Vanderbilt University, Nashville, TN*

This presentation will describe the process used to create and validate a measure for analyzing the adherence of researchers to the BACB and CEC ethics codes related to the use of punishment-based interventions.

**Poster 127***Individual Student Supports (Tier III)***The Effect of Exercise on On-Task Behavior of High School Students**Colleen Commisso, and Lee Kern, *Lehigh University, Bethlehem, PA*

This study examined effects of moderate and vigorous exercise on on-task behavior of secondary students. Findings showed exercise was highly effective, with differences based on rigor. Results have important implications for antecedent exercise interventions.



**Poster 128***Individual Student Supports (Tier III)***Using PTR to Improve the Behavior of a Second Grade Student**Shelley Clarke, and Elizabeth Cassell, *University of South Florida, Tampa, FL*

A PTR case study will be shared describing how a family-school team worked together to support the continued inclusion of a seven-year-old boy with ASD, who displayed challenging behavior in his classroom.

**Poster 129***Early Childhood***Coaching Interventions to Improve Social, Emotional, and Behavioral Outcomes in Young Children**Lisa Sanchez, and Sandy Smith, Arron R. Campell, and Eun Hye Ko M.S., *Texas A&M University, College Station, TX*

This poster identifies coaching interventions implemented to improve social, emotional, and behavioral outcomes in young children, and evaluates the rigor and quality of evidence using updated design standards to guide future practice and research.

**Poster 130***Early Childhood***Examining the Quality of the Evidence-Base for Function-Based Interventions for Young Children**Samar Zaini, Taibah University, *Western, Saudi Arabia*, Mack Burke and Lisa Bowman-Perrott, *Texas A&M University, College Station, TX*

A systematic literature review to examine the quality of the evidence base for function-based interventions for young children with challenging behavior at early childhood settings.

**Poster 131***Early Childhood***Social Validity of Parent-Implemented Functional Communication Training: Mixed Methods Study**Moon Chung, Hedda Meadan, and James Lee, *University of Illinois Urbana-Champaign, Champaign, IL*

We conduct mixed methods study to assess the social validity of the distance parent training and coaching program. The program was for parents who have children with challenging behaviors.

**Poster 132***Early Childhood***Use of PTD to Teach Social Problem-Solving Skills to Preschoolers**Jarrah Korba, Adrienne Golden, and Mary Louise Hemmeter, *Vanderbilt University, Nashville, TN*

A progressive time delay procedure was used to teach children with social skill deficits to name and use problem-solving solutions within a small group context. Generalization and maintenance data were collected.

**Poster 133***Integration and Alignment***A “Frame” That Works: Aligning Multiple Initiatives within a MTSS Framework**Kim Frank, Murfreesboro City Schools, Murfreesboro, TN, Becky Shafer and Brooke Shuster, *Vanderbilt University, Nashville, TN*

A practical example detailing how one school district used MTSS to align mental health services, ACEs initiatives, trauma-informed practices, social personal competencies, and cultural competencies into a comprehensive coherent framework.

**Poster 134***Integration and Alignment***Preliminary Study for Introducing PBIS in Japanese Schools**Kazusa Wakabayashi, *National Institution of Special Needs Education, Kanagawa, Japan*, and Tetsubumi Kato, *Joetsu University of Education, Niigata, Japan*

This research interviewed ten Japanese Special Needs Education Coordinators to reveal the Japanese school system. The results were discussed in terms of the similarities ascertained between the Japanese school system and the PBIS methodology.

**Poster 135***Integration and Alignment***Teachers’ Perception of Evidence-Based Practices in the Curriculum of Their Graduate Program**Su-Je Cho, Holly Rittenhouse-Cea, and Kathleen Doyle, *Fordham University, New York, NY*

This study brought new approaches to curriculum design and strengthened pre-service teachers’ capacity to develop research-based classroom instruction by evaluating Evidence-Based Practices (EBPs) in curriculum.

