

Agenda

17th INTERNATIONAL CONFERENCE
ON POSITIVE BEHAVIOR SUPPORT

The Expanding World of PBS:

SCIENCE, VALUES, AND VISION

March 11-14, 2020 • Miami, Florida

HYATT REGENCY MIAMI

400 SOUTH EAST 2ND AVE



ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

www.apbs.org

Agenda-at-a-Glance

WEDNESDAY MARCH 11	THURSDAY MARCH 12	FRIDAY MARCH 13	SATURDAY MARCH 14
A.M. 8 a.m. – 4 p.m. APBS Board of Directors Meeting <i>(a continuation from Tuesday, March 10 from 12 p.m. – 5 p.m.)</i> 11 a.m. – 6 p.m. Registration/Information	7 a.m. – 6 p.m. Registration/Information 8 a.m. – 9:30 a.m. Welcome/Opening Keynote 9:45 a.m. – 11:00 a.m. Session A 11:15 a.m. – 12:30 p.m. Session B	8 a.m. – 5 p.m. Registration/Information 8:30 a.m. – 9:45 a.m. Session F 10 a.m. – 11:15 a.m. Session G 11:30 a.m. – 12:45 p.m. Session H	8 a.m. – 9:30 a.m. Registration/Information 8:30 a.m. – 12:30 p.m. Half-Day Skill-Building Workshops <i>(Pre-registration required at an additional fee)</i>
P.M. 1 p.m. – 5 p.m. Pre-Conference Workshops <i>(Pre-registration required at an additional fee)</i> 4:30 p.m. – 5 p.m. Meet the Board of Directors	12:45 p.m. – 1:45 p.m. Lunch on Your Own 1:45 p.m. – 3:00 p.m. Session C 3:15 p.m. – 4:30 p.m. Session D 4:45 p.m. – 6:00 p.m. Session E 6:30 p.m. – 8 p.m. Reception and Poster Session	12:45 p.m. – 2 p.m. Lunch on Your Own 2 p.m. – 3:15 p.m. Session I 3:30 p.m. – 4:45 p.m. Session J	8:30 a.m. – 4:30 p.m. Full-Day Skill-Building Workshops <i>(Pre-registration required at an additional fee)</i>



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Agenda at a Glance

WELCOME TO MIAMI AND THE HYATT REGENCY MIAMI

Miami is the cultural, economic and financial center of South Florida in the United States. The city covers an area of about 56 square miles between the Everglades to the west and Biscayne Bay to the east. Miami is the sixth most densely populated major city in the United States with an estimated 2018 population of 470,914. The city has the third tallest skyline in the U.S. with over 300 high-rises, 55 of which exceed 490 ft.

Endorsement Policy

The presenters of the 17th International Conference on Positive Behavior Support are expressing their own opinions and findings that are not necessarily endorsed by the Association for Positive Behavior Support (APBS) or co-sponsors of this event. The APBS and co-sponsors of this event assume no liability for loss or risk that may be incurred as a consequence to the use and application of any such facts and opinions. Similarly, the APBS and co-sponsors do not necessarily endorse any of the exhibits, products, and services presented at the conference.

Board Certified Behavior Analysts BCBA Type 2 Credits

The Association for Positive Behavior Support (APBS) designates this conference for a maximum of 28.5 continuing education unit hours (15 hours for March 12 – 13, 4.5 hours for March 11 and up to 7 hours for March 14). Each attendee should claim only those credit hours that were actually spent in the educational activity (session and/or workshop).

Board Certified Behavior Analysts (Type 2 credits from the Behavior Analyst Certification Board) credits are the only continuing education credits available at the conference this year. Certified Behavior Analysts must verify attendance at all approved sessions. Hours of credit will be determined by the number of approved sessions the participant attends. The participant will be responsible for getting the appropriate sign-in and sign-out signatures from the session hosts at each session he/she attends. If you are seeking BCBA Type 2 Credits, please request a Packet to verify attendance in approved sessions at the registration area.

Beginning SWPBS Sessions

Beginning school-wide positive behavior support provides practical information for district and school personnel to understand the basic components of SWPBS and the systems necessary to implement the process with fidelity. Look for the “” symbol by the session descriptions within this agenda book.

Verification of Attendance

We are pleased to offer Certificates of Attendance to those participants needing verification that they were present at the conference. A total of 23.5 credit hours are available for the Plenary and Conference Sessions (Thursday, March 12 and Friday, March 13, 2020). An additional 3.5 credit hours are available for the half-day workshops on March 11 and March 14 and 7 credit hours are available for the full-day workshop on March 14. Certificates of Attendance will be emailed to attendees following the conference.

Room Locations

Please refer to the website www.apbs.org for further details about breakout session locations.

Session and Conference Evaluations

Our evaluation process this year will be conducted via email immediately following the conference. We are very interested in your opinions about the quality of sessions, areas or topics that need to be addressed

and any other information that you believe will improve the conference. If you do not receive an email after the conference, please look for the evaluation link on the APBS website.



Session & Presentation Types / Strands

SESSION TYPES

Oral sessions are 75 minutes in length and will occur at various times during the conference on March 12th and 13th. There may be one topic presented for the entire time, or there may be multiple topics and presenters during an oral presentation.

The **Poster session** will be held in conjunction with the conference reception on Thursday, March 12th from 6:30 p.m. – 8 p.m. Posters will display a summary of the author(s) work. Authors will be available for questions during the poster session.

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

In an **Ignite session**, each presenter/proposal will receive from 5–10 minutes to present about one important aspect of their experience. A 75-minute time slot may include presentations from 7–10 different presenters arranged around a common theme. This year we will allocate at least three themes for Ignite Sessions: International, School-Wide Systems, and District.

A **Symposium session** provides several (sometimes contrasting) views on a single topic or issue. Three to four people each provide a 15–20 minute presentation related to an issue or a theme. The presenters and themes have been organized by the APBS Training and Education Committee.

Combined Sessions bring together presentations within a content strand to showcase applications of Positive Behavior Support that will resonate with practitioners, researchers, administrators, family members, and other stakeholders. Similar to a symposium but without a discussant, these sessions will give attendees an opportunity to learn about multiple exemplars of PBS within a single time

PRESENTATION TYPES

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

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

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

CONFERENCE STRANDS

The breakout sessions for the 17th International Conference on Positive Behavior Support have been organized into strands again this year to help you find the presentations you are most interested in attending. These strands include:

Classroom (Tier II)

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

Early Childhood

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

Equity

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

Families and Parent Supports

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

Home and Community

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

Individualized Student Supports (Tier III)

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

Intellectual and Developmental Disabilities

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

Integration and Alignment

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

Juvenile Justice

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

Mental Health

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

School-Wide Systems (Tier I)

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



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Workshops - Wednesday 1:00 pm - 5:00 pm	
SWK 101 Strand: School-Wide Systems (Tier I) Type: Skill Development Engaging Youth at All Three Tiers in an Effective and Sustainable Way This session will focus on student engagement. Learn how to engage young people at all 3-tiers of your PBIS initiative. Additionally, we will share systems considerations and implementation drivers that set up the conditions at district and or state levels for effective and sustainable focus on engaging youth. <i>Patricia Hershfeltdt, Center for Social Behavior Support @ Old Dominion University; Steve Goodman, Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI); JoAnne Mallory, University of New Hampshire; Kay A. Augustine, Iowa Department of Education</i>	Orchid
◆ □ SWK 102 Strand: Equity Type: Conceptual Grappling with the Challenges of Practicing Behavior Analysis Ethically in the Community Providing services to people with disabilities is a team sport. BCBAs often work with professionals from other disciplines. We will discuss ethical dilemmas BCBAs face on multi-disciplinary teams and propose a problem-solving framework for addressing them. <i>Ilene Schwartz and Katy Bateman, University of Washington</i>	Flagler
◆ SWK 103 Strand: Individualized Student Supports (Tier III) Type: Skill Development Basic FBA to BIP: A Practical Approach to Providing Function-Based Support Workshop attendees will learn about an evidence-based approach for training school personnel to conduct streamlined FBA and implement practical function-based strategies in the classroom. Participants will be provided with access to all Basic FBA/BIP tools and have the opportunity to apply skills through practice activities. <i>Kathleen Strickland-Cohen, University of Oregon; Sheldon Loman, Portland State University</i>	Jasmine
SWK 104 Strand: Mental Health Type: Skill Development Integrating Mental Health within a School-wide System of PBIS at State/Regional and Local Levels This workshop will describe the use of the Interconnected Systems Framework (ISF) to integrate mental health and PBIS for a comprehensive system of behavioral/mental health supports in schools. Examples, tools and other resources from ISF Installation Guides for application at State, District and School levels will be highlighted. <i>Lucille Eber and Kelly Perales, Midwest PBIS Network</i>	Monroe



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Workshops - Wednesday 1:00 pm - 5:00 pm

 SWK 105

Tuttle

Strand: Classroom (Tier II)

Type: Skill Development

Taking a Walk Through a Classroom Coaching Guide

Participants will learn a process for coaching teachers to apply PBIS principles within their classrooms. Utilizing case scenarios, participants will practice using a Classroom Coaching Guide. A school district implementation example will be shared. Electronic copies of the guide will be provided.

Dama Abshier, University of South Florida

SWK 106

Brickell

Strand: Equity

Type: Skill Development

Creating Culturally Sustaining PBIS Systems: Centering Equity in our Work

During this interactive session, participants will explore a framework that centers equity and culturally sustaining practices supportive of culturally and linguistically diverse students (CLDS) within PBIS Systems. Examples of technical and adaptive solutions will be shared.

Ruthie Payno-Simmons, Michigan's Integrated Behavior and Learning Supports Initiative

General Session - Thursday 8:00 am - 9:30 am



General Session

Riverfront Hall

Strand: IDD

Type: Conceptual

The Quality of Life Supports Model Across the Lifespan

This keynote addresses: (a) why the quality of life concept is important; (b) how we define quality of life; (c) what is the supports paradigm; (d) how we combine the quality of life concept and the supports paradigm; and (e) how we apply the quality of life supports model across the lifespan.

Robert Schalock, Hastings College

Session A - Thursday 9:45 am - 11:00 am

 A1

Invited Presenter

Ashe Auditorium

Strand: Families and Parent Supports

Type: Research

Advancing Systems and Practices to Enhance Family-School Collaboration and Promote Social-Emotional-Behavior Competencies

This session will describe approaches to enhance family-school collaboration and promote children's social-emotional-behavioral competencies. Presenters will describe family-school partnership strategies, school leadership practices, and systems-wide approaches. Critical elements of family-school collaboration will inform practical implications.

Andy Garbacz, University of Wisconsin-Madison; Devon Minch, University of South Florida; Kathleen Strickland-Cohen, University of Oregon; Shannon Holmes and Tyler Smith, University of Missouri; Kelly Perales, Midwest PBIS Network



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Session A - Thursday 9:45 am - 11:00 am		
◆ A2 Strand: Equity Type: Research Research on Achieving School Discipline Equity: Identifying Key Mechanisms and Testing Interventions This symposium will share results from multiple empirical research projects examining discipline disproportionality, with an emphasis on identifying malleable variables (e.g., implicit bias, teacher expectations) and intervening to improve equity in student outcomes. <i>Kent McIntosh and Maria Santiago-Rosario, University of Oregon; Sara Whitcomb, University of Massachusetts Amherst; Sandra Hardee, Johns Hopkins University</i>	Symposium	Jasmine
□ A3 Strand: School-Wide Systems (Tier I) Type: Skill Development Building Capacity, Maintaining Momentum and Supporting Sustainability within a Rural School Cohort Come learn how to use PBIS logic, implementation science and a regional cohort training model to support Tier 1 implementation in rural areas. Effective practices established to overcome barriers will be shared with participants. <i>Karen Robbie, Courtney Angelosante and Jim Artesani, University of Maine</i>		Brickell
□ A4 Strand: Integration and Alignment Type: Conceptual Positive Behaviour Support & Autism: research, expertise and stakeholder values & preferences This presentation uses the 2013 approved APBS definition of evidence-based practice to review the research, the expertise of PBS specialists and the preferences, values, and goals of key stakeholders in understanding how PBS is adapted to be autism-specific. <i>Tom Tutton, Autism Spectrum Australia</i>	Invited Presenter	Tuttle
A5 Strand: Early Childhood Type: Conceptual Addressing Suspension and Expulsion in Preschool Programs Data indicate that exclusionary discipline begins early with preschool suspension and expulsion and disproportionality occurring at alarming rates. Join this session to learn about national efforts to eliminate preschool suspension and expulsion and the approaches used to implement PBIS within early care and education and preschool programs. <i>Lise Fox, University of South Florida; Mary Louise Hemmeter, Vanderbilt University; Jennifer Tschantz, Office of Special Education Programs</i>	Invited Presenter	Monroe
A6 Strand: IDD Type: Conceptual Re-establishing the role of Person-Centered Planning in PBS Person-centered planning (PCP) is critical to the delivery of effective intensive and individualized PBS. This presentation will review various approaches to PCP and discuss its importance in the delivery of contextualized PBS that promotes overall enhancements in quality of life. Real life examples of PCP and PBS will be shared. <i>Donald Kincaid and Karen Elfner, University of South Florida; Paul Malette, CBI Consultants Ltd.</i>		Flagler



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Session A - Thursday 9:45 am - 11:00 am

◆ A7

Hibiscus A

Strand: Classroom (Tier II)

Type: Conceptual

Implementing Multi-Tiered Support for Classroom Management Professional Development in Your School

MTS-PD is a three-tiered support system applied to classroom management professional development. Participants will learn about the background of the framework, research to date, and how to implement MTS-PD in their own schools.

Nikki Grasley-Boy, Nicholas Gage and Ashley MacSuga-Gage, University of Florida

A8

Hibiscus B

Strand: Classroom (Tier II)

Type: Research

Evaluating School-level Outcomes of a Systematic Tier 2 Framework

This presentation will describe a district-level evaluation of the Tier 2 Identification and Intervention Framework including (a) implementation details, (b) the impact of fidelity on school level student outcomes, and (c) implications of evaluation findings.

Daniel Cohen and Sara McDaniel, University of Alabama; Allison Bruhn, University of Iowa

◆ A9

Main Lecture Hall

Strand: School-Wide Systems (Tier I)

Type: Research

Implications and Findings from a Randomized Trial of PBIS in Middle Schools

This presentation will describe the findings from a randomized controlled trial of Foundations, a Tier 1 School-wide PBIS program conducted in middle schools. Lessons learned and implications for future practice will also be discussed.

