



THE 20TH INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT
MARCH 30 - APRIL 1, 2023 | HYATT REGENCY, JACKSONVILLE, FL

Agenda

Workshops - Wednesday 8:30 am - 12:30 pm

NASP

SWK 101

Strand: Classroom

Type: Skill Development

Supporting Implementation of Positive Behavioral Interventions and Support in the Classroom

Participants will gain knowledge and skills to enhance the implementation of Positive Behavioral Interventions and Support in the classroom and will explore free resources to support teachers in the application of five essential classroom practices.

Dama Abshier, Brooke Curtiss, Cat Raulerson, University of South Florida, Tampa, FL

SWK 102

Strand: Integration and Alignment

Type: Skill Development

Leading & Coaching School Teams for Effective Team-based, Data-driven Problem-Solving within MTSS

In this workshop participants will learn how to create and ensure optimal conditions for supporting school problem solving teams to engage in effective data-use practices across all three tiers with fidelity. Resources will be provided.

Brian Gaunt, University of South Florida, Tampa, FL

SWK 103

Strand: Equity

Type: Skill Development

Laying the Ground Work for Centering & Sustaining Equity in PBIS

So, you want to center equity in PBIS? Now what? Participants will leverage a culturally sustaining framework that centers equity within PBIS to apply professional learning strategies supportive of leading building/district-wide equity-focused professional development.

Ruthie Payno-Simmons, Michigan's Multi-tiered Systems of Support Technical Assistance Center, Lansing, MI

SWK 104

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Engaging Educational Partners in PBIS Implementation in High Schools: Connect The Community

Developmentally, adolescents are eager to play a role in decision-making specific to their school and community experiences. We will explore student engagement and community connections and the benefits to implementing PBIS in High Schools.

Patricia Hershfeldt, Old Dominion University, Norfolk, VA; Ami Flammini, Midwest PBIS, Hillside, IL

Beginning PBS Sessions

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SWK 105

Strand: IDD

Type: Skill Development

Person Centered Planning: Core Tier 1, 2, and 3 Interventions

This interactive workshop highlights 30 years of person-centered planning in PBS. Multiple case studies illustrate person-centered planning as core Tier 1, 2, and 3 interventions within early childhood settings, family contexts, schools, and community settings.

Paul Malette, CBI Consultants, Vancouver, British Columbia, Canada

BCBA

 SWK 106

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, NV; Jodie Soracco, Virginia Commonwealth University, Richmond, VA

 SWK 107

Strand: Early Childhood

Type: Skill Development

Early Childhood is Key! Unlocking Implementation of PBIS in PreK settings

Implementing MTSS within preschool classrooms requires careful consideration of the selection of data decision making tools, interventions, and needed professional development. In this session, we discuss these considerations, resources, and ways to address challenges.

Lise Fox, Anna Winneker, Denise Binder, University of South Florida, Tampa, FL

Workshops - Wednesday 1:00 - 5:00 pm

SWK 110

Strand: Mental Health

Type: Skill Development

The Interconnected Systems Framework (ISF): Integrating Mental Health within the PBIS Framework

ISF integrates mental health into the PBIS framework creating a comprehensive social/emotional/behavioral system of support in schools. Examples, tools and installation resources for application at State, District and School levels will be highlighted.

Lucille Eber, Kelly Perales, Midwest PBIS Network, Hillside, IL; Susan Barrett, Old Dominion University, Norfolk VA

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 SWK 111

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Connecting and Building Relationships Through Proactive Restorative Practice Circles

Participants will learn about proactive restorative practices, specifically affective statements, and circles. In this session, participants will get to participate in and practice the use of community-building circles.

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

BCBA/NASP

 SWK 112

Strand: Equity, School-Wide Systems (Tier I)

Type: Skill Development

Ethical Workout: Working With our Colleagues to Improve Services for our Learners

We will provide school psychologists and behavior analysts with opportunities to learn about ethical issues. We will address identifying ethical dilemmas, using frameworks to address ethical problems, and developing a joint vocabulary to facilitate collaboration.

Katherine Bateman, Ilene Schwartz, University of Washington, Seattle, WA; Jennifer Jeffrey-Pearsall, Sheppard Pratt, Baltimore, MD

 SWK 113

Strand: Classroom (Tier II)

Type: Skill Development

You're in the Driver's Seat: A Classroom Roadmap for Supporting ALL Students

This practical, interactive session is designed for practitioners, including classroom teachers and support personnel, interested in learning ways to improve implementation of evidence-based classroom management practices that result in a positive and productive learning environment.