**Poster 136***Integration and Alignment***Using PBIS School Climate Data**Rachel Turney, *William Woods University, Fulton, MO*

Examine how to utilize school climate data to inform professional development based on improvements aligned to student perception.

**Poster 137***Mental Health***Addressing Externalizing Behaviors in Adolescents through School-Based Provision of ADAPT**Magenta Silberman, Christina Omlie, Pamela Cornejo, and Aaron Fischer, *University of Utah, Salt Lake City, UT*

An examination of reducing externalizing behaviors to improve school engagement and communications skills through provision of school-based group therapy for at-risk youth.

**Poster 138***Mental Health***Aligning School-Wide PBIS and School Counseling Programs: Recommendations for Practice**

Dr. Emily Goodman-Scott, *Old Dominion University, Norfolk, VA*, and Dr. Peg Donohue, *Central Connecticut State, New Britain, CT*

PBIS and comprehensive school counseling programs can work in tandem to provide a data-driven, systemic, culturally responsive framework to improve student and school outcomes. Learn more about integrating these two widely-utilized frameworks to maximize efforts.

**Poster 139***Mental Health***Effects of School of Life Intervention on Grade Advancement, Dropout and Attendance**

Leanne Hawken, Hannah Wright, Grace Wayman, Julia Fleming, Kathleen O'Donnell, *University of Utah, Salt Lake City, UT*, and Jack Rolfe, *School of Life Foundation, Salt Lake City, UT*

The School of Life Foundation (SOLF) intervention is a Tier 2 intervention implemented with students who are at-risk for dropping out. Effects of the intervention on dropout/grade advancement, absenteeism and student engagement are presented.

**Poster 140***Mental Health***Needs Assessment for Remote Training of Mental Health Personnel in PBIS Programs**

Ricardo Eiraldi, *Children's Hospital of Philadelphia, Philadelphia, PA*

Results of a needs assessment and resource mapping study in Pennsylvania schools that currently implement PBIS with fidelity. Data were collected via an Interconnected System Framework questionnaire and qualitative interviews with leadership team members.

**Poster 141****APBS Student Membership: Growth and Development**

Sarah Wilkinson, *University of Connecticut, Storrs, CT*

This poster highlights the work of the APBS Student Network over the past year. We include data on membership growth, results of a student member survey, and the development of new student-focused opportunities.

**Poster 142***Mental Health***Promoting School Mental Health Through MTSS and Problem-Solving Consultation**

Christina Omlie, Magenta Silberman, Pamela Cornejo, and Aaron Fischer, *University of Utah, Salt Lake City, UT*

This poster will review current research and concrete strategies for school psychologists to utilize a mental health model using a problem-solving consultation approach within a multi-tiered systems of support (MTSS) framework.

**Poster 143***Mental Health***Reducing Restraints and Seclusions: The Application of PBIS Framework to Residential Treatment**

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

This presentation will outline the application of PBIS to Residential Treatment and describe the impact of evidence-based decision-making on the reduction of emergency interventions and the development of a strength-based, trauma informed milieu.

**Poster 144***Mental Health***Tier 2 Group Intervention for Anxiety: School-Based Acceptance and Commitment Therapy**

Pamela Cornejo, Stephanie Pirsig, Emily Davis, and Aaron Fischer, *University of Utah, Salt Lake City, UT*

Evaluating symptom reduction and mindfulness skill building with Acceptance and Commitment Therapy as a Tier 2 small group intervention for adolescents with internalizing concerns.

**Poster 145**

Invited Poster

*Home and Community***Home and Community Network of APBS**

Meme Hieneman, *Positive Behavior Support Applications, Palm Harbor, FL*, Nicolette Christians, *Spectrum Behavior & Education Services, Bothell, WA*, Tim Moore, *Fraser, Minneapolis, MN*, Molly Dellinger-Wray, *Virginia Commonwealth University, Richmond, VA*, Gene McConnachie, *PBS Consultant, Seattle, WA*, Amber Maki, *Minnesota Department of Human Services, Minneapolis, MN*, Paul Rogers, *Home & Community Positive Behavior Support, Palm Harbor, FL*, and Reilly Pelkey, *Hobe Sound, FL*

The Home and Community Network (HCPBS) is focused on expanding and enhancing the implementation of positive behavior support across settings, populations, and the lifespan. Our poster will display our accomplishments and future directions.