Carl Sumi and Michelle Woodbridge, SRI International

A10

Invited Presenter

Orchid AB

Strand: Mental Health

Type: Research

School Attacks 2008-2017: Understanding Threat Assessment as a Means of Prevention

This presentation will provide an overview of the U.S. Secret Service's analysis of targeted K-12 school attacks that occurred from 2008-2017, with a focus on how such incidents can be prevented. This session will also outline the implementation of multidisciplinary school-based threat assessment programs.

Steven Driscoll, U.S. Secret Service

□ A11

Orchid C

Strand: Individualized Student Supports (Tier III)

Type: Skill Development

The FBA/BIP-Audit: Evaluating the Completeness and Quality of School FBAs and BIPs

"The FBA/BIP-Audit," a tool designed to increase confidence and enhance the skills of teachers to evaluate the "completeness" and "quality" of FBAs/BIPs will be introduced. Possible implications and benefits for students with disabilities will be discussed. Audience will "try out" the tool and provide feedback. Preliminary data will be presented.

Cheryl Light Shriner, University of Illinois Urbana-Champaign; Cassandra McConkey, Ranoul City Schools; Madeline Tatham, University of Illinois



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Session A - Thursday 9:45 am - 11:00 am

A12 Strand: Individualized Student Supports (Tier III) Type: Skill Development Efficiently Monitoring Moderately Complex Behavior Plan Fidelity and Outcomes Monitoring BSP progress can be time-consuming and complicated, especially with the recent emphasis on measuring both plan fidelity and student outcomes. This session will present strategies and examples of progress monitoring plans that increase both the quality of decision making as well as the efficiency of data collection and use. <i>Susannah Everett, University of Connecticut; Kathleen Conley, University of Oregon; Sarah Pinkelman, Utah State University</i>	Gardenia
A13 Strand: IDD Type: Conceptual The Successful Replication of D-PBIS Across Multiple Centers Servicing Adults With I/DD The Devereux Positive Behavior Interventions and Support framework has proven to be a successful way of implementing a positive environment for teaching and supporting individuals with I/DD. It continues to be replicated throughout multiple centers nationwide. <i>Leeann Haffner, Michelle Wonders and Michelle Lipchock, Devereux</i>	Merrick 1
A14 Strand: Home and Community Type: Skill Development Using the Application of Positive Behavior Support to Integrate Individuals into Community Settings This presentation is a panel discussion illustrating several case studies which have used the systematic methods of positive behavior support to integrate individuals with chronic and intense problem behaviors into their communities in meaningful ways. <i>Holly Downs, Tahra Cessna, Lindsay Hauer, and Shane Spiker, Positive Behavior Supports Corp</i>	Symposium Merrick 2
A15 Strand: Integration and Alignment Types: Conceptual and Skill Development Mindfulness Is the Pause That Facilitates Everything Else Mindfulness means maintaining a moment-by-moment awareness of thoughts, emotions, bodily sensations, and surrounding environment with openness and curiosity. It has a variety of research-backed impacts, including reduction in stress, and improvements in self-regulation, focus, attention and generalized well-being for adults, children and youth. <i>Valerie Velez, Hemet Unified School District</i> MTSS: Serving the Whole Child In this workshop, members of Spartanburg School District 2's Interdisciplinary Support Team will discuss how the team was created as part of the district's MTSS framework & the team's mission to collaborate in order to identify needs & comprehensive academic, behavioral, trauma informed & mental health supports for students. <i>Gina Skinner and Francis Metta, Spartanburg School District 2</i> Way of Work: Integrating And Aligning State Initiatives With MTSS In education it is imperative that state-level systems work is completed within the broader efforts of the state to explore systemic issues. This session shares the systematic alignment of state level initiatives through MTSS. <i>Michael Gregory, Virginia Department of Education; Sophia Farmer, Virginia Tiered Systems of Supports (VTSS)</i>	Combined Session Orchid D



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Session B - Thursday 11:15 am - 12:30 pm		
B1 Strand: School-Wide Systems (Tier I) Type: Conceptual 11th Annual PBIS Film Festival During this years' PBIS Film Festival, we will recognize the top films from schools and districts that demonstrate PBIS principles and meet technical film production standards. This is a lighthearted competition. Come laugh, learn, and enjoy the films. We promise you will leave inspired! <i>Shanna Hirsch and Sharon Walters, Clemson University; Ashley MacSuga-Gage, University of Florida</i>	Invited Presenter	Ashe Auditorium
B2 Strand: Integration and Alignment Type: Research Scale Up 101: PBIS Integration and Alignment for Districts and States This symposium focuses on School-Wide Positive Behavioral Interventions and Supports when scaled in two early-adopting states, and how systems of supports (e.g., academics, mental health) are integrated and aligned with school-wide and advanced tier PBIS. <i>Elise Pas, Johns Hopkins University, Bloomberg School of Public Health; Jennifer Jeffrey-Pearsall, Sheppard Pratt Health System; Erin Chaparro, University of Oregon</i>	Symposium	Jasmine
B3 Strand: Integration and Alignment Type: Skill Development Police in Schools? Five Essential Strategies to Include Law Enforcement in SWPBIS With a focus on re-imagining partnerships between schools and police, participants will be given five essential and practical strategies to use in their PBIS efforts to increase positive outcomes for students and improve school climate. <i>Laura Zeff, Los Angeles Unified School District; James Ream and William Etue, Los Angeles School Police Department</i>		Brickell
B4 Strand: School-Wide Systems (Tier I) Type: Skill Development Scaling-up PBIS in Big Ways: Stories from Two Large Urban School Districts This presentation will examine the ways in which district teams, informed by data, evolve and support the capacity of schools to manage implementation and move toward both improved PBIS fidelity and student outcomes. <i>Garrett Petrie and Mary Hunt, Minnesota Department of Education; Kate Emmons, Osseo Area Schools; Erin Metz, Saint Paul Public Schools, School Climate and Support</i>		Tuttle
B5 Strand: Individualized Student Supports (Tier III) Type: Research Hold My Tier: Research on Implementation of Tier 2 and 3 PBIS From a large-scale PBIS research project, the presenters will share findings on the most common interventions and teaming configurations at Tiers 2 and 3, as well as associations with fidelity of implementation at each tier. <i>Kent McIntosh and Angus Kittelman, University of Oregon</i>	Invited Presenter	Monroe



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Session B - Thursday 11:15 am - 12:30 pm		
 B6	Symposium	Flagler
Strand: Integration and Alignment Type: Conceptual Cage Match: Considering Potential Conflicts Between Ethical Codes in Multidisciplinary Work A panel will discuss ethical challenges that professionals working across disciplines to implement tiered behavioral strategies wrestle with when ethical codes of different professional identities conflict. Attendees will be invited to ask questions. <i>Christian Sabey, Brigham Young University; Ashley Greenwald, University of Nevada, Reno; Bob Putnam, May Institute; Jodie Soracco, Nevada PBIS Technical Assistance Center; Rose Iovannone, University of South Florida</i>		
 B7		Hibiscus A
Strand: Classroom (Tier II) Type: Research Monitoring Behavior on the Go We present findings from a randomized control trial examining the effects of a self-monitoring intervention app (MoBeGo) on student behavior. We focus on how teachers can use data to make intervention programming decisions. <i>Allison Bruhn, Ashley Rila and Sara Estrapala, University of Iowa; Joseph Wehby, Alyssa Van Camp and Ellie Hancock, Vanderbilt University</i>		
B8		Hibiscus B
Strand: Mental Health Type: Conceptual Mental Health & PBIS: Regional Collaboration & Capacity Building School mental health and PBIS leaders discuss leveraging funding, aligning messaging and resources, and building a multi-faceted strategy for addressing the lack of access and positive impact of health mental services for Pacific Northwest students. <i>Kelcey Schmitz and Eric Bruns, University of Washington SMART Center; Susan Barrett, Old Dominion University; Jessica Swain-Bradway, Northwest PBIS Network; Justyn Poulos, Washington Office of Superintendent of Public Instruction; Kurt Hatch, Association of Washington School Principals; Katie Bubak, Boise State University</i>		
 B9		Main Lecture Hall
Strand: Classroom (Tier II) Type: Skill Development A Practical Application of PBIS in Alternative Schools; Making It Work For Your School The presenters from Riverview High School (a referral only alternative school in Mesa, Arizona) will provide an overview of the school-wide system on campus as well as a step by step review of the Tier II monitoring and implementation system that is currently in place. <i>Robert Sehl, Mesa Public Schools</i>		
B10		Orchid AB
Strand: School-Wide Systems (Tier I) Type: Skill Development Improving Explicit Teaching and Scaling-up PBIS using Video Modeling Improving fidelity and efficiency in PBIS Implementation across entire school cohorts using a video-modelling approach. Pioneering work in Victoria, Australia has proven that with strategic use of video, PBIS implementation can be vastly improved. <i>Sarah Spence, Department of Education, Victoria, Australia</i>		



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Session B - Thursday 11:15 am - 12:30 pm

 B11

Combined Session

Orchid C

Strand: Home and Community
Types: Research and Skill Development

Support and Supervision for Behaviour Support Practitioners Using a PBS Framework

A supervision framework will be presented that is currently supporting Behaviour Support Practitioners in a large Australian-based therapy team. This framework will outline how to monitor the quality of behaviour support plans and staff well-being in a large team, using an internally developed support and supervision framework.

Jessica Degrassi, Autism Spectrum Australia

Supporting Complex Needs and Homelessness Through Positive Behaviour Support in Australia

Individuals living with complex care needs who have been relinquished by accommodation services face significant challenges. A Tier 3 PBS comprehensive approach by a therapy service and accommodation setting to provide intensive support for an adult with complex needs will be presented, alongside practical applications for service providers.

Jessica Degrassi, Autism Spectrum Australia

Tele-PBS: Bringing Positive Behavior Support Service to remote areas of Australia via tele-practice

This presentation will overview the findings from a systematic review of behavior support delivered via tele-practice (tele-PBS) and the preliminary findings of an ongoing tele-PBS pilot study.

Genevieve Johnsson and Jessica Degrassi, Autism Spectrum Australia; Kim Bulkeley, The University of Sydney

 B12

Gardenia

Strand: Families and Parent Supports
Type: Research

A Secondary Prevention Model of Family-Centered Positive Behavior Support

To date, all Family-Centered PBS research has focused on tertiary-level interventions. In addition, no FCPBS studies have included people with Down syndrome as participants. Outcomes of a study evaluating a secondary prevention model of FCPBS, a group parent training program for families with children with Down syndrome, will be discussed.

Susan Fawcett, Down Syndrome Resource Foundation; Joe Lucyshyn, University of British Columbia

B13

Symposium

Merrick 1

Strand: IDD
Type: Conceptual

Person-Centered Planning and Positive Behavior Support

Presentations and discussion on how Positive Behavior Support integrates into effective implementation of Person Centered-Planning at the system, family and individual level. National collaboration with local technical assistance for supporting meaningful lives is the context.

David Rotholz, Center for Disability Resources, University of South Carolina; Alixe Bonardi, Human Resources Research Institute; Barbara Brent, NASDDDS



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Session B - Thursday 11:15 am - 12:30 pm

B14 *Symposium* **Merrick 2**

Strand: Early Childhood

Type: Research

Innovations in Implementation: Supporting Educators and Families in Early Childhood Settings

This symposium describes implementation challenges faced by three research projects that developed behavior support systems for early childhood educators and families in different community and classroom settings, with discussion of innovative solutions and practical application.

Scott Spaulding and Kathleen Meeker, University of Washington; Erin Barton and Mary Louise Hemmeter, Vanderbilt University

 **B15** **Orchid D**

Strand: Individualized Student Supports (Tier III)

Type: Research

The BBQuIP: Statewide Dissemination of an Online Behavior Assessment and Intervention Tool

The Brief Behavior Questionnaire and Intervention Tool (BBQuIP) is a user-friendly, online FBA/BIP planning tool that is designed to guide users through the steps of the function-based problem-solving process. This presentation will orient attendees to the features of the BBQuIP and summarize data from a technical adequacy evaluation of the tool.

Daniel Crimmins, Emily Graybill and Molly Tucker, Georgia State University-Center for Leadership in Disability

Lunch Sessions - Thursday 12:45 pm - 1:45 pm

Bring your own lunch and join us at one of our lunch sessions - Cash stands are available in the hotel lobby

 **Ashe Auditorium**

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Digital Discussion: How Digital Media Can Enhance Tier I PBIS

Grab lunch and join us for a discussion on how digital media can enhance PBIS implementation. A panel of innovative presenters will share how their school utilizes PBIS digital lessons as well as live action and animated videos. The session will also include information on video production and screening.

Shanna Hirsch, Clemson University; John Beach, Princeton Intermediate School; Jessica Rodgers, Everett Alvarez High School; James George, Mundy's Mill Middle School; Ashley MacSuga Gage, University of Florida

Hibiscus A

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Student Network Panel: Becoming a Productive Writer

Panelists will share knowledge and advice about being a productive writer in academia. Panelists represent different career stages and experiences.

Lee Kern, Professor, Lehigh University; Caitlyn Majeika, Assistant Professor, University of North Texas; Sara McDaniel, Associate Professor, University of Alabama; George Sugai, Professor Emeritus, University of Connecticut



THE 17TH INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT
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Lunch Sessions - Thursday 12:45 pm - 1:45 pm

Bring your own lunch and join us at one of our lunch sessions - Cash stands are available in the hotel lobby



Orchid AB

Strand: School-Wide Systems (Tier I)

Type: Skill Development

APBS High School Network Meet and Greet

Grab your lunch and come join us at the APBS High School Network meet and greet. Come learn about the network and share ideas across high schools implementing PBIS.

Stephanie Martinez, University of South Florida; Patti Hershfeldt, Mid Atlantic PBIS



Orchid C

Strand: Home and Community

Type: Conceptual

Home and Community PBS Network Annual Meeting

All are welcome to join the Home and Community PBS Network annual meeting as we discuss our accomplishments and current activities, and plan activities for the upcoming year. Come by and say hello to old friends and/or welcome new faces. You may actively participate in the discussion or just check us out. Bring your lunch.

Meme Heineman, PBS Applications/Purdue Global/HCPBS Network; Timothy Moore, Fraser

Session C - Thursday 1:45 pm - 3:00 pm

C1

Invited Presenter

Ashe Auditorium

Strand: IDD

Type: Research

Enhancing Quality of Life by Teaching Abuse Prevention to Adults with IDD

The findings of an abuse prevention intervention will be discussed including key components of the: curriculum, training model implemented, evaluation tools developed, data collection strategies, and outcomes for participants.