Karen Robbie, University of Connecticut, Storrs, CT; Sarah Wilkinson, University of Southern Maine, Gorham, ME; Laura Kern, University of South Florida, Tampa, FL; Janet VanLone, Bucknell University, Lewisburg, PA

SWK 114

Strand: Classroom (Tier II)

Type: Skill Development

Implementing a Systematic Tier 2 Framework: Adaptive Strategies 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, Tuscaloosa, AL; Allison Bruhn, University of Iowa, Iowa City, IA

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BCBA/NASP

SWK 115

Strand: Equity

Type: Skill Development

Discussing Race, Racism and Current Events with Students and Staff

Holding classroom discussions about race is critical for supporting students, but some may not know how to do it well. This session will introduce a systematic process to make discussions more productive and prevent challenges.

Kent McIntosh, University of Oregon, Eugene, OR; Alexandria Robers, University of Minnesota, Minneapolis, MN

SWK 116

Strand: Families and Caregiver Supports

Type: Skill Development

We're Better When We're Together: Successful Family-School Partnerships with PBS

This interactive workshop will explore the Framework of National Standards for School Partnerships as the foundation for successful Family-School Partnerships. Families and professionals will action plan to address their diverse cultures and family structures.

Kiki McGough, APBS, Denver, CO; Karen Gifford, KOI Education, Phoenix, AZ

BCBA

SWK 117

Strand: IDD, Tier III

Type: Skill Development

Prevent-Teach-Reinforce (PTR) for Transition Aged Youth and Adults with IDD

Learn applications of a functional behavior assessment approach for transition age youth and adults with IDD in community and home settings. Included will be an overview, access to tools, case examples, and interactive activities.

Anne Malbica, University of Utah, Salt Lake City, UT; Rose Iovanonne, University of South Florida, Tampa, FL

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



Strand: Integration and Alignment

Type: Conceptual

A Dream is a Wish Your Heart Makes: Belonging From Birth On

Building belonging in spaces from birth on is not something that can be cultivated overnight. Healthy systems across the lifespan takes an understanding of dignity, inclusion and the ability to dream out loud.

Nikole Hollins-Sims, Midwest PBIS Network, Hillside, IL

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Session A - Thursday 9:45 - 10:45 am

BCBA



A01

Grand 4

Strand: Integration and Alignment

Type: Skill Development

Setting the Stage for Successful Systems Change at the District Level

This session will detail the use of an exploration process to prepare for successful installation of initiatives within school districts. Protocols for the ongoing monitoring and maintenance of adopted innovation will also be shared.

Kaci Fleetwood, Ashley Greenwald, University of Nevada, Reno, Nevada

NASP



A02

Grand 5

Strand: Families and Parent Supports

Type: Research

Family-School Partnerships to Promote Positive Behavior Support during Middle School

This session describes promoting positive behavior support through a family-school partnership intervention during middle school for students with behavior concerns. Strategies to strengthen home-school collaboration and integrate family-school partnerships within middle school will be reviewed.

Andy Garbacz, University of Wisconsin, Madison, WI

A03

River Terrace 2

Strand: Individualized Student Support (Tier III)

Type: Skill Development

Teacher-Based Strategies to Prevent and De-Escalate Challenging Student Behaviors in the Classroom

This session presents proactive strategies for preventing predictable student escalations of the types of typical misbehaviors that result in school exclusion. Specific strategies will be demonstrated using video-based vignettes and interactive problem-solving.

Terrance Scott, University of Louisville, Louisville, KY

A04

River Terrace 3

Strand: Classroom (Tier II)

Type: Skill Development

Behavioral Function: It's Not Just For Tier 3

It's a misconception that function is reserved for Tier 3 or students receiving special education services. We will describe and give examples of function embedded throughout all tiers to maximize effectiveness of behavior support.

Sarah Pinkelman, Western Michigan University, Kalamazoo, MI; Kathleen Strickland-Cohen, University of Utah, Salt Lake City, UT; Kelsey Morris, University of Missouri, Columbia, MO; Dylan Zimmerman, Utah State University, Logan, UT

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Session A - Thursday 9:45 - 10:45 am