**Poster 146***Home and Community***Improving a Child with Autism's Reporting of Daily Activities to Parents**

Rui Chen and Kyleigh Ivory, and Lee Kern, *Lehigh University, Bethlehem, PA*

Upon parent request, we implemented an intervention utilizing time delay, choice-making, and textual prompts to increase daily activity reporting by a child with autism. Following intervention, the child accurately reported up to three events.

**Poster 147***Home and Community***www.mnpsp.org Supporting Minnesota Statewide Positive Behavior Support Implementation and Technical Assistance**

Julie Kramme, Rachel Freeman, and Nicole Duchelle, *University of Minnesota, Minneapolis, MN*

This poster describes how www.mnpsp.org increases awareness of PBS and provides tools, resources, and examples of PBS implementation efforts. Data shared show how the development team assess progress and guide statewide systems change efforts.

**Poster 148***IDDD***A Preliminary Look at the Relationship between QoL and D-PBIS**

Annalise McGrath and Stewart Shear, *Devereux Advanced Behavioral Health, Berwyn, PA*

Data will be presented on improvements in QoL scores and a decrease in the frequency of challenging behaviors after the implementation of D-PBIS for residential programs for adults with I/DD.

**Poster 149***IDDD***It is Time to Play! Effects of Peer Implemented Pivotal Response Training**

Leigh Ashley and Lise Fox, *University of South Florida, Tampa, FL*

Peers were trained to use Pivotal Response Training strategies to improve the social interaction skills of a student with autism. Measurement elements include procedural fidelity, intervention fidelity, social validity, and generalization.

**Poster 150***IDDD***Video Modeling to Teach Post-Secondary Students with Intellectual Disabilities Community Mobility Signs: A Pilot Study**

Kristina Randall and Shanna Hirsch, *Clemson University, Clemson, SC*

Multimedia instructional designs have the potential of increasing academic achievement and engagement in students with ID. Increased academic achievement can help ensure a higher quality of life through improved income and independence.

**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, *Medical College of Georgia, Augusta University, Augusta, GA*

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, University of Oregon, Eugene, OR*  
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, University of South Carolina, Columbia, SC, Joni Splett, University of Florida, Gainesville, FL, Kelly Perales, Midwest PBIS Network, Lisle, IL, Colleen Halliday-Boykins, Medical University of South Carolina, Charleston, SC, Elaine Miller, University of South Carolina, Columbia, SC*  
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, Emergent Tree Education, Austin, TX, and Jennifer Baker, East Central Independent School District, San Antonio, TX*  
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, East Carolina University, Greenville, NC, Natalie Cook and Jada Mumford, Greene County Schools, Snow Hill, NC*  
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 and Eileen Klemm, University of Minnesota, Minneapolis, MN*  
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, School District of Philadelphia, Philadelphia, PA, Laura Rutherford and Jennifer Francisco, Devereux Center for Effective Schools, King of Prussia, PA*  
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, University of Iowa, Iowa City, IA, Shanna Hirsch, Clemson University, Clemson, SC, and Angus Kittleman, University of Oregon, Eugene, OR*  
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, Affecting Behavior Change, Chicago, IL, Carrie Carl, LCSW-R, Jeanne Johnson, Jamie Smith, Amanda Cusson, and Roman Newton, Villa of Hope, Rochester, NY*  
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*  
Krystal McFee, Rose Iovannone, and Elizabeth Cassell, *University of South Florida, Tampa, FL*  
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, *University of South Carolina School of Medicine, Columbia, SC*, Catherine Fowler, *University of North Carolina at Charlotte, Charlotte, NC*, Ralph Lollar, *Centers for Medicare and Medicaid Services, Baltimore, MD*, Jennifer Johnson, *United States Department of Health & Human Services, Washington, DC*, Carol Schall, *Virginia Commonwealth University, Richmond, VA*  
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)*  
**Building Tier III District Infrastructure with PTR Master Facilitators**  
Cristy Cloues and Barbara Kelley, *CalTAC-PBIS, La Quinta, CA*  
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.
- F13** Wilson/ Roosevelt  
*Equity*  
**Telecoaching to Support PBIS Implementation in Rural Schools**  
Sara McDaniel and Bradley Bloomfield, *University of Alabama, Tuscaloosa, AL*  
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*  
Jolene Ferro, Myrna Veguilla, Denise Binder, Meghan von der Embse, Lise Fox, Anna Winneker, *University of South Florida, Tampa, FL*  
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, *Ohio State University, Columbus, OH*, Cheryl Light-Shriner, *University of Illinois Urbana-Champaign, Champaign, IL*, and Dani Pizzella, *University of Missouri, MO*  
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 and Victoria Hatch, *CBI Consultants Ltd, Burnaby, BC*  
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, *University of South Florida, Tampa, FL*  
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  
*School-Wide Systems (Tier I)*