Molly Dellinger-Wray and Parthy Dinora, VCU Partnership for People with Disabilities

C3

Brickell

Strand: School-Wide Systems (Tier I)

Type: Research

Inclusive SWPBIS: Views from Administrators, Special Educators, and General Educators

We will present interview data from administrators, special educators, and general educators on the inclusion of students with severe disabilities in school-wide positive behavioral interventions and supports (SWPBIS) in elementary, middle, and high schools.

Virginia Walker, University of North Carolina at Charlotte; Sheldon Loman, Portland State University

C4

Tuttle

Strand: Individualized Student Supports (Tier III)

Type: Research

Development and Evaluation of a Functional Assessment for Bullying Behavior

Function-based support interventions have rarely been used to address bullying-behaviors of individual students. The student-informed Functional Behavior Assessment for Bullying Behavior in Schools will be described along with case studies showing its usefulness.

Lindsey Slattery and Rose Iovannone, University of South Florida



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Session C - Thursday 1:45 pm - 3:00 pm



C5

Featured Session

Monroe

Strand: Classroom (Tier II)

Type: Skill Development

Key Features of Effective Classroom Management and Instruction: Facilitating Student Success

Through their daily practices in the classroom, teachers play a profound and active role in predicting student success. This session provides an overview of the essential features of both instructional practices and strategies for classroom management. The focus will be on teachers as the lever for student success.

Terry Scott, University of Louisville

C6

Flagler

Strand: Integration and Alignment

Type: Skill Development

Check & Connect: Monitoring & Increasing Students' Academic, Behavioral, Cognitive, and Affective Engagement

Presenters will share tools for successful implementation of the Check & Connect (C&C) model. Assessments and online supports include a C&C readiness tool, Student Engagement Instrument, fidelity measures, online support modules, and the C&C App.

Eileen Klemm and David Johnson, University of Minnesota

C7

Hibiscus A

Strand: Classroom (Tier II)

Type: Research

Self-regulation Skills for High School Students: Goals vs Self-monitoring

In this presentation, we will (a) explain the importance of self-regulation, (b) describe current practice in high school self-regulation interventions, and (c) describe results of a self-regulation intervention study which compared effects of goal reminders versus self-monitoring.

Sara Estrapala and Brendon Nylen, University of Iowa



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Session C - Thursday 1:45 pm - 3:00 pm



C8

Combined Session

Hibiscus B

Strand: Integration and Alignment

Types: Conceptual and Skill Development

Continuing a School Wide Incentive Plan that implements Multi-tiered Data-driven Supports

This session will discuss refining and cultivating a schoolwide incentive plan that focuses on Tier II and Tier III students by utilizing targeted wraparound services with the goal to promote altruistic behavior.

Alisa Franklin, Sherry Beeler and Denise McGaha, South-Doyle High School

Multi-Tiered System of Supports Research Network: Integrating Academic and Behavior Supports

The IES National MTSS Research Network is a network of research teams funded to examine the effects of integrating academic and behavior support within MTSS. Panelists will (a) describe MTSS network research, (b) highlight opportunities for the field, and (c) discuss what we do and do not know about integrated MTSS.

Brandi Simonsen, University of Connecticut; Steve Goodman, Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI); Allison Ghandi, American Institutes of Research; Kathleen Lane, University of Kansas

Quality Indicator Tool for SED Programming

The Serious Emotional Disability Quality Indicators (QI) offer guidance to educators and administrators when developing, implementing, and evaluating quality programming and services for students with a Serious Emotional Disability (SED). The Quality Indicators are built to provide baseline data which can be used for action planning.

Bill Brown and Lynne DeSousa, Colorado Department of Education



C9

Combined Session

Main Lecture Hall

Strand: Mental Health

Type: Skill Development

Evidenced-based Positive Behaviour Support: Mental-health, Forensic, Intellectual Disability in a Community Setting

Applying PBS under a new national disability framework: A multifaceted model evidencing quality of life outcomes, reduced behaviours of concern and increased engagement to demonstrate social validity and advance practice.

Melinda Kubisa and Susan Goodall, Community Living Options

Self-Determination and PBS: Success at University and Beyond!

This presentation highlights how Self-Determination Instruction; Customized Employment practices; and Positive Behaviour Support practices increased the quality of life and independence during a transition from high school to university for a young man with autism.

Olivia MacNeill and Jackie Edwards, CBI Consultants Ltd.

C10

Orchid AB

Strand: Juvenile Justice

Type: Conceptual

Implementing Self-Monitoring in Alternative Settings: Research to Practice

This presentation will describe the results of self-monitoring research, its impact on student on-task behavior, and strategies for effectively implementing and sustaining self-monitoring in alternative settings.

Rachel Lively, Texas Woman's University



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Session C - Thursday 1:45 pm - 3:00 pm



C11

Orchid C

Strand: School-Wide Systems (Tier I)

Type: Skill Development

The Magic of the High School Classroom Matrix

This session addresses the power of the classroom matrix as a self-management tool. Design classroom routines that empower students to self-monitor and self-evaluate behavioral expectations aligned with College and Career Readiness and Social Emotional Learning.

Cristy Clouse and Barbara Kelley, California Technical Assistance Center (CaITAC-PBIS)

C12

Gardenia

Strand: Home and Community

Type: Conceptual

PBIS, Psychosocial Well-Being and Social Networks Use

This presentation will provide an overview of the benefits of integrating key elements of PBIS within a person-centered approach to support and increase social-emotional learning for social networks users. We will present findings from a cross-sectional study and share practical strategies to promote psychosocial well-being and behavior change.

Carl Bouchard, Universite du Quebec en Outaouais



C13

Merrick 1

Strand: Early Childhood

Type: Research

Comparing Child Outcomes in Settings with and Without Pyramid Model Practices

This study investigated the use of Pyramid Model practices in 26 pre-kindergarten classrooms. Our results showed a positive correlation between the implementation of Pyramid Model practices and child academic and social/emotional outcomes.

Emily Graybill, Camara Gregory, Corey Jones, Ashley Salmon and Sherry Howard, Georgia State University-Center for Leadership in Disability; Monica Warren, Crisp County Schools



C14

Merrick 2

Strand: Equity

Type: Research

Exploring the Relationship between Teachers' Culturally Relevant Practice and Students' Classroom Behavior

As teachers strive to implement culturally relevant classroom practices, it is important to explore how to assess and support teachers' efforts and consider the impact on student outcomes. Implications from recent research will be described.

Lindsay Fallon, University of Massachusetts-Boston



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Session C - Thursday 1:45 pm - 3:00 pm



C15

Combined Session

Orchid D

Strand: Integration and Alignment

Types: Conceptual, Research, Skill Development

A District-University Partnership as a Catalyst to Support Implementation of Classwide PBIS

We created a multi-phase, multi-year district-university partnership focused on PBIS. In this session, we will share (a) tenets of our partnership, (b) strategies for prioritizing projects, and (c) results of two collaborative studies with future directions.

Shanna Hirsch and Sharon Walters, Clemson University; Alexis Cash, Greenville County Schools

High School Campus or Fortune 500 Company? Shared Practices in Scaling Systems

High School PBIS implementation sometimes suffers from dressing-up elementary approaches in teen clothing. But HS-PBIS closely aligns with common best practices for business, including organizing around "Core Values, Core Focus and Core Processes." This presentation provides steps and outcomes for HS implementation using a business-minded approach.

Mae Coffman and Stacy Morgan, Emergent Tree

In2School: home, school, and clinic-based collaboration for school refusal

Chronic school refusal requires multidisciplinary intervention to facilitate a return to school. In2School is a tier 3 wraparound intervention that is achieving improvements in students' school attendance, mental health and quality of life.

Lisa McKay-Brown, The University of Melbourne; Judy Ring and Rebecca McGrath, Travancore School; Chrystie Mitchell, The Royal Children's Hospital

Session D - Thursday 3:15 pm - 4:30 pm

D1

Invited Presenter

Ashe Auditorium

Strand: Mental Health

Type: Conceptual

Psychologically Flexible Positive Behavior Support

Acceptance and Commitment Therapy/Training (ACT) has been widely used across many clinical domains. This presentation will provide a brief introduction to ACT and psychological flexibility, focusing on its applications to Positive Behavior Support.

Ashley Greenwald, University of Nevada, Reno; Jodie Soracco, Nevada PBIS Technical Assistance Center

D2

Jasmine

Strand: Families and Parent Supports

Type: Conceptual

Promoting Evidence-Based Family-School-Community Collaboration within PBIS: The Family-School-Community Alliance in Action

This session will describe the work of the Family-School-Community Alliance (FSCA), an organization that promotes evidence-based family, youth, and community engaged partnerships within PBIS. Participants will learn about a fidelity tool to assess family-school collaboration within PBIS.

Devon Minch, University of South Florida; Andy Garbacz, University of Wisconsin-Madison; Shelby Cook, The University of Memphis



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Session D - Thursday 3:15 pm - 4:30 pm

D3 Strand: Integration and Alignment Type: Research The Impact of Integrated, Tiered Behavior and Reading Supports in Elementary School This presentation will describe the rationale and impact of integrated reading and behavior interventions, delivered within a multi-tiered framework. Implementation challenges, results, and lessons learned from a federally funded research study will be shared. <i>Scott Baker, University of Oregon & Southern Methodist University; Steve Goodman and Kimberly St. Martin, Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI).</i>	Brickell
 D4 Strand: School-Wide Systems (Tier I) Types: Skill Development Avoiding Common Missteps When Selecting Evidence-Based Interventions for Behavioral and Mental Health Learn how to increase the likelihood that your intervention efforts will have a positive impact by avoiding common missteps in the selection of evidence-based practices. <i>Karen Elfner, Catherine Raulerson and Nichole Fintel, University of South Florida; Natalie Romer, WestEd</i>	Tuttle
 D5 Strand: School-Wide Systems (Tier I) Type: Conceptual Put me in Coach! Expanding Urban School Capacity Through Coaching This session will highlight the value of building internal, district coaching capacity to support SWPBIS. Presenters will describe how an urban district has built and maintained SWPBIS through the use of funding and coaching support, with a focused discussion of successes and challenges in urban implementation. <i>Erika McDowell, The School District of Philadelphia; Laura Rutherford, Devereux Center for Effective Schools</i>	Ted Carr Award Recipient Monroe
D6 Strand: IDD Type: Conceptual Research and Data-based Organization-wide Universal PBIS Innovations within I/DD Programs Presenters will share how three different I/DD providers contextualized Organization-wide Universal PBIS to improve outcomes for persons served, staff, and programs. Implementation, fidelity, and program specific outcome data will be shared with participants. <i>Matthew Enyart, KIPBS at The University of Kansas; Shelly May, Johnson County Developmental Supports</i>	Flagler
  D7 Strand: Classroom (Tier II) Type: Conceptual Interventions and Strategies for Supporting Novice Teachers' Classroom Management Practices Classroom management practices are essential skills that educators must be able to embed directly into their instruction. However, teaching is complex, and novice teachers report minimal knowledge of universal classroom management practices. Members of this panel will focus on interventions and strategies to close the gap. <i>Shanna Hirsch, Clemson University; Catherine Bradshaw, University of Virginia; Brandi Simonsen, University of Connecticut; Janet VanLone, Bucknell University</i>	Symposium Hibiscus A



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Session D - Thursday 3:15 pm - 4:30 pm		
D8 Strand: Integration and Alignment Type: Conceptual Applying PBS Across Settings: Key Ingredients to Success This presentation will address variables that contribute to successful implementation of positive behavior support (PBS) practices across settings, sharing an assessment tool that was developed by the Florida and HCPBS networks. Attending to the key features presented improves collaboration and outcomes for the people and systems we support. <i>Meme Hieneman, PBS Applications/Purdue Global/HCPBS Network</i>	Featured Session	Hibiscus B
D9 Strand: School-Wide Systems (Tier I) Type: Skill Development District-wide PBIS: Designing Sustainable Systems for Fidelity and Impact Scaling up PBIS implementation across a district requires a renewed focus on sustainability. Learn how model district leadership teams (urban, suburban, rural) are designing systems to support staff and increase opportunities for students. <i>Kelsey Morris, Trisha Guffey and Lisa Powers, University of Missouri</i>		Main Lecture Hall
 D10 Strand: School-Wide Systems (Tier I) Type: Skill Development Creating Caring Classrooms Where All Students Can Thrive Learn how to integrate PBIS, SEL and RP to create a safe and welcoming environment where all students can thrive, especially those impacted by trauma. Strategies to use the next day will be shared. <i>Gail Angus, Collaborative Learning Solutions, LLC</i>		Orchid AB
D11 Strand: IDD Type: Research Informing Recruitment and Retention Efforts: Minnesota Direct Support Workforce Survey Data This presentation will summarize survey data from one state from a representative sample of provider organizations and direct support workers related to the workforce crisis in the IDD field. Key findings will be compared to data from other states. <i>Julie Kramme and Rachel Freeman, University of Minnesota</i>		Orchid C



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Session D - Thursday 3:15 pm - 4:30 pm		
 D12 Strand: Individualized Student Supports (Tier III) Types: Research and Skill Development Mindfulness-Based Intervention for Students with ASD and Challenging Behavior A review of findings from a study examining the use of a brief mindfulness-based intervention in reducing challenging behavior in children with ASD in an elementary school setting, when delivered by a natural intervention agent. <i>Monica Shah and Lauren Moskowitz, St. John's University</i> "You changed my whole life, Mr. Jett." --8th grade student While 70% of students respond to CICO when implemented with fidelity, some students benefit from further behavior instruction, practice opportunities, and feedback. In this session, learn how Robert E. Aylor Middle School implements "Aylor Ambassadors," a Tier 2 social academic instructional group and its positive student achievement outcomes. <i>Marcella Simmons and Jill Couturiaux, Frederick County Public Schools</i>	Combined Session	Gardenia
D13 Strand: School-Wide Systems (Tier I) Types: Research The Impact of SWPBIS on Student Outcomes in Florida This presentation will describe a series of quasi-experimental design studies evaluating the impact of SWPBIS on student outcomes in Florida. Evidence from over 1,500 schools implementing with fidelity suggest significant and positive impacts. <i>Nicholas Gage, Ashley MacSuga-Gage and Nikki Grasley-Boy, University of Florida; Heather George and Karen Elfner, University of South Florida</i>		Merrick 1
D14 Strand: Home and Community Type: Research PBS for Adults with Brain Injury in Community Settings: Increasing Family Capacity This multi-phase research project developed and trialed the FAB-PBS program, with the aim to address unmet behavior support needs and improve the quality of life of adults living with brain injury and their families. <i>Alinka Fisher, Flinders University, South Australia</i>		Merrick 2
 D15 Strand: Individualized Student Supports (Tier III) Type: Conceptual Supporting Acute Behavioral Health through School District Integrated Day Treatment Schools are often limited in their capacity to provide intensive behavioral and mental health services. This paper describes a school district's initiative to remedy known barriers to school-based service provision via in-house day treatment programming. <i>Katerra Johnson, Hunter King and Aaron Fischer, University of Utah</i>		Orchid D