 A05-01 Strand: Classroom (Tier II) Type: Skill Development Trauma-informed Classroom Practices: Self-reflective Tools for Classroom Teachers This session will highlight a package of field-tested self-reflective tools for teachers emphasizing universal-level trauma-informed instructional practices. These "grab and go" tools help develop or further refine existent trauma-informed and culturally relevant classroom management practices. <i>Tim Knoster, McDowell Institute at Bloomsburg University, Bloomsburg, PA</i>	Combined Session	Clearwater
A05-02 Strand: Classroom (Tier II) Type: Research Traumasensitive Positive Behavior Support for Refugee Students in Inclusive Classrooms in Germany We present a research project focusing on Traumasensitive PBIS for refugee students in inclusive classroom. We present first results of a qualitative interview study with teachers, parents, and students focusing on needs for Traumasensitive schools. <i>Gino Casale, Friedrich Linderkamp, Esheref Haxhiu, Eva Lembke, Tobias Becker, University of Wuppertal, Northrhine-Westphalia, Germany</i>		
A06 Strand: School-Wide Systems (Tier I) Type: Conceptual Panel: How the DSFI Helps Sustain PBIS During a Workforce Shortage Crisis Hear from a panel of superintendents, directors, and international experts on how to sustain capacity of personnel in a post-pandemic school system. Different stroke for different folks - all using the DSFI as the roadmap. <i>Daniel Gulchak, Arizona State University, Phoenix, AZ; Adam Leckie, Casa Grande Elementary School District, Casa Grande, AZ; Kent MacIntosh, University of Oregon, Eugene, OR; Cort Monroe, Cave Creek Unified School District, Cave Creek, AZ; Corey Montaña, Dysart Unified School District, Dysart, AZ</i>		St. Johns
A07 Strand: School-Wide Systems (Tier I) Type: Conceptual Firefighter to Farmer: Shifting to Preventative Approaches for the Behavior Specialists' Role Prioritizing systemic approaches shifts the behavior specialist to leading campuses in building capacity (farmer) rather than continual crisis response (firefighter). This session provides action steps to redefine the role behavior specialists to shift towards proactive. <i>Mae Coffman, Stacy Morgan, Emergent Tree Education, Austin, TX</i>		Grand 1

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Session A - Thursday 9:45 - 10:45 am

A08 Strand: Mental Health Type: Research The interconnected systems framework for school mental health and PBIS: Experimental Evidence This session will describe findings from the first randomized controlled trial (RCT) on the Interconnected Systems Framework (ISF) for school mental health (SMH) and Positive Behavioral Interventions and Supports (PBIS). <i>Joni Splett, University of Florida, Gainesville, FL; Mark Weist, University of South Carolina, Columbia, SC; Nicholas Gage, WestEd, San Francisco, CA;</i>	Grand 2
 A09 Strand: Early Childhood Type: Skill Development Building Nurturing Relationships with Families of Preschoolers Family recommended practices and standards are outlined in ECE as foundational for professionals. Join us to review standards, understand a tiered approach to building family relationships and create a tool to increase your family outcomes. <i>Cristina House, Sewall Child Development, Denver, CO; Kiki McGough, APBS, Denver, CO</i>	Grand 3
A10 Strand: IDD Type: Skill Development Using MTSS to Support Older Adults with IDD Across Tiers Learn more about implementing a tiered model of PBIS with older adults with IDD. Person-centered practices at each tier is described including an example of a person-centered model for supporting older adults. <i>Stewart Shear, Devereux, Villanova, PA; Rachel Freeman, University of Minnesota, Minneapolis, MN; Margaret Moore, Center for Human Engagement, Huntington, VA</i>	Grand 6

Session B - Thursday 11:00 am – 12:00 pm

BCBA  B01 Strand: School-Wide Systems (Tier I) Type: Research SRSS-IE Updates: An Important Tier 1 Practice for Detecting and Supporting Students We share updated information on reliability of SRSS-IE scores and explain how to use data to inform Tier 1 instruction, empower teachers with low-intensity supports, and connect students to Tier 2 and 3 supports. <i>Kathleen Lane, Rebecca Sherod, University of Kansas, Lawrence, KS; Wendy Oakes, Arizona State University, Tempe, AZ</i>	Grand 4
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Session B - Thursday 11:00 am – 12:00 pm

BCBA/NASP



B02

Grand 5

Strand: Classroom (Tier II)

Type: Research

Promoting Implementation of Class-Wide Behavioral Practices for Students With ED

Learn about a modular approach for helping teachers of students with ED select and implement classwide behavior strategies that are effective in improving student behaviors. The intervention model and feasibility study will be described.

Rose Iovannone, Kim Crosland, University of South Florida, Tampa, FL

B03

River Terrace 2

Strand: Classroom (Tier II)

Type: Skill Development

Using Student Voice to Enhance The Cultural Responsiveness of Tier 2 Interventions

We will discuss strategies to include student voice across common Tier 2 interventions: self-regulation, social skills, and feedback. Strategies include teaching students to determine problem and replacement behaviors, design key intervention components, and self-evaluate progress.