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

Shanna Hirsch, *Clemson University, Clemson, SC*, Ashley MacSuga-Gage, *University of Florida, Gainesville, FL*, Michael Kennedy, *University of Virginia, Charlottesville, VA*, Jessica Swain-Bradway, *Northwest PBIS Network, Tigard, OR*  
During this years' 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, *DC Special Education Cooperative, Washington, DC*, Kiki McGough, *PBIS Consultant, Arvada, CO*  
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, *University of Jyväskylä, Finland*, Mack Burke, *Texas A&M University, College Station, TX*, Sui-Lin Goei, *Vrije Universiteit Amsterdam, Noord Holland, Netherlands*, Michael Paal, *Universität Oldenburg, Oldenburg, Germany*, Kourea Lefki, *University of Nicosia, Cypress*, Gino Casale, *University of Cologne, North-Rhine Westphalia, Germany*, David Simó-Pinatella, *Ramon Llull University, Ampans, Spain*, Anna-Maria Hintz, *Michael Paal, Universität Oldenburg, Oldenburg, Germany*, Isabelle Erbslöh, *University of Siegen, North Rhine-Westphalia, Germany*, Pirjo Savolainen and Vesa Närhi, *University of Jyväskylä, Finland*, Aggeliki Liasidou and Helen Phtiaka, *University of Cypress, Cypress, Cyprus*, Jürgen Wilbert, *University of Potsdam, Potsdam, Germany*, Tatjana Leidig and Thomas Hennemann, *University of Cologne, North-Rhine Westphalia, Germany*, Michael Grosche, *University of Wuppertal, Wuppertal, Germany*, Amy Briesch and Robert Volpe, *Northeastern University, Boston, MA*  
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 and Kaci Fleetwood, *University of Nevada Reno, Reno, NV*

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, *Affecting Behavior Change, Chicago, IL*, Leanne Hawken, PhD, BCBA, LBA, *University of Utah, Salt Lake City, UT*, Karen Gifford MEd, *KOI Education, Phoenix, AZ*

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, *Fauquier County Public Schools, Warrenton, VA*  
"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, *Li-Shan Junior High School, Taipei, Taiwan*, Pei-Yu Chen, *National Taipei University of Education, Taipei, Taiwan*, Shu-Fei Tsai, *National University of Tainan, Tainan, Taiwan*

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

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 and Regina Pierce, *Virginia Tiered Systems of Supports - Research and Implementation Center, Richmond, VA*, Steve Tonelson, Corinne Wilson, and Amanda Working, *Old Dominion University, Norfolk, VA*

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, *Marshall University, Huntington, WV*

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)*

**Using the Competing Behavior Pathway as a Progress Monitoring Tool**

Stacy Morgan, *Emergent Tree Education, Austin, 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 the scale basis for teacher-collected progress monitoring data.