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Session E - Thursday 4:45 pm - 6:00 pm		
E1 Strand: School-Wide Systems (Tier I) Type: Skill Development Back to the Future: PBS Implementation in the Next Decade More than 20 years of sustained and scaled implementation of PBS/PBIS offer guidance on what might be needed for implementation over the next decade. The purpose of this session is to discuss how our past accomplishments inform our future implementation of PBS/PBIS. <i>George Sugai, University of Connecticut; Rob Horner, University of Oregon</i>	Featured Session	Ashe Auditorium
E2 Strand: Integration and Alignment Type: Skill Development Integrating and Aligning Behavioral Health Initiatives Within Your PBIS Framework This session will equip participants with research, strategies and tools to build their district and school leadership team's capacity to integrate and align behavioral health initiatives within their PBIS framework to maximize student outcomes. <i>Dama Abshier and Catherine Raulerson, University of South Florida; Katrina Emerich, Florida PBIS Project</i>		Jasmine
 E3 Strand: Integration and Alignment Type: Conceptual Lessons from the Field: Leading Integrated MTSS Implementation from the State Level Would you like to learn how state and district leaders can improve school-level MTSS adoption and implementation fidelity? Four states will share examples of methods they use to enhance district and school MTSS implementation capacity. <i>Brian Gaunt, University of South Florida; Steve Goodman, Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI); Erin Chaparro, University of Oregon; Scott Ross, Colorado Department of Education</i>	Symposium	Brickell
 E4 Strand: Individualized Student Supports (Tier III) Type: Skill Development Prevent-Teach-Reinforce (PTR): An individualized function-based support process for school teams PTR is a research-supported school-team function-based support approach. The process will be described along with case examples. A professional-development framework for training behavior coaches to implement PTR will be reviewed. Participants will receive PTR tools. <i>Rose Iovannone, University of South Florida</i>		Tuttle
 E5 Strand: Home and Community Type: Conceptual Do This, Not That! Strategies to Support Individuals and Team Members Presentation will cover effective strategies to support individuals and staff in the community and a crisis stabilization program (REACH). It will also show how Central Virginia REACH developed and trained staff on "Green Level Strategies", modeled after the PBIS triangle, in an effort to focus on prevention in a crisis setting. <i>Justin Creech, Richmond Behavior Health Authority - REACH Program</i>	Invited Presenter	Monroe



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Session E - Thursday 4:45 pm - 6:00 pm		
E6 Strand: Mental Health Type: Research How Did Schools Use New State Funding to Improve Students' Mental Health We will share preliminary results of a mixed methods study and policy analysis of how Florida school districts planned to meet students' mental health needs at multiple levels of support given new legislation and funding. <i>Joni Splett and Kathryn Trainor, University of Florida; Laura Kern and Heather George, University of South Florida</i>		Flagler
E7 Strand: Classroom (Tier II) Type: Skill Development We Have Check in Check out Data: Now, What do we do? CICO is a well-researched Tier II intervention. This session will provide participants with hands-on activities demonstrating the use of data to drill down, prepare data summaries and participate more efficiently in a Tier II meeting. <i>Celeste Dickey, University of Oregon</i>		Hibiscus A
☐ E8 Strand: School-Wide Systems (Tier I) Type: Research Straight from the Source: Youth Perspectives on Schoolwide Positive Behavior Supports We will present findings from a multi-school, qualitative study addressing middle school students' perspectives on Schoolwide Positive Behavior Supports and their recommendations for engaging other students more actively in these programs. <i>Melissa Hine, A. Dia Davis, Emily Lanchak and Blair Lloyd, Vanderbilt University</i>	Featured Session	Hibiscus B
☐ E9 Strand: School-Wide Systems (Tier I) Type: Skill Development Improving Professional Development with District-level Data-based Decision Making District Leadership Teams can improve the development and delivery of professional learning using data-based decision making. Participants will learn to triangulate district-level data to create an action plan to provide effective, ongoing professional learning. <i>Heather Hatton and Trisha Guffey, University of Missouri</i>		Main Lecture Hall
☐ E10 Strand: Mental Health Type: Skill Development The Place I Belong: Solitary Confinement to Community Inclusion This presentation details the transition of three individuals from Forensic Psychiatric facilities to community settings. These individuals had co-occurring cognitive and mental health support needs, and experienced extended solitary confinement prior to transitioning. <i>Kris Clark, CBI Consultants Ltd.</i>		Orchid AB



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Session E - Thursday 4:45 pm - 6:00 pm

E11 Strand: Classroom (Tier II) Type: Research Within-School Coaching to Support Teacher & Student Change: Different Approaches, Meaningful Outcomes Structured classroom observations provide useful performance feedback data to teachers. Data with growth-focused coaching can enhance teacher use of effective practices and support student success. Different approaches for data-based observations and coaching will be shared. <i>Jennifer Payne and Sharonne Telfer, Rypple; Barbara Mitchell, MU Center for School-wide PBS; Lisa Powers, University of Missouri</i>	Symposium	Orchid C
 E12 Strand: IDD Type: Research Regional capacity building for IDD organizations: Statewide training, technical assistance, and evaluation This presentation describes a regional planning model of PBS implementation for organizations who support people with IDD. An overview of the model and preliminary results of the fidelity evaluation tool will be described. <i>Jessica Simacek, Rachel Freeman, Nicole Duchelle, Julie Kramme, Nichole Meyer and Chet Tschetter, University of Minnesota</i>		Gardenia
 E13 Strand: Early Childhood Type: Research Facilitating Systems Change for PBS and Pyramid Model in Early Childhood Programs This presentation describes efforts to partner with Early Childhood programs to develop systemic support for implementation of PBS and Pyramid Model. Data will be shared regarding program implementation and external coach reflections on the process. <i>Christopher Vatland and Lisa Fox, University of South Florida; Erin Barton and Mary Louise Hemmeter, Vanderbilt University</i>		Merrick 1
E14 Strand: School-Wide Systems (Tier I) Type: Skill Development PBIS Next: Enhancing SWPBIS in Urban Schools This presentation will describe a pilot program in urban schools, including a multi-tiered classroom coaching framework, integrating trauma-informed practices, implementing universal screening and tier II supports, and training and coaching for school police officers. <i>Laura Rutherford, Devereux Center for Effective Schools; Erika McDowell, Rachel Digregorio and Courtney Rutledge, School District of Philadelphia; Nathaniel von der Embse, University of South Florida</i>		Merrick 2
E15 Strand: Integration and Alignment Type: Conceptual Creating Safe and Supportive Schools: A Community Schools Model at Work Exploring the development of culturally responsive trauma-informed community schools that integrate school and community resources to provide evidenced-based and restorative practices organized by a Multi-Tiered System of Supports (MTSS). <i>Joseph Fantigrossi, Lyons Central School District</i>		Orchid D



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Poster Session - Thursday 6:30 pm - 8:00 pm – Riverfront North and Central

Poster 101

Strand: Early Childhood

Type: Research

Using Progressive Time Delay to Increase Peer Imitation in Preschoolers with Disabilities

We will describe a classroom-based, play intervention to increase peer imitation in preschoolers with disabilities and present data from a single case study to increase generalization of imitations skills to novel contexts outside of intervention.

Mollie Todt, Erin Barton, Claire Winchester and Yuxin Tang, Vanderbilt University

Poster 102

Strand: Home and Community

Type: Conceptual

How PBS Implementers use www.mnps.org to Support Systems Change Efforts in MN

This poster describes how www.mnps.org increases awareness of PBS across the lifespan by providing people with tools, resources, and stories. Examples will show how data are used to inform systems change and promote collaboration.

Nichole Meyer, Julie Kramme and Rachel Freeman, University of Minnesota

☐ **Poster 103**

Strand: Early Childhood

Type: Research

Leveraging Family-Educator Partnerships to Implement Effective Behavior Supports for Young Children

This presentation describes a multi-year project to develop and evaluate a web-based, integrated behavior support and teacher coaching tool for early childhood settings using a mixed-methods research design. The technology tool guides team-based implementation of individualized behavior supports for young children with behaviors of concern.

Scott Spaulding, University of Washington

Poster 104

Strand: Families and Parent Supports

Type: Skill Development

Utilizing a Team-Based Approach to Build Family and Community Engagement

The Tennessee Behavior Supports project is utilizing implementation science and a team approach to enhance family and community engagement in schools implementing PBIS. This poster details the planning process and implementation of this approach.

Shelby Cook, The University of Memphis

☐ **Poster 105**

Strand: Early Childhood

Type: Research

Addressing Diversity In Preschool Settings Within A Culturally-Sensitive PW-PBS Framework In Germany

The poster visualizes the culturally sensitive adaptation (“DivKids-PBS”) of the Pyramid Model for early childhood education in Germany. This ongoing project will focus on improving the support of culturally and linguistically diverse groups of children.

Michael Paal, Anna-Maria Hintz, Ulla Licandro and Karsten Speck, University of Oldenburg (Germany); Marie-Christine Vierbuchen, University of Vechta (Germany); Heather Hatton, University of Missouri

Poster 106

Strand: Classroom (Tier II)

Type: Research

Addressing Multi-Function Behaviors with a Modified Check-In, Check-Out Procedure

Learn how to adapt Check-In, Check-Out by modifying intervention intensity and adding function-matched components to improve academic engagement for students displaying challenging behavior.

Vanessa Feola, Kara Peterson, Katterra Johnson and Kayleigh Brennan, University of Utah



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Poster Session - Thursday 6:30 pm - 8:00 pm – Riverfront North and Central

Poster 107

Strand: Home and Community

Type: Skill Development

Home and Community Positive Behavior Support Network

Chat with HCPBS members to discover your place in our nationwide network. Join hundreds of parents and professionals employing PBS across the lifespan of our clients.

Paul Rogers BCBA, Outreach Chair, Home and Community Positive Behavior Support Network

Poster 108

Strand: Early Childhood

Type: Research

Using SLP to Teach Board Game Play to Young Children with Disabilities

We will extend the research on board game play among young children with disabilities using a system of least prompts procedure, visual schedules, and peer contingent reinforcement to increase the independent board game play and social behaviors related to board game play.

Gabrielle Trimlett and Erin Barton, Vanderbilt University

Poster 109

Strand: IDD

Type: Research

A Synthesis on Peer-Mediated Social Interaction Studies in Adolescents with ASD

Our synthesis will review recent PMI research and focus on secondary student outcomes and evaluate the quality of the included single-subject intervention studies published between 2014-2018 using CEC standards.

Irem Bilgili-Karabacak, Amanda Weir and Emma Gratton-Fisher, Lehigh University

Poster 110

Strand: Families and Parent Supports

Type: Research

Teaching Caregivers to Implement Trial-based Intensive Intervention in Their Homes

Trial-based functional analysis (FA) is an ecologically valid alternative to standard FA that evokes very little challenging behavior. This poster highlights research which expands the accessibility and utility of trial-based FA and intervention.

Joseph Lambert, Cassandra Standish, Kathryn Bailey, Bailey Copeland, Ipshita Banerjee and Mallory Lamers, Vanderbilt University

Poster 111

Strand: Families and Parent Supports

Type: Research

School Related Stress Predictors Among Parents of Adolescents with Emotional Behavioral Problems

School related factors were investigated as predictors of parent stress among 541 adolescents with emotional behavioral problems. Multivariate multiple linear regression revealed school variables explained a significant amount of stress variability in the Adolescent domain.

Kyleigh Ivory, Irem Bilgili-Karabacak, Elise Settanni, Rui Chen, Devon Carter and Lee Kern, Lehigh University

Poster 112

Strand: Classroom (Tier II)

Type: Research

Using Multi-Tiered Support for Professional Development to Increase Teachers' Behavior-Specific Praise

This poster will present a study in which the MTS-PD framework was used to identify teachers in need of additional supports to increase behavior-specific praise, along with the results of providing several teachers with targeted support.

Nikki Grasley-Boy, University of Florida



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Poster Session - Thursday 6:30 pm - 8:00 pm – Riverfront North and Central

Poster 113

Strand: Early Childhood

Type: Skill Development

Got Excel? Data Tools for Early Childhood Teams Implementing the Pyramid Model

The National Center for Pyramid Model Innovations will share information about the suites of data decision-making tools used by state and program leadership teams in their implementation of PBIS in early childhood programs and classrooms.

Myrna Veguilla, Lise Fox, Meghan von der Embse, Denise Binder and Jolene Ferro, University of South Florida

Poster 114

Strand: Classroom (Tier II)

Type: Skill Development

Coaching Staff's Delivery of Behavioral Performance Feedback

This presentation will emphasize the need for effective performance feedback for students with behavioral challenges. Direct observation strategies for supporting teachers in providing effective performance feedback will be shared and discussed.

Lyndsie Erdy and Brittany Zakszeski, Devereux Center for Effective Schools

Poster 115

Strand: Individualized Student Supports (Tier III)

Type: Research

Behavior Skills Training to Support Educator Implementation of an Intensive Behavior Intervention

We will present results of an evaluation of a behavior skills training coaching package on educator implementation of an intensive behavior intervention for students with emotional and behavioral disorders in public schools.

Marney Pollack, Johanna Staubitz and Blair Lloyd, Vanderbilt University

Poster 116

Strand: School-Wide Systems (Tier I)

Type: Research

Equity in Reducing Exclusionary Disciplinary Actions: A Districtwide Case Study

This presentation uses the evaluation of a SWPBIS program to illustrate a systemic approach to reducing disciplinary actions including identifying implicit bias, applying restorative justice, and integrating disproportional discipline data in a school's practices.

Chris Huzinec, Pearson Clinical Assessment

Poster 117

Strand: School-Wide Systems (Tier I)

Type: Research

Increasing School Leadership Teams' Capacity to Implement Integrated Tiered Prevention Models

In this presentation, we share professional learning outcomes of 10 school leadership teams who engaged in year-long professional learning to develop an integrated tiered prevention model. Findings indicated significant, large-magnitude gains for educators' knowledge, confidence, and perceived usefulness of key constructs of integrated models.

Wendy Oakes, Arizona State University; Kathleen Lane, University of Kansas; Katie Lane, Vanderbilt University

Poster 118

Strand: School-Wide Systems (Tier I)

Type: Research

Perspectives of School and District Representatives on Implementing Multi-Tiered Systems of Behavior Support

We will present findings from a survey examining the perspectives of school and district team members on implementation of multi-tiered systems of behavior support. We will address implications for strengthening technical assistance for leadership teams.

Brooke Shuster, Blair Lloyd, A. Dia Davis and Tara L. Axelroth, Vanderbilt University



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Poster Session - Thursday 6:30 pm - 8:00 pm – Riverfront North and Central

Poster 119

Strand: School-Wide Systems (Tier I)

Type: Research

Innovation Before Implementation: Strengthening the Open Social Innovation of PBS

PBS is an open social innovation and we review existing research to explain how the exploration and adoption phase of PBS implementation can be maximized by focusing on what helps PBS to successfully diffuse (“spread”).

Brent Hayward, Melbourne Graduate School of Education, The University of Melbourne

Poster 120

Strand: Early Childhood

Type: Research

Systematic Review and Meta-Analysis of Stay-Play-Talk (SPT) Interventions for Young Children

A systematic review and meta-analysis was conducted to assess outcomes of SPT interventions, for peer implementers and focal children. Average effects were positive but considerable heterogeneity was observed. Additional research is needed for children with complex communication needs and to determine optimal procedural variations.

Jennifer Ledford, Vanderbilt University; James Pustejovsky, University of Texas at Austin

Poster 121

Strand: Classroom (Tier II)

Type: Research

Improving Language Acquisition And Prosocial Outcomes For Culturally Diverse Groups With Tootling

The purpose of this poster is to describe the cultural adaption of a group-based intervention called Tootling. Tootling will be adapted in order to promote language acquisition and social-emotional outcomes for culturally diverse children attending a primary school in North Rhine-Westphalia (Germany).

Michael Paal and Anna-Maria Hintz, University of Oldenburg (Germany); Isabelle Erbslöh, University of Siegen (Germany); Mack Burke, Texas A&M University

Poster 122

Strand: School-Wide Systems (Tier I)

Type: Research

Components of a Successful Classroom: A measure to assessing tier-1 classroom management

Presentation includes an overview of the CSC tool and its implementation within the problem-solving consultation process. A brief description to be offered on potential ways of organizing CSC components. Current data will also be reviewed.

Annette Maldonado, Ashley Coombs, Aaron Fischer, Leanne S. Hawken and Keith C. Radley, University of Utah

Poster 123

Strand: Classroom (Tier II)

Type: Research

Implementing Daily Behavior Report Cards: A Meta-Analysis of Current Literature

Daily Behavior Report Cards (DBRC) are a promising intervention for students with challenging behavior. Researchers will present findings from a meta-analysis of literature on DBRC, with focus on strategies to improve use in classrooms.

Ellie Hancock, Alyssa Van Camp and Joseph Wehby, Vanderbilt University

Poster 124

Strand: Individualized Student Supports (Tier III)

Type: Research

Scaling-Up Individualized Supports In The Classroom: Teacher Beliefs, Alliance, and Leadership

This poster will present the results of the implementation of individualized supports in classroom settings and the influence of implementation strategies to influence teacher beliefs, alliance, and school leadership.

Carol Davis and Michael Pullmann, University of Washington



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Poster Session - Thursday 6:30 pm - 8:00 pm – Riverfront North and Central

Poster 125

Strand: Classroom (Tier II)

Type: Research

Implementing CW-FIT in Inclusive Elementary Classrooms: The Journey of Teachers in Taiwan

This presentation shares the procedures of elementary teachers adapting the Class-wide Function-Related Intervention Teams in inclusive classrooms in Taiwan. The challenges encountered and lessons learned by the teachers regarding implementing the intervention were addressed.

Pei-Yu Chen, Yu-Hsing Chen and Hsiu-Chin Lin, National Taipei University of Education

Poster 126

Strand: School-Wide Systems (Tier I)

Type: Research

Effects of tier 1 implementation of SWPBS in a Japanese elementary school

A tier 1 intervention of SWPBS was conducted in a Japanese elementary school. It positively affected students' engagement and subjective evaluation of school adaptation. However, a culturally valid approach is needed to increase teachers' BSP.

Kanako Otsui, Kindai University; Yoshihiro Tanaka, Osaka Shoin Women's University; Kazuki Niwayama, Osaka Kyoiku University; Yasunari Matsuyama, Hiroshima University

Poster 127

Strand: Equity

Type: Research

Promoting Equity in Teachers' Use of Behavior-Specific Praise with Self-Monitoring and Feedback

This session presents the results of single-subject design research on self-monitoring with performance feedback to facilitate teachers to improve classroom practices by establishing proportionate praise and discipline practices across racially diverse students in elementary classrooms.

Kwang-Sun Cho Blair, Ashley Knochel and Donald Kincaid, University of South Florida

Poster 128

Strand: IDD

Type: Research

Check-In/Check-Out for Students with Extensive Support Needs

With training, school staff implemented traditional and adapted Check-In/Check-Out for students with extensive support needs. Results and implications will be discussed.

Megan Carpenter, Holly Johnson, Virginia Walker and Ya-yu Lo, University of North Carolina at Charlotte

Poster 129

Strand: Individualized Student Supports (Tier III)

Type: Conceptual

The Effect of Trauma Informed Interventions on the Reduction of Restraints and Seclusions

Schools and residential programs have unique challenges when transforming from a traditional "points and levels", "behavior chart", authority-driven program, to a trauma informed approach. This presentation will outline a variety of evidence-based alternatives to assist with moving toward a strength-based model.

Karen Wilson and Cheyenne Rhodes, American School for the Deaf



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Poster 130

Strand: Classroom (Tier II)

Type: Research

Providing Students With Instructional Choice: Moving From Research to Practice

Providing students with choices during instruction reduces problem behavior and increases academic engagement across a range of students and academic areas. This session shares results from a recent study and recommendations for classroom implementation.

Sarah Wilkinson, University of Connecticut

Poster 131

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Positive Behavioral Support on the School Bus: Methods and Outcomes from 8 Districts

Learn how 8 districts trained all transportation staff to improve student behavior and reduce referrals on the school bus. See examples of expectations, tickets, referral process, fidelity surveys, social validity evaluations, and assessments.

Karen Gifford and Yadira Flores, KOI Education

 Poster 132

Strand: Early Childhood

Type: Research

Variations of Peer-Mediated Stay-Play-Talk Interventions in Inclusive Preschool Classrooms

Children build social-emotional and communication skills through positive peer interactions, but children with disabilities often lack social opportunities. This study compares two prompting styles used during a peer-mediated intervention to increase social interactions.

Catherine Simpson and Jennifer Ledford, Vanderbilt University

 Poster 133

Strand: Early Childhood

Type: Research

Addressing Inappropriate Discipline Practices: Examining State Policies on Preschool Suspension and Expulsion

State's policies related to suspension and expulsion were reviewed. Review focused on elements of policy statements and their relationship to the joint statement recommendations by the US Department of Health and Human Services and Education.

Leigh Ashley, Lise Fox and Myrna Veuilla, University of South Florida

Poster 134

Strand: School-Wide Systems (Tier I)

Type: Research

Positive Behavior Interventions and Supports: A Descriptive Analysis of PBIS Videos

PBIS videos are one medium for teaching and bolstering schoolwide initiatives. We conducted a descriptive analysis of 250 PBIS videos produced between 2015-2019. We will present key findings, themes, and recommendations for practitioners.

Sharon Walters, Shanna Hirsch, Alex Carlson and Cameron Gentry, Clemson University

 Poster 135

Strand: School-Wide Systems (Tier I)

Type: Conceptual

How to Gather and use Staff Input to Inform Tier I Implementation

During this presentation, participants will define social validity, identify research-based rating scales and technology used to gather staff input data, and how to use data to inform implementation at the school, and district levels.

Jason Gordon, Jessica Eshbaugh, Michael Morrow, Miller Foutch and Tara Moore, University of Tennessee – Knoxville



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Poster 136

Strand: Individualized Student Supports (Tier III)

Type: Research

Teaching Children Appropriate Timing and Tolerance through Compound Schedules: A Systematic Review

We reviewed studies using response-based schedules with differential reinforcement to treat problem behavior. We will present evidence and recommendations for teaching children appropriate times to request reinforcers and how to tolerate challenging situations via response-based schedules.

Jessica Torelli and Sage Pickren, Vanderbilt University

 Poster 137

Strand: IDD

Type: Research

Assessing Outcomes of PBS Capacity Training for Staff Supporting IDD Individuals

This research study will discuss participant outcomes assessed from in-person PBS capacity training. Data and outcomes focusing on PBS knowledge, attitudes of participants and behaviour support plan quality will be shared.

Victoria Hatch, CBI Consultants Ltd.

Poster 138

Strand: School-Wide Systems (Tier I)

Type: Conceptual

State-level Supports for Implementing School-Wide Positive Behavior Interventions and Supports

This poster presentation will describe the school-wide positive behavior intervention and support (SWPBIS) resources and supports available in each state. Technical assistance support for training and implementation of SWPBIS will be displayed.

Rachel Kaplan, Nicholas Cage and Nikki Grasley-Boy, University of Florida

 Poster 139

Strand: School-Wide Systems (Tier I)

Type: Conceptual

Establishing a Model of Demonstration School Network for Sustained Implementation of MTSS

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.

Michael Morrow, Miller Foutch, Jason Gordon, Jessica Eshbaugh and Tara Moore, University of Tennessee – Knoxville

Poster 140

Strand: School-Wide Systems (Tier I)

Type: Research

The Impact of Teacher Behaviors on Student Behaviors: A Meta-Analysis

Class-wide classroom management interventions are associated with improved student behavior. This meta-analysis assesses the impact of these interventions on student and teacher behaviors and attempts to assess the degree to which changes in teacher behaviors account for changes in student behaviors in the context of these interventions.

Alyssa Van Camp, Ellie Hancock and Joseph Wehby, Vanderbilt University



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 Poster 141

Strand: School-Wide Systems (Tier I)

Type: Research

The Challenges of Using Schoolwide Positive Behavior Support: Teachers' Perceptions

In this study, teachers reported difficulty moving from reactive discipline systems to one premised on positive behavior support (PBS) principles. Implications for scaling tiered models and understanding barriers to PBS.

Holly Menzies, California State University, Los Angeles; Kathleen Lane, University of Kansas; Wendy Oakes, Arizona State University; Lucia Smith-Menzies, Alford Unified School District; Katie Lane, Vanderbilt University

 Poster 142

Strand: School-Wide Systems (Tier I)

Type: Research

Factors Involved in Effective and Sustained Implementation of School-wide PBIS

This presentation will provide findings from a qualitative study that explored the facilitators and barriers for effective and sustained implementation of Foundations, a Tier 1 School-wide PBIS program.

Yunsoo Park, Kirby Chow and Carl Sumi, SRI International

 Poster 143

Strand: Mental Health

Type: Research

Using School-Based Provision of ADAPT as a Restorative Approach to Discipline

This poster will present a research study and concrete strategies for school psychologists to implement ADAPT (Advancing Decision-making and Problem-solving for Teens) as a restorative Tier 2 intervention for adolescent students at-risk for substance use.

Christina Omlie, Magenta Silberman, Pamela Cornejo, Stephanie Pirsig, Emily Davis, Aaron Fischer and Shengtian Wu, University of Utah

 Poster 144

Strand: Early Childhood

Type: Research

Functional Communication Training with Lag Schedules of Reinforcement With Preschoolers With Disabilities

Training multiple mands may increase variable responding and delay the resurgence of challenging behavior. This poster presents the effects of functional communication training with a lag schedule of reinforcement with a preschooler with Down syndrome.

Kelly Willard, Erin Barton and Mollie Todt, Vanderbilt University

Poster 145

Strand: School-Wide Systems (Tier I)

Type: Research

Updating and Expanding Reviews on the Effects of School-Wide Positive Behavior Interventions and Supports

This systematic review updates previous review study by including both published and unpublished studies and conducting a meta-analysis to examine the effect of SWPBIS on all available school-level outcomes. We found 29 group design studies, used robust variance estimation meta-analysis and found small to medium significant effects.

Nicholas Gage and Ahhyun Lee, University of Florida



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Poster 146

Strand: School-Wide Systems (Tier I)

Type: Research

The Link Between Behavioral/Emotional Risk and Academic Motivation

This poster examines the association between behavioral and emotional risk screening data and student motivation in mathematics. Results highlight that behavioral and academic difficulties are intertwined and implications for integrating supports will be discussed.

Kelsey Gaier and Bridget V. Dever, Lehigh University; Stephen J. Flavell, Executive Education Academy Charter School

Poster 147

Strand: Home and Community

Type: Research

Effectiveness of Parent-Training Program Provided by Elementary School Teachers in Japan

This study aimed to find the effectiveness of parent training program by elementary school teachers. We will discuss how elementary school can function as a sustainable parent training program provider.

Akina Noguchi, Misako Ida, Kosei Wada and Minori Suzuki, LITALICO Inc.; Emi Fujimoto, Toda City Board of Education

Poster 148

Strand: School-Wide Systems (Tier I)

Type: Research

Assessing Middle School Teacher Perceptions of Implementation of School-Wide Positive Behavior Supports

Teacher perceptions of implementation of School-Wide Positive Behavior Support (SWPBS) was evaluated within a rural middle school reporting current implementation of SWPBS. Through a survey, teachers reported their level of training, and perceptions of effectiveness.

Tabetha Bernstein-Danis and Kyleigh Ivory, Kutztown University

Poster 149

Strand: Individualized Student Supports (Tier III)

Type: Research

The Impact of Antecedent Exercise on the Engagement of Middle School Students with Emotional and Behavioral Disorders

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

Colleen Commisso, West Chester University

Poster 150

Strand: School-Wide Systems (Tier I)

Type: Conceptual

Praise as a Relationship Building Strategy Across Home and School Contexts

Student-teacher and parent-teacher relationships are essential for student success. This poster will review past literature to inform the use of praise as a practice for relationship building across home and school contexts.