**G13** Wilson/ Roosevelt  
*Equity*

**Inequity in School Discipline Practices: A Critical Race Theory Perspective**

Rachel Bailey, *University of South Florida, Tampa, FL*

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, *CBI Consultants, Burnaby, BC*

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 and Erin Barton, *Vanderbilt University, Nashville, TN*

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, and Daniel Martin, *May Institute, Randolph, MA*

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, *Midwest PBIS Network, Lisle, IL*, Susan Barrett, *Midatlantic PBIS Network, Norfolk, VA*, Kelly Perales, *Midwest PBIS Network, Lisle, IL*

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, *University of Connecticut, Storrs, CT*  
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, *University of Iowa, Iowa City, IA*, Lora Daily, and Justin Colbert, *Liberty High School, Iowa City, IA*  
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**  
Ruth Reynoso, Birgit Lurie, and Angel Jannasch-Pennell, *KOI Education, Phoenix, AZ*  
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 and Shu-Chen Tsai, *University of Louisville, Louisville, KY*  
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, *University of Vermont, Burlington, VT*, and Brandi Simonsen, *University of Connecticut, Storrs, CT*  
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, and Kara McCulloch, *Training and Technical Assistance Center at William and Mary, Williamsburg, VA*  
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, Beth Rice, *Department of Public Instruction, Raleigh, NC*, and Alisha Schiltz, *Chapel Hill Carrboro City Schools, Chapel Hill, NC*  
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 and Carol Schall, *Virginia Commonwealth University, Richmond, VA*  
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 and Chelsea Carr, *University of Arizona, Tucson, AZ*  
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 Presenter  
*Families and Parent Supports*

*BCBA Type 2 Credits*

**Overcoming Obstacles to Family Engagement in Positive Behavior Support**

Meme Hieneman, *Positive Behavior Support Applications, Palm Harbor, FL*

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 and Robert Putnam, *May Institute, Randolph, MA*

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 and Anastasia Kokina, *University of Pittsburgh, Pittsburgh, PA*

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, and Rebecca Webster, *University of South Florida, Tampa, FL*

"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 and Diane Myers, *Texas Woman's University, Denton, TX*

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  
*School-Wide Systems (Tier I)*

**Universal Screener - From Implementation to Student Support to Sharing Data**

Christina McClain, Aleja Rambonga, Mario Montesino, and Kathy Bennett, *Oakland Unified School District, Oakland, CA*  
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.

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

**Lunch Friday** Cabin John/ Arlington  
*Families and Parent Supports*

**APBS Family Workgroup Meeting and Open House**

Melissa Ruiz, *Catholic Charities, Denver, CO*, Kimberli Breen, *Affecting Behavior Change, Chicago, IL*, Kiki McGough, *PBIS Consultant, Arvada, CO*, Gene McConnachie, *PBIS Consultant, Seattle, WA*

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** Franklin Square/McPherson  
*Lunch Session*

**Student Network Research Panel (Friday lunch session)**

Sarah Wilkinson, *University of Connecticut, Storrs, CT*, Catherine Bradshaw, *University of Virginia, Charlottesville, VA*, Nicholas Gage, *University of Florida, Gainesville, FL*, Blair Lloyd, *Vanderbilt University, Nashville, TN*, Kent McIntosh, *University of Oregon, Eugene, OR*, Mark Weist, *University of South Carolina, Columbia, SC*

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.

**Lunch Friday** Independence HI  
*Lunch Session*

**Lunch and Launch: Introducing the APBS Mid-Atlantic PBIS Network**

**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, *University of Louisville, Louisville, KY*

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 and Lynn Miller, *University of British Columbia, Vancouver, BC*, Christy Cheremshynski, *Family Centered Practices Group, Vancouver, BC*, Sharon Lohrmann, *Rutgers Robert Wood Johnson Medical School, New Brunswick, NJ*, Bruno Zumbo, *University of British Columbia, Vancouver, BC*  
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, University of Florida, Gainesville, FL*  
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, Vanderbilt University, Nashville, TN, Colleen Commisso, Samantha Kelly, Lehigh University, Bethlehem, PA, Joseph Wehby, Vanderbilt University, Nashville, TN, Lee Kern, Lehigh University, Bethlehem, PA*  
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, and Brandi Simonsen, University of Connecticut, Storrs, CT*  
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, State University of New York, Oswego, NY*  
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, Placer County Office of Education, Auburn, CA, Jami Parsons Ed.D. and Lina Bender, Orange County Department of Education, Costa Mesa, CA, Kimberli Breen, Affecting Behavior Change, Chicago, IL*  
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.
- 18** Independence BC  
*Individual Student Supports (Tier III)*  
**Collaborative PBIS -From Police Involvement and Handcuffs to Full Inclusion**  
*Paul Malette, CBI Consultants, Burnaby, BC*  
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.
- 19** Independence FG  
*Early Childhood*  
**Unpacking and Measuring Program-Level Supports for Pyramid Model in Early Childhood Education**  
*Christopher Vatland, University of South Florida, Tampa, FL, Mary Louise Hemmeter, Erin Barton, Vanderbilt University, Nashville, TN, Lise Fox, University of South Florida, Tampa, FL*  
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.
- 110** Independence DE  
*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 network updates. Four APBS Networks—South Carolina, Arizona, Nevada, and NWPBIS—will present for 15 minutes each with 15 minutes at the end for Q&A (and/or Networking).



**I11** Franklin Square/ McPherson Ignite  
Mental Health

**Interconnecting School Mental Health and PBIS**

Susan Barrett, *Midatlantic PBIS Network, Norfolk, Virginia*

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.

- **Effectiveness of Two Consultation Strategies for PBIS Implementation with Mental Health Supports** – Ricardo Eiraldi, *Children's Hospital of Philadelphia, Philadelphia, PA*, Barry McCurdy, *Devereux Center for Effective Schools, King of Prussia, PA*
- **Advancing Education Effectiveness: Interconnecting SMH and PBIS, Volume Two An Implementation Guide**
- **Psychologically Flexible Tier 1** – Jodie Soracco, Lauren Brown, *University of Nevada, Reno, Reno, Nevada*
- **Building a Continuum of Mental Health Supports in our Schools and Communities** – Heidi Cloutier, *University Of New Hampshire, Concord, NH*
- **Boosting Mental Health Knowledge in Your Multi-Tiered System: Why & How** - Catherine Raulerson, Karen Cox, Natalie Romer, Rachel Bailey, *University of South Florida, Tampa, FL*, Michele Johnson, *Duval County Schools, Jacksonville, FL*

**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, and Carol Davis, *University of Washington, Seattle, WA*

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**

Ruth Reynoso, Karen Gifford, and Angel Jannasch-Pennell, *KOI Education, Phoenix, AZ*

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, *Cleveland State University, Cleveland, OH*

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, Linda Bambara, and Christine Cole, *Lehigh University, Bethlehem, PA*

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, and Amy Alford, M.Ed., *BCBA, Office of Developmental Programs, Bureau of Autism Services, Harrisburg, PA*

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 Invited Presenter  
*School-Wide Systems (Tier I)*

**District-Level Implementation: PBIS Training and Coaching with 90 Schools over Ten Years**

Stefanie LaPolla, *Loudoun County Public Schools, Ashburn, VA*, and Terrance Scott, *University of Louisville, Louisville, KY*

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  
*Classroom (Tier II)*

**Ten Precepts to Share with Your Staff about Tier 2 Behavior**

*BCBA Type 2 Credits*

Laura Riffel, *University of Kansas, Lawrence, KS*

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.

**J3** Declaration AB Invited  
*Individual Student Supports (Tier III)*

**Panel Discussion: School Climate and Restrain/Seclusion**

Lauren Evanovich, *University of South Florida, Tampa, FL*

Panelists will discuss the current state and potential implications of school climate and restraint and seclusion.