Ashley Thoma and Sarah Fefer, University of Massachusetts, Amherst

Student Social: Trivia Night - Thursday 8:00 – 10:00 pm
Riverfront North and Central

Student Social: Trivia Night

Make new friends, show us your best trivia knowledge, and **win prizes!** Trivia will begin directly following the poster session. A cash bar will be available. Look for the Student Network sign!



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Session F - Friday 8:30 am - 9:45 am

F1 Strand: School-Wide Systems (Tier I) Type: Skill Development Leading is Believing: Learn How our Nation's Superintendents Have Made PBIS a Priority Effective leadership is critical to the successful implementation and sustainability of PBIS. Come and learn firsthand from some of our nation's top Superintendents who have made PBIS a priority and continue to positively impact their district. <i>Heather George, University of South Florida; Curtis Jones, Bibb County School District; Debra Pace, School District of Osceola County</i>	Invited Presenter	Ashe Auditorium
F2 Strand: Integration and Alignment Type: Conceptual Practical Use of Implementation Science to Meet Your Community's Goals What strategies and methods are needed to ensure effective use of positive behavior supports? How do we ensure these strategies are relevant and feasible for our different contexts (e.g., rural, urban, clinic, community) and fields? The keynote session will share how active implementation strategies can be used to answer these questions. <i>Caryn Ward, SISEP, NIRN, University of North Carolina-Chapel Hill</i>	Friday Keynote	Jasmine
F3 Strand: Integration and Alignment Type: Conceptual Why PBIS Needs UDL: Universal Flexibility, Prevention, and Engagement This session will highlight how school and LEA PBIS leaders can embed the UDL framework in district and campus systems as part of a comprehensive approach to preventative classroom design. <i>Brian Gaunt, University of South Florida; Clynita Grafenreed, Vicki Babbs and Kristen Omelan, Texas Region 4 ESC</i>		Brickell
F4 Strand: Integration and Alignment Type: Skill Development Developing an Integrated Plan to Support Core Instruction This session informs participants about how to develop an integrated system to support core instruction. The presentation includes data to consider for core problem-solving, teaming structures, and rationale for the use of ONE core plan. <i>Karmen Mills, Alisha Schlitz, Beth Rice, Angel Batts and Nancy Kueffer, North Carolina Department of Public Instruction</i>		Tuttle
F5 Strand: School-Wide Systems (Tier I) Type: Skill Development Implementing PBIS in Challenging Environments: A 20-Year Perspective This presentation will examine the proximal and distal contextual factors that impede PBIS implementation in challenging educational environments, including urban, alternative and residential programs. Information and data on overcoming obstacles will be shared. <i>Barry McCurdy and Lisa Thomas, Devereux Center for Effective Schools</i>	Featured Session	Monroe



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Session F - Friday 8:30 am - 9:45 am

F6

Combined Session

Flagler

Strand: Individualized Student Supports (Tier III)
Types: Research and Skill Development

Building Sustainable and Comprehensive Tier 3 PBIS Systems

Does your PBIS handbook include Tier 3 system of support? How do you balance equitable and sustainable practices across students with the need for individualized supports for each student? Together, we will discuss the rationale for comprehensive documentation at Tier 3 and explore sample documentation that aligns with the TFI.

Kathleen Conley, University of Oregon

School-Based Behavioral Consultation Using the Prevent-Teach-Reinforce Model within Tier 3 PBIS

This presentation introduces the process and outcomes of school-based consultation using the PTR model within Tier 3 PBIS for students with behavioral challenges. Implications for practice in using PTR in behavioral consultation will be discussed.

Kwang-Sun Cho Blair, Rose Iovannone and Daniel Kwak, University of South Florida

The BIP-IT: A Free Data Management Tool for Monitoring Intensive Behavioral Interventions

The BIP-IT is a free tool designed to assist teams in monitoring behaviors and intervention implementation of students who require intensive supports. This session is interactive. Please bring a device that can access the internet and run Microsoft Excel.

Gordon Way, Missouri SW-PBIS/University of Missouri-Columbia

◆ F7

Hibiscus A

Strand: Individualized Student Supports (Tier III)
Type: Skill Development

Implementing Tier 3 Takes Work – The Systems & Supports Needed to Succeed

Experts from NCII and the PBIS Center will discuss common myths and misunderstandings around intensive intervention and the systems and supports needed to effectively make Tier 3 work.

Gail Chan, American Institutes for Research; Steve Goodman, Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI); Lee Kern, Lehigh University; Donald Kincaid, University of South Florida; Brandi Simonsen, University of Connecticut

□ F8

Combined Session

Hibiscus B

Strand: Classroom (Tier II)
Type: Skill Development

Low-intensity Behavior Management Strategies: Stepping Stones for Selection of More Intensive Interventions

We will discuss research on teachers' use of low-intensity classroom and behavior management strategies, discuss approaches to increasing their use of such strategies, and discuss implications for intensifying behavioral interventions to comprehensively address students' needs.

Tara Moore and Jason Gordon, University of Tennessee-Knoxville; Rachel Robertson, University of Pittsburgh; Alyssa Van Camp and Joseph Wehby, Vanderbilt University; Daniel Maggin, University of Illinois at Chicago

R.A.P.I.D. Behaviour Strategies

The RAPID behaviour strategies are a collection of common evidence-based strategies that address mild and moderately challenging behaviour for elementary-aged students. They are bundled in a fast and easy-to-use program that replicates the power of a multi-component function-based intervention but is accessible to staff with varying experience.

Robert Vint, School District 38 Richmond, British Columbia, Canada



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Session F - Friday 8:30 am - 9:45 am

F9

Combined Session

Main Lecture Hall

Strand: Mental Health

Types: Conceptual and Research

How to Sustain PBS Without Magic in Psychiatric Facilities & Community Settings

Staff working in high-stress environments are often faced with poor staffing ratios, competing job tasks and burnout. There is no magic fix to overcome these barriers; however, a whole-systems approach can help sustain PBS implementation.

Rhiannon Evans, Lucas Evans and Teresa Rodgers, Missouri Department of Mental Health

Situating Mental Health Literacy & Suicide Prevention within the PBIS Framework

This session will highlight approaches to situate mental health literacy and suicide prevention training (e.g., YMHFA and QPR) within the PBIS framework and provide guidance for school-based practitioners on issues of fidelity and sustainability.

Danielle Empson and Tim Knoster, McDowell Institute, Bloomsburg University

F10

Orchid AB

Strand: School-Wide Systems (Tier I)

Type: Conceptual

Make an Impact: Using Data Dashboards to Tell Your PBIS Story

Learn about data dashboards with PBIS Early Warning System elements that examine indicators of effective PBIS. School and district level dashboards will be demonstrated with implications for continuous improvement and data-based decision-making discussed.

Karen Elfner and Nichole Fintel, University of South Florida

F11

Combined Session

Orchid C

Strand: School-Wide Systems (Tier I)

Types: Conceptual, Research, Skill Development

Black Girls in 3D: Disruptive, Defiant, and Disrespectful - Implementing Culturally Responsive Classroom Management

This presentation focuses on effective and practical culturally responsive classroom management practices that can be implemented with girls of color who are often reprimanded for subjective infractions such as being defiant, disruptive, and disrespectful.

Janeen Perry-Campbell, Portsmouth Public Schools

School Crime and Academic Performance in North Carolina PBIS Schools

PBIS implementation schools versus non-PBIS schools were compared on schoolwide (a) crime and violence, and (b) academic performance. Results showed that PBIS schools were significantly lower in crime rates, but non-PBIS schools performed higher in general academic functioning. Implications of these findings will be discussed.

Edward Sabornie, Cathy Crossland, Emily Griffith and Mityl Biswas, North Carolina State University

Streamlining the Role of District BCBA Within a PBIS Model of Prevention

Comprehensive, integrated three-tiered models of prevention have helped streamline the role of district behavior specialists. This presentation will highlight the expanded role of the BCBA, including prevention activities, teacher professional development, and more.

Penney Owens, Vanderbilt University/Homewood City Schools; Robin Ennis, University of Alabama at Birmingham; Cristy York, Homewood City Schools



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Session F - Friday 8:30 am - 9:45 am

F12 Strand: Equity Type: Skill Development A Journey through Privilege, Implicit Bias and Strategies to Increase Equitable Outcomes 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. <i>Lisa Fillipovich and Charles Barrett, Loudoun County Public Schools</i>	Gardenia
  F13 Strand: Early Childhood Type: Skill Development Using Coaching Strategies and Data-based Decision Tools to Maximize Coaching Efforts Coaching improves teacher practices through effective strategies and data that inform decisions at each step. We will review strategies and data tools; work through an analysis and interpretation of coaching data in early childhood classrooms. <i>Jolene Ferro, Denise Binder and Meghan von der Embse, University of South Florida</i>	Merrick 1
F14 Strand: Classroom (Tier II) Type: Skill Development Assessment to Inform Selection of Tier 2 Social-Emotional and Behavioral Interventions The purpose of this presentation is to review the Intervention Selection Profile (ISP), a suite of brief problem analysis tools intended to inform the selection and matching of Tier 2 behavior interventions to student needs. <i>Stephen Kilgus and Katie Eklund, University of Wisconsin-Madison; Nathaniel von der Embse, University of South Florida</i>	Merrick 2
F15 Strand: IDD Type: Research Training Postsecondary Peer Mentors: Fidelity of Behavior Intervention Plans and Students' Behavior Findings will be presented from a single-subject multiple baseline study that assessed the impact of training and coaching on peer mentors' implementation fidelity of students' function-based intervention plans, and behavior of postsecondary students with ASD-ID. <i>Kirsten Lansey, University of Arizona</i>	Orchid D

Session G - Friday 10:00 am - 11:15 am

 G1 Strand: School-Wide Systems (Tier I) Type: Conceptual Uniting Policy, Practices and Data to Promote PBS This session will focus on the "practices" that are making PBS relevant in school, home and community settings, the "policies" that are needed to scale and sustain PBS efforts, and the evolving role that "data" is playing as we strive to improve, sustain and implement PBS. <i>Rob Horner, University of Oregon</i>	Featured Session	Ashe Auditorium
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Session G - Friday 10:00 am - 11:15 am



G2

Jasmine

Strand: Families and Parent Supports

Type: Research

Using the Family Check-Up to Promote Positive Behavior Support and Home-School Collaboration

The purpose of the session is to describe evidence-based recommendations for promoting children's positive behavior support through a family-centered and school-based intervention during the transition to kindergarten.

Andy Garbacz, University of Wisconsin-Madison; Beth Stormshak and Laura Lee McIntyre, University of Oregon



G3

Symposium

Brickell

Strand: IDD

Type: Skill Development

The Importance of Measuring Outcomes in PBIS Organizations Serving Individuals with I/DD

Move beyond data collection and create systems and practices to improve both service delivery by practitioners and quality of life for individuals with IDD. Three organizations will present their use of tools to measure fidelity and outcomes.

Bob Putnam, May Institute; Steward Shear, Devereux; Jennifer Jeffrey-Pearsall, Sheppard Pratt Health System; Meg DePasquale, Maryland Developmental Disabilities Administration



G4

Tuttle

Strand: Individualized Student Supports (Tier III)

Type: Skill Development

Is Your District Producing High Quality FBA/BIPs? The TATE and Improving Practice

The TATE is used by schools to evaluate the quality of FBA/BIPs. Participants will practice using the tool with case examples, obtain examples of high-quality FBA/BIPs, and discuss using the TATE to improve practices.

Rose Iovannone, University of South Florida

G5

Invited Presenter

Monroe

Strand: Classroom (Tier II)

Type: Research

BEST in CLASS: A Classroom-based Tier 2 Intervention

This presentation provides an overview of BEST in CLASS, a classroom-based intervention targeting the behavioral needs of young students (PK – 2nd grade). Results from several randomized control trials and scale-up efforts will be shared.

Maureen Conroy, University of Florida



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Session G - Friday 10:00 am - 11:15 am

G7

Combined Session

Hibiscus A

Strand: Integration and Alignment
Types: Conceptual, Research, Skill Development

Developing Advanced Tier Systems as a Guide for Effective Implementation

Advanced tier systems not quite producing? Come and discuss the importance of establishing advanced tier systems while focusing on data, practices, and outcomes that are comprehensive in scope and reduce disproportional identification for marginalized students.

Jodie Soracco and Kaci Fleetwood, Nevada PBIS Technical Assistance Center; Kymberly Harris, Georgia Southern University; Robert Sumowski, Georgia College & State University

Georgia's PBIS Endorsement: Standards and Coursework at two Public Universities

The presenters are university faculty and designed the Georgia PBIS endorsement at their respective institutions. They will share assignments and assessments and provide a content crosswalk of the Georgia PBIS standards embedded in the coursework.

Kymberly Harris, Georgia Southern University; Robert Sumowski, Georgia College & State University

Integrating Emotional Regulation Strategies and PBIS

Emotional regulation is a critical skill that directly impacts major life outcomes. PBIS provides an opportunity for embedding emotional regulation strategies throughout the tiered system. This session will provide potential strategies and suggestions for practice.

Tosha Owens, East Carolina University; Adene Karhan, Cornell University

G8

Ignite Session

Hibiscus B

Strand: Integration and Alignment
Type: Conceptual

APBS Network Ignite Session

This newly created network session will provide existing national, international, and thematic, APBS networks with the opportunity to learn more about each other. Utilizing a Pecha Kucha format, seven APBS Networks will briefly share information regarding their organizations. We invite all to join to learn about PBS efforts worldwide!

Ashley MacSuga-Gage, University of Florida

G9

Main Lecture Hall

Strand: Mental Health
Type: Research

Internalizing and Externalizing Behavioral Predictors of Adolescent Risky Behavior

This study investigated relationships between risky behavior and internalizing, externalizing, and comorbid symptoms among a sample of secondary students. Findings indicated that students with comorbid symptoms reported the highest rates of risky behavior, with dimensions of anxiety and depression impacting risk-taking behavior in different ways.

Allyse Hetrick, University of Florida; Lee Kern, Lehigh University



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Session G - Friday 10:00 am - 11:15 am

 G10 Strand: School-Wide Systems (Tier I) Type: Research Mindfulness Instruction as a Tier One Strategy in an Urban High School Research findings and practical lessons learned from a study where universal mindfulness instruction significantly improved ninth-graders' cognitive and emotion regulation skills will be shared. Implications based on various student risk factors will be explored. <i>Mary Stone, Marist College; Scott Silverman, Scott Tierney, Meredith Long and Daniel Scanlon, John Adams High School</i>	Orchid AB
 G11 Strand: School-Wide Systems (Tier I) Type: Conceptual Commitment Issues: Supporting Staff Across a Range of Intentions to Implement SWPBIS This session describes the theory and experience of using the PBIS Action and Commitment Tool to provide differentiated support for staff based on their level of commitment to implement SWPBIS. <i>Kevin Filter, Minnesota State University, Mankato; Brooke Wagner, University of Nevada-Reno, School Climate Transformation Project</i>	Orchid C
 G12 Strand: Integration and Alignment Type: Skill Development Creating Trauma Informed Classrooms: Practical Strategies for Educators This session will focus on methods educators can use to support student success by understanding the impact of trauma in a PBIS framework. Practical strategies and easy to implement ideas will be shared. <i>Elena Jimenez and Laura Zeff, Los Angeles Unified School District</i>	Gardenia
 G13 Strand: Home and Community Type: Conceptual Applying PBS to a Statewide Service System: Special Focus on Tier 2 Staff spend most of their energy responding to crisis rather than preventing it. To address this concern, Missouri has adapted a statewide multi-tier PBS system with special focus on development of Tier 2 targeted prevention. <i>Teresa Rodgers and Rhiannon Evans, Missouri Department of Mental Health</i>	Merrick 1
 G14 Strand: Equity Type: Skill Development Centering Equity within Tier 1 PBIS: Examples from a Statewide Training Curriculum Looking to improve discipline equity but unsure how to get started? Come and practice a few of the activities one state uses to guide PBIS teams in their development of culturally responsive Tier 1 strategies. <i>Therese Sandomierski and Brooke McDermott, Florida PBIS Project</i>	Merrick 2



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Session G - Friday 10:00 am - 11:15 am

G15

Orchid D

Strand: Early Childhood

Type: Research

Project HEAR+T: Teaching Behavior Expectations in Early Childhood

With the rising incidence in young children being suspended and expelled from pre-school settings, on-going examination of evidence-based intervention is essential. This presentation will discuss findings from a feasibility study that examined the impact of a social and emotional intervention on teacher and student behavior.

Charis Price, Eric Anderson and Yu-Ling Chen, The Ohio State University

Session H - Friday 11:30 am - 12:45 pm

H1

Invited Presenter

Ashe Auditorium

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Supporting Students with Disabilities Through Positive Behavioral Interventions and Supports

This session describes how to (a) implement and differentiate Tier 1 PBIS to support students with disabilities and (b) intensify support (Tiers 2 and 3) based on data. We share examples across a continuum of settings, ranging from inclusive classrooms to special education schools.

Brandi Simonsen, Sandra Sears and Katherine Meyer, University of Connecticut; Bob Putnam, May Institute

H2

Combined Session

Jasmine

Strand: Classroom (Tier II)

Type: Skill Development

Embedding Behavior Strategies Into a Tier 2 Math Intervention

SRSD Fractions is a math intervention using the self-regulated strategy development framework. This presentation will share results from recent studies using SRSD Fractions as a Tier 2 intervention with embedded behavioral strategies.

Robbin Ennis, University of Alabama at Birmingham; Mickey Losinski, Kansas State University

Strengthening Your Tier 2 Implementation: Using Fidelity Measures for Tier 2 Interventions

Assessing the fidelity of Tier 2 implementation and interventions is difficult! Participants will participate in a TFI Action Planning meeting and will develop a Tier 2 fidelity evaluation plan for their school, district or region.

Celeste Dickey, University of Oregon

H3

Brickell

Strand: Integration and Alignment

Type: Skill Development

Decreasing Behavioral Crises Through Coordinated and Function-Based Responses

"To rescue the fallen is good, but 'tis best to prevent other people from falling." Learn how to apply methods of ABA to develop a streamlined process for preventing and responding to behavioral crises through a data-driven approach.

Senaida Mehmedovic, University of Denver



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Session H - Friday 11:30 am - 12:45 pm		
H4 Strand: Classroom (Tier II) Type: Skill Development Building Students' Resilience-Enabling Social Emotional Learning Skills in the Classroom Resiliency is essential for health and adaptable development. This session examines SEL skills that enable resiliency in students and guides learning new strategies to assess and improve these skills within a multi-tiered support framework. <i>Chris Huzinec, Pearson Clinical Assessment; Steve Elliott, Arizona State University</i>		Tuttle
H5 Strand: Mental Health Type: Skill Development Mental Health in Schools: Expanding Your Team, Expanding Your Results The Interconnected Systems Framework (ISF) is a process to integrate mental health and PBIS systems. This session will describe the steps a district takes to embed community partners, families and youth into a single system using the MTSS core features to improve student outcomes. Installation guides and other alignment resources will be shared. <i>Susan Barrett, Center for Social Behavior Supports; Lucille Eber, Midwest PBIS Network</i>	<i>Invited Presenter</i>	Monroe
 H6 Strand: School-Wide Systems (Tier I) Type: Conceptual Taking the Next Step in Culturally Adapting SWPBIS to the Context Sustainable implementation of SWPBIS depends on the way it is aligned to the school context. How do you do this in contexts with different cultures? Participants are encouraged to take the next step. <i>Margreet van Oudheusden and Monique Nelen, Windesheim of Applied Sciences, Netherlands</i>		Flagler
 H7 Strand: School-Wide Systems (Tier I) Type: Skill Development Play with a Purpose: Leveraging Recess to Support a Healthy School Culture This presentation will present helpful strategies and tools that can be immediately implemented on your playground to end the chaos of recess and promote positive student behaviors that can impact your overall school climate. <i>Allan Whitmore, Wasatch County School District; Ashley Engeler, Playworks, Murray, Utah</i>		Hibiscus A



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Session H - Friday 11:30 am - 12:45 pm

□ H8 Strand: Classroom (Tier II) Type: Skill Development Supporting Effective Classroom Management: Low-Intensity Strategies for Universal Delivery This session will highlight the need for low-intensity supports for classroom management and describe supports viable for universal implementation. Preliminary results of a universal support package on both teacher and student outcomes will be shared. <i>Brittany Zakszeski, Lisa Thomas and Lyndsie Erdy, Devereux Center for Effective Schools</i> What School Leaders Ought to Know About Supporting Their Early Career Teachers This session is designed for those who wish to improve Class-Wide PBIS implementation, support the transition from pre-service to early career, and improve teacher retention rates. Participants will learn how to scaffold support for early career teachers by using video analysis to improve classroom management skills. <i>Janet VanLone, Bucknell University; Sarah Wilkinson, University of Connecticut</i>	Combined Session	Hibiscus B
H9 Strand: Home and Community Type: Skill Development Using PBS Principles and Technology to Support Individuals in Vocational Education Programs Implementing PBS principles in a Vocational Education Program which traditionally tends to an adult clientele but now must work with younger students exhibiting challenging behavior. What were the challenges and how were they addressed? <i>Normand St-Georges and Steve Bissonnette, TELUQ University</i>		Main Lecture Hall
◆ H10 Strand: IDD Type: Research SWPBIS and Students with Significant Disabilities: Perspectives Among Experts We will present findings from a survey study exploring expert perspectives on the inclusion of students with significant disabilities in SWPBIS and discuss implications and future directions for research. <i>Virginia Walker, University of North Carolina at Charlotte; Alison Zagona, University of New Mexico; Jennifer Kurth, University of Kansas; Kirsten Lansey, University of Arizona</i>		Orchid AB
◆ H11 Strand: Individualized Student Supports (Tier III) Type: Skill Development "Rewards Don't Work!" Fine-Tuning Individualized Reward Systems to Maximize Student Outcomes This session will involve ways to respond to claims that the reinforcement system "isn't working," including strategies to address resistance and a tool to help identify key reinforcement factors to consider fine-tuning. <i>Chris Barclay and Erin Crosby, EASTCONN Regional Education Service Center</i>		Orchid C



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Session H - Friday 11:30 am - 12:45 pm

 H12 Strand: IDD Type: Conceptual Life Course: A Person-Centered Planning Approach for Families Key elements describing a family and person-centered framework called Charting the LifeCourse, will be introduced. This process is used to discover what a Good Life is as defined by a person and his/her family. <i>Nicole Duchelle, University of Minnesota; Barbara Brent, NASDDDS</i>	Gardenia
H13 Strand: Integration and Alignment Type: Conceptual Division Implementation of Social Emotional Learning: Considerations and Lessons Learned This presentation shares a school division's process of strategic planning, implementation, and collaboration with stakeholders to promote the visibility of social-emotional learning as a large-scale initiative, including alignment of SEL and PBIS. <i>Lindsay Orme and Stefanie LaPolla, Loudoun County Public Schools</i>	Merrick 1
 H14 Strand: Early Childhood Types: Conceptual and Skill Development From Coaching to Implementation: Community Collaboration supporting inclusive practices and PBIS Implementation The purpose of this presentation is to provide information to community stakeholders and early learning centers on the development of a collaborative teaming model that will support inclusive practices through pyramid model alignment. The Rapid Response Team provides a 48-hour response to programs considering the suspension or expulsion of a child. <i>Alison Mellott, National Center for Pyramid Model Innovations</i> It's Not One or the Other – Aligning Conscious Discipline to PBIS This presentation will include information about how Conscious Discipline strategies can be used within a larger PBIS framework to support the social-emotional and behavioral needs of young children at the Tier 2 and Tier 3 levels. <i>Brittany Herrington and Kasey Keith, University of Southern Mississippi/REACH MS</i>	Combined Session Merrick 2
 H15 Strand: Equity Type: Research RESET: Engaging in Equity-Focused Tier 1/2 Processes to Neutralize the Impacts of Implicit Bias This research study extends the work of previous researchers regarding CRSWPBS by refining Tier1/2 ODR data processes, redefining behavior with a culturally inclusive lens, neutralizing implicit bias through recognition of vulnerable decision points (VDPs), and RESETing with a more equitable approach to perceived behavioral infractions. <i>April Mustian and Karley Corley, Illinois State University</i>	Orchid D



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Lunch Sessions - Friday 12:45 pm - 2:00 pm

Bring your own lunch and join us at one of our lunch sessions - Cash stands are available in the hotel lobby

Hibiscus A

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Student Network Panel: PBS on the International Stage

Panelists will share their experiences with studying and implementing PBS in locations beyond the United States. Current trends, challenges, and research will be discussed.

Anita Blonk, PBS Netherlands; Sharonne Telfer, PBS Australia; Dianna Yip, PBS Academy Asia



Orchid AB

Strand: Integration and Alignment

Type: Conceptual

APBS Network Lunch Session

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

Ashley MacSuga-Gage, University of Florida



Orchid C

Strand: Families and Parent Supports

Type: Conceptual

APBS Family Workgroup Networking Lunch

All are welcome to join the APBS Family Workgroup Networking Lunch as we discuss our current activities, plan for the coming year, say hello to old friends and welcome new faces. Come to actively participate or just check us out. A light lunch will be provided.

Kimberli Breen, Affecting Behavior Change Inc.

Session I - Friday 2:00 pm - 3:15 pm

I1

Invited Presenter

Ashe Auditorium

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Responding to Inappropriate Behavior: Is There a Place for "Punishment?"

Key to the positive behavior support process is understanding the "science" of behavior support implementation. This session will review the "science" behind traditional school discipline procedures to inform school team decisions.

Tim Lewis, University of Missouri

I2

Jasmine

Strand: Integration and Alignment

Type: Skill Development

Estimating the Cost Associated with Implementing PBIS and Related School-based Programs

This session provides an overview of approaches to estimating cost of systems change efforts, like PBIS, as well as specific evidence-based programs. We describe a framework for conducting cost analyses of school-based programs by leveraging fidelity data.

Catherine Bradshaw and Katrina Debnam, University of Virginia; Sarah Lindstrom Johnson, Arizona State University



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Session I - Friday 2:00 pm - 3:15 pm

I3

Brickell

Strand: Integration and Alignment

Type: Skill Development

Integration and Alignment Within Schools and Community Partnerships Utilizing a MTSS Framework

As schools seek to expand inter-agency, community partnerships to better meet student academic, psycho-social, and physical health needs, this presentation reviews integration and alignment of school community partnerships utilizing a MTSS framework and case examples.

Megan Garton and Elizabeth Anderson, Binghamton University

 I4

Tuttle

Strand: Equity

Types: Research

Creating Predictable Host Environments to Support African American Male Students

Charlotte-Mecklenburg Schools is braiding PBIS, Culturally Responsive Instruction and Restorative Practices to form a comprehensive support model for African American Males. This interactive session shares updates and lessons learned from this NIJ funded study.

Jacqueline Peterson and Edwin Wilson, Charlotte-Mecklenburg School System

 I5

Invited Presenter

Monroe

Strand: School-Wide Systems (Tier I)

Type: Conceptual

It Starts with Us

Successfully supporting youth needs means first supporting adult needs. This session will explore how the PBIS Framework can help guide efforts in effectively supporting not only our youth, but our staff as well.

Ali Hearn, Midwest PBIS Network

 I6

Invited Presenter

Flagler

Strand: IDD

Type: Conceptual

Maryland's Statewide PBIS Implementation Efforts for Supporting People With IDD

This presentation describes how Maryland is avoiding the train and hope model by organizing a statewide technical assistance infrastructure for implementing PBS within organizations supporting people with IDD in residential and employment settings.

Rachel Freeman, University of Minnesota; Meg DePasquale, Maryland Developmental Disabilities Administration; Jennifer Jeffrey-Pearsall, Sheppard Pratt Health System

 I7

Hibiscus A

Strand: School-Wide Systems (Tier I)

Type: Skill Development

A Practical and Proven Solution to Implement SEL in a Multi-Tiered Framework

In 2018, Boys Town assisted more than 495 schools in 35 states as well as Japan and Singapore to improve outcomes for students and families. More than 7,980 staff members and administrators received training impacting almost 164,369 youth. These educators report improvements in their students' behavior and in the overall climate of their schools.

Steph Jensen and Susan Lamke, Boys Town



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Session I - Friday 2:00 pm - 3:15 pm

I8

Hibiscus B

Strand: School-Wide Systems (Tier I)

Type: Research

A Systematic Review of High School Tier 1 PBIS Implementation

This presentation will focus on (a) adaptations to typical Tier 1 plans to suit unique contextual variables of high schools, (b) reported behavioral and academic student outcomes, and (c) recommendations for future research and practice.