**J4** Constitution CDE  
*Classroom (Tier II)*

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

Kelsey Morris and Deanna Maynard, *University of Missouri, Columbia, MO*

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, *Clemson University, Clemson, SC*, and Angela Delvin-Brown, *Responsive Instruction LLC, Marietta, GA*

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 and Janet Christensen, *Minnesota Department of Education, Roseville, MN*

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 and James Ream, *Los Angeles Unified School District, Los Angeles, CA*

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, and Tracie Khazmo, *Prince William County Public Schools, Manassas, VA*

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 Symposium  
*Integration and Alignment*

**All In: A Discussion of the Relationship Between ABA and PBS: So Happy Together**

*BCBA Type 2 Credits*

Christian Sabey, *Brigham Young University, Provo, UT*, Jodie Soracco and Kaci Fleetwood, *University of Nevada Reno, Reno, Nevada*, Robert Putnam, *May Institute, Randolph, MA*, Rose Iovannone, *University of South Florida, Tampa, Florida*

In this symposium, attendees will discuss the relationship between PBS and Applied Behavior Analysis. The discussion will focus on misconceptions among PBS practitioners regarding ABA identified by experts fluent in ABA and PBS.

**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, and Kate Doyle, *Fordham University, New York, NY*

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, *University of Connecticut, Storrs, CT*

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, and Keith Herman, *University of Missouri, 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.

**J13** Wilson/ Roosevelt  
*IDD*

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

Rachel Freeman, Jessica Simacek, Julie Kramme, Nicole Duchelle, and Kyung Mee Kim, *University of Minnesota, Minneapolis, MN*

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 and Terri Rodgers, *Missouri Department of Mental Health, Jefferson City, MO*

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, *AppleTree Early Learning Public Charter Schools, Washington, DC*

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, and Carol Schall, *Virginia Commonwealth University, Richmond, VA*

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** Latrobe/Bulfinch/Renwick  
*Classroom (Tier II)*

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

*BCBA Type 2 Credits*

Sara McDaniel, *University of Alabama, Tuscaloosa, AL*, Allison Bruhn, *University of Iowa, Iowa City, IA*

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** Independence A  
*School-Wide Systems (Tier I)*

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

Sandra Hardee, *Johns Hopkins University, Baltimore, MD*, Catherine Bradshaw, *University of Virginia, Charlottesville, VA*

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** Constitution CDE  
*Integration and Alignment*

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

Patricia Hershfeldt, *Mid Atlantic PBIS Network, Baltimore, MD*, Steve Goodman, *Michigan's Integrated Behavioral and Learning Support Initiative, Holland, MI*, JoAnne Malloy, *University of New Hampshire, Durham, NH*, Brigid Flannery, *University of Oregon, Eugene, OR*

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** Independence DE~~

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

~~*Cancelled*~~

~~Ilene Schwartz, *University of Washington, Seattle, WA*, Katy Bateman, *University of Virginia, Charlottesville, VA*~~

~~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.

**SWK111** Farragut/Lafayette  
*Individual Student supports (Tier III)*

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

*BCBA Type 2 Credits*

Rose Iovannone, *University of South Florida, Tampa, FL*

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.

**SWK112** Independence FGHI/B Corridor  
*Integration and Alignment*

**Establishing Relationships: Blending Proactive Restorative Practices into Your PBIS Framework**

*BCBA Type 2 Credits*

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

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.

**SWK113** Declaration AB *Full-day Workshop*  
*Classroom (Tier II)*

**Evidence-Based Classroom Interventions with Real World Examples**

*BCBA Type 2 Credits*

Laura Riffel, *University of Kansas, Lawrence, KS*

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.

**SWK201** Franklin/McPherson  
*Families and Parent Supports*

**Empowering Parents to Implement Function-Based Strategies within Family Routines**

*BCBA Type 2 Credits*

Meme Hieneman, *Positive Behavior Support Applications, Palm Harbor, FL*

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.