Sara Estrapala, Ashley Rila and Allison Bruhn, University of Iowa; Justin Colbert, Iowa City Community School District

□ I9

Main Lecture Hall

Strand: Mental Health

Type: Conceptual

Implementing a PBS Continuum in a Large Public Psychiatric Hospital

A new frontier for implementing PBS in psychiatric settings and programs. A critical discussion of a hospital-wide implementation of a continuum of positive behavior support interventions in a large public sector psychiatric hospital.

Meredith Ronan, Worcester Recovery Center and Hospital/University of Massachusetts Medical School

◆ □ I10

Orchid AB

Strand: Classroom (Tier II)

Type: Skill Development

Focus on Tier 2: Coaching School Teams to Build Function-based, Data-driven Systems

Effective Tier 2 teams consider students' behavioral function and use data to inform design and delivery of intervention. We will provide an overview of Tier 2 systems with data from teams trained in the Northeast.

Adam Feinberg and Susannah Everett, University of Connecticut; Lindsay Fallon, University of Massachusetts-Boston

□ I11

Orchid C

Strand: Individualized Student Supports (Tier III)

Type: Research

Training Pre-service Teachers to Design and Implement Behavior Intervention Plans

Participants will be able to learn effective training strategies for preparing pre-service teachers to implement behavior intervention plans in a semester-long course. Training strategies and effects will be reported with data collected from the pre-service teachers.

Su-Je Cho, Fordham University

I12

Gardenia

Strand: Equity

Type: Skill Development

Addressing Equity Early: Data tools for Early Childhood and Preschool Programs

Using data is critical for driving and sustaining equitable implementation of PBS in Early Childhood programs and classrooms. Join us to examine structures for meaningful data collection along with technical assistance specific to equity.

Anna Winneker, Jolene Ferro and Myrna Veuilla, University of South Florida



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Session I - Friday 2:00 pm - 3:15 pm

I13	Merrick 1
Strand: Individualized Student Supports (Tier III) Type: Skill Development Using the Competing Behavior Pathway as a Progress Monitoring Tool This presentation provides an integrated application of the competing behavior pathway as a tool not only for behavior planning and intervention selection, but also as a scale basis for teacher-collected progress monitoring data. <i>Stacy Morgan and Mae Coffman, Emergent Tree</i>	
 I14	Merrick 2
Strand: Early Childhood Type: Research Training Early Childhood Educators on a Systematic Approach to Designing Functional-Assessment-Based Interventions We will share a training in a systematic approach (Umbreit et al., 2007) for early child educators to learn skills and knowledge necessary to conduct a Functional Behavioral Assessment and use the data to develop Functional-Assessment-Based Interventions independently. <i>Irem Bilgili-Karabacak and Lee Kern, Lehigh University</i>	
I15	Orchid D
Strand: Early Childhood Type: Research The Unisson Program: Tier 1 Early Childhood Intervention in Childcare Setting This presentation aims to describe an experimental pilot study testing the implementation and effects of the Unisson program, a universal (Tier 1) intervention, in a childcare setting in Quebec. <i>Malena Argumedes, Université de Sherbrooke; Ève Bérubé and Michelle Pinsonneault, Boscoville</i>	

Session J - Friday 3:30 pm - 4:45 pm

 J1	Invited Presenter	Ashe Auditorium
Strand: School-Wide Systems (Tier I) Type: Skill Development Building Staff Capability to Promote Positive Behavior for Learning in Australian Schools This session will include research-informed practices to build staff capability to promote behavior for learning with fidelity. Strategies to acknowledge learners, set behavioral goals, guide data-based disciplinary decision-making, and address behavioral misconceptions will be discussed. <i>Shiralee Poed, Queensland University of Technology; Sharonne Telfer and Jennifer Payne, Rypple; Lorna Hepburn and Natalie Swayn, Department of Education, Queensland</i>		
 J2	Invited Presenter	Jasmine
Strand: School-Wide Systems (Tier I) Type: Skill Development Increasing Your Jen Ratio: Energy Flows Where Attention Goes Jen Ratio is the measurement of social well-being in an environment. It is a comparison of positive to negative interactions in a shared environment. You will learn ways to increase your school's Jen Ratio. <i>Laura Riffel, Behavior Doctor Seminars</i>		



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Session J - Friday 3:30 pm - 4:45 pm		
J3 Strand: Integration and Alignment Type: Skill Development Australian Transdisciplinary Collaboration in PBS for Individuals at Risk of Disengagement This cross-sectoral panel will discuss Australian PBS interventions for young people and adults at risk of school/community disengagement, with autism, disability and mental illness, who may present a risk of harm to themselves or others. <i>Lisa McKay-Brown and Brent Hayward, The University of Melbourne; Sharon Paley, Department of Education, Queensland; Tom Tutton, Autism Spectrum Australia</i>	Invited Presenter	Brickell
J4 Strand: Integration and Alignment Type: Conceptual Implementing Multi-Tiered System of Supports: Are we Making it too Complicated? This presentation shares a large school division's strategic effort to integrate academic, behavioral, and social/emotional frameworks within a Multi-Tiered System of Supports. Lessons learned and tips to promote successful integration will be provided. <i>Stefanie LaPolla, Lisa Fillipovich and Lindsay Orme, Loudoun County Public Schools</i>		Tuttle
 J5 Strand: School-Wide Systems (Tier I) Type: Research SWPBS as a vehicle for inclusion in Europe European classrooms are more diverse than ever, due to the policy to include students with diverse backgrounds and needs. We will present implementation experiences of SWPBS in different countries in Europe; outcomes, pitfalls and promises. <i>Margreet van Oudheusden and Sui Lin Goei, Windesheim University of Applied Sciences, Netherlands; Anna-Maria Hintz and Michael Paal, University of Oldenburg, Germany; Lefki Kourea, University of Nicosia, Cypress; Hannu Savolainen, University of Jyvaeskylae, Finland</i>	Invited Presenter	Monroe



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Session J - Friday 3:30 pm - 4:45 pm



J6

Combined Session

Flagler

Strand: School-Wide Systems (Tier I)
Type: Research

Aspects of SWPBIS that Predict School Climate in Urban Settings

This presentation summarizes a study that examined how different components of SWPBIS predicted 490 school staff members' perceptions of school climate. We will discuss implications for which SWPBIS components to prioritize for training and development.

Bridget Hier, Syracuse University; Laura Rutherford and Barry McCurdy, Devereux Center for Effective Schools

Effects of School and Adult Characteristics on Adult-Student Interaction in Common Areas

This study examined school and adult characteristics on adult interaction with students in common areas. Results showed adults interact with students differently across grade levels and locations. Gender, role, and ethnicity also affect adult-student interaction.

Shu-Chen Tsai and Terry Scott, University of Louisville

Supporting High Needs Schools: Understanding Pathways to Fidelity

This presentation will identify critical features of training and coaching supporting implementation fidelity in high needs schools and districts through an examination of a state-wide effort to scale up Tier 1 PBIS implementation.

Katherine Meyer, Adam Feinberg and Susannah Everett, University of Connecticut



J7

Hibiscus A

Strand: School-Wide Systems (Tier I)
Type: Conceptual

Behavior Response Support Team: Collaborating to Implement Effective Behavior Supports

The Behavior Response Support Team (BRST) assists a school district with the implementation of Tier 1/Tier 2 levels of behavior support. The presentation includes an overview of the model, implementation process, data, and scale-up procedures.

Kristen Stokes, Julio Payan, Jana Sill, Leanne S. Hawken, Aaron Fischer and Keith C. Radley, University of Utah

J8

Combined Session

Hibiscus B

Strand: Classroom (Tier II)
Type: Skill Development

Addressing Middle School Engagement and Classroom Behavior: The CW-FIT MS Program

This introductory session will provide an overview of an evidence-based classroom management program for Middle School classrooms. Participants will leave knowing initial steps to implementation and will have free access to resources.

Howard Wills, University of Kansas; Paul Caldarella and Darlene Anderson, Brigham Young University; Pei-Yu Chen, National Taipei University of Education

Increasing Teachers' use of PBS Classroom Management Practices Through Data-Based Performance Feedback

This session will discuss the use of performance feedback for supporting teachers' implementation of classroom management practices to maximize student learning. Examples from a single-subject design study with special education teacher candidates will be presented.

Valentina Contesse, Rachel Kaplan and Kaci Ellis, University of Florida



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Session J - Friday 3:30 pm - 4:45 pm

◆ □ J9

Main Lecture Hall

Strand: Individualized Student Supports (Tier III)

Type: Conceptual

Engineering a 21st Century Classroom: Technology, Training, and Behavior

Next generation classrooms require innovative environments that adapt to meet the learning needs of students. To prepare students with exceptionalities for next-generation social interactions and educational demands, we propose a blend of real-world behavior-based training, virtual technologies and augmented reality.

Mark Harvey and Andrew Houvouras, Florida Institute of Technology

□ J10

Orchid AB

Strand: Mental Health

Type: Skill Development

Enhancing Check and Connect with Mindfulness-based CBT Strategies for Highschool Students

This presentation will highlight a version of Check and Connect that incorporates mindfulness-based CBT strategies to address mental health needs in high school. Materials and procedures will be shared along with outcome and acceptability data.

Imad Zaheer and Talida State, Montclair State University

◆ J11

Orchid C

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Coaching with Fidelity

Coaching is important, but how do we structure those roles to be as impactful as possible? This presentation is a “how-to” for teaching, measuring, and reinforcing effective external coaching activities using Organizational Behavior Management strategies.

Kaci Fleetwood, University of Nevada, Reno; Jodie Soracco, Nevada PBIS Technical Assistance Center

□ J12

Gardenia

Strand: IDD

Type: Research

Paraprofessional-Implemented Functional Communication Training Involving AAC For Students with Autism

Paraprofessionals were trained to implement functional communication training (FCT) to address challenging behaviors among students with autism who had complex communication needs. Paraprofessionals implemented FCT with accuracy, resulting in reductions in student challenging behavior.

Megan Carpenter, Virginia Walker, Lindsey Button, Michelle Garcia and Holly Johnson, University at North Carolina at Charlotte; Kristin Lyon, University of Kansas

J13

Merrick 1

Strand: Equity

Type: Skill Development

Equity and School Discipline Practices

How do implicit bias impact discipline in schools? Educators face many new students every year and as students interact with one another, we begin to make crucial observations that will affect perceptions and expectations of students. Regardless of how much we believe we're open-minded, the reality is that our subconscious is at work.

Michele Flowers, Clayton County Public Schools



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Session J - Friday 3:30 pm - 4:45 pm

□ J14

Merrick 2

Strand: Home and Community

Type: Skill Development

Changing Lives of Youth with Multiple Disabilities Through PBS and Customized Employment

This presentation highlights how blending PBS principles and best practices of customized employment, with cultural understanding, resulted in successful employment outcomes for two youth from cultural minorities facing multiple barriers to employment.

Jackie Edwards and Mike Bote, CBI Consultants Ltd.

J15

Invited Presenter

Orchid D

Strand: Families and Parent Supports

Type: Skill Development

Implementing at Home: Panel of PBS Professionals/Family Members Practicing What We Teach

Experiences from 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, lessons learned and Q&A.

Kimberli Breen, Affecting Behavior Change Inc.; Kiki McGough, APBS Family Consultant; Leanne S. Hawken, University of Utah;

Karen Gifford, KOI Education

Half-Day Workshops – Saturday 8:30 am - 12:30 pm

SWK 107

Riverfront South

Strand: Integration and Alignment

Type: Conceptual

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

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

Sandra Hardee, Johns Hopkins University; Catherine Bradshaw, University of Virginia

◆ □ SWK 108

Brickell

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Bullying Prevention within a Multi-Tiered System of Supports

This workshop will describe a novel and functional approach to bullying prevention within a Multi-tiered System of Supports Framework, which gives students the tools to reduce bullying through the blending of school-wide positive behavioral interventions and supports, explicit instruction, and consistent adult responses.

Scott Ross, Colorado Department of Education

◆ SWK 109

Tuttle

Strand: Mental Health

Type: Skill Development

Mind Full or Mindful? Flexible Living in a Stressed Out World

Have you ever felt emotionally drained? Come participate in an in-depth encounter with Acceptance and Commitment Training (ACT), where you will learn to behave flexibly and appreciate the present moment even when faced with hardship.

Ashley Greenwald, University of Nevada, Reno; Jodie Soracco, Nevada PBIS Technical Assistance Center



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Half-Day Workshops – Saturday 8:30 am - 12:30 pm

SWK 110

Flagler

Strand: Classroom (Tier II)

Type: Skill Development

Implementing a Systematic, Adaptive Tier 2 Framework Across K-12

The purpose of this workshop is to describe the Tier 2 Identification and Intervention Framework, highlight exemplar schools using the 5-step systematic tier 2 process for identification and intervention, and discuss adaptive strategies.

Sara McDaniel, University of Alabama; Allison Bruhn, University of Iowa

SWK 111

Monroe

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Establishing Relationships: Blending Proactive Restorative Practices into your PBIS Framework

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.

Stephanie Martinez and Lauren Evanovich, University of South Florida

 SWK 112

Jasmine

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Coaching School Teams to Engage in Effective Teaming and Data-Use Practices within MTSS

Participants will learn how effective teaming practices and a structured data analysis process can improve academic instruction and behavior management practices. An activity-based learning approach will be used. Resources will be offered for application of ideas.

Brian Gaunt, University of South Florida; Scott Ford, Pflugerville ISD

Special Family Workshop – Saturday 8:30 am - 12:30 pm

 SWK 201

Orchid CD

Strand: Families and Parent Supports

Type: Skill Development

Empowering Parents to Implement Function-Based Strategies within Family Routines

This workshop will guide participants through a process to develop function-based interventions to improve family routines. It will address proactive, teaching, management, and support strategies, as well as a discussion of ways to engage parents and overcome obstacles. Videotaped examples and practical resources will be shared.

Meme Hieneman, PBS Applications/Purdue Global/HCPBS Network



THE 17TH INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT
MARCH 11-14, 2020 | HYATT REGENCY MIAMI

Full-Day Workshop – Saturday 8:30 am - 4:30 pm

SWK 113

Main Lecture Hall

Strand: Classroom (Tier II)

Type: Skill Development

Recharging Your Batteries: Tier Two Strategies

This workshop will focus on a new competing pathway chart that simplifies tier two strategies. This simplified tool makes it easy to explain the function of behavior to anyone with or without a behavioral background.

Laura Riffel, Behavior Doctor Seminars