Sara Estrapala, Kimberly Selders, University of Missouri, Columbia, MO

B04

River Terrace 3

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Lessons from School Leaders Supporting and Sustaining Positive Behavioral Interventions and Support

Participants in this session will hear from school administrators, along with a district leader, and state Technical Assistance Specialist, about important lessons learned in their journey to support and sustain Positive Behavioral Interventions and Support.

Dama Abshier, University of South Florida, Tampa, FL; Mandy Ellzey, Volusia County Schools, Port Orange, FL; Lonnie Tidmarsh, Timbercrest Elementary School, Deltona, FL; Chelsea Cinkosky, Orange City Elementary School, Orange City, FL; John Devito, Deland Middle School, Deland, FL

B05

Clearwater

Strand: Integration and Alignment

Type: Conceptual

Aligning PBIS and Mental Health Supports with Discrete Event Simulation

Resource alignment is critical to integrating PBIS and school mental health supports. Learn how to utilize Discrete Event Simulation software to align local school resources with intervention decisions, thus increasing the success of implementation.

Daijah Hines, Nathaniel von der Embse, University of South Florida, Tampa FL

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Session B - Thursday 11:00 am – 12:00 pm

B06 Strand: Mental Health Type: Skill Development Using Evidence-Based Interventions to Reduce Anxiety for Students & Staff Across the Tiers This presentation will examine how to reduce students' and staff's anxiety within each tier of MTSS/PBIS framework. This will include both assessment and progress-monitoring strategies that inform the use of evidenced-based interventions. <i>Stephanie St. Joseph, Robert Putnam, The May Institute, Randolph, MA</i>	St. Johns
B07 Strand: Equity Type: Conceptual We the People: Cultivating Equitable & Trauma-Informed PBIS Systems How do we honor the human right to a safe and accessible environment for every learner? This session will describe the intersection of equitable trauma-informed practices in a PBIS framework and contextual considerations for application. <i>Nikole Hollins-Sims, Ami Flammini, Midwest PBIS, Hillside, IL</i>	Grand 1
B08 Strand: Home and Community Type: Conceptual The Neurodiversity Movement and Positive Behavior Support: How well do they align? What does the neurodiversity movement mean for PBS? We will articulate key concerns of the neurodiversity perspective, examine how PBS aligns, and make recommendations for improving practice to improve meaningful and socially acceptable outcomes. <i>Linda Bambara, Lehigh University, Bethlehem, PA; Ana Duenes, San Diego State University, San Diego, CA</i>	Grand 2
BCBA B09 Strand: Individualized Student Support (Tier III) Type: Research Are Function-Based Interventions for Students with Emotional/Behavioral Disorders Trauma Informed? We conducted a systematic literature review and meta-analysis to explore the extent to which function-based interventions for students with emotional/behavioral disorders incorporated procedures consistent and inconsistent with trauma-informed care. <i>Marney Pollack, Blair Lloyd, Lilian Doyle, Gabrielle Crowell, Matthew Santini, Vanderbilt University, Nashville, TN;</i>	Grand 3
B10 Strand: IDD Type: Research Teacher Preparation Focused on SWPBIS and Students with Extensive Support Needs We will share results of a survey study examining special education teacher preparation practices related to SWPBIS and students with extensive support needs (i.e., severe disabilities) and describe implications for future research and teacher preparation. <i>Virginia Walker, University of North Carolina, Charlotte, NC; Megan Carpenter, Furman University, Greenville, SC; Alison Zagana, Jennifer Kurth, University of Kansas, Lawrence, KS; Sheldon Loman, Portland State University, Portland, OR</i>	Grand 6

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Session C - Thursday 1:15 - 2:15 pm

BCBA



C01

Grand 4

Strand: Individualized Student Support (Tier III)

Type: Research

How to Implement Efficient and Effective Self-Monitoring Interventions Using I-Connect

Practical guidance and implementation supports to improve academic and behavioral skills at Tier 3 with a free self-monitoring intervention resource: I-Connect. Anticipated outcomes and recommendations for training and individualization for unique needs will be included.

Gretchen Scheibel, Howard Wills, University of Kansas, Lawrence, KS

NASP



C02

Grand 5

Strand: Families and Parent Supports

Type: Research

Promoting Family-Centered Positive Behavior Support During Elementary School

This session describes a family-centered and strengths-based approach to promoting positive behavior support, the Family Check-Up. Strategies to promote family engagement and strengthen home-school collaboration will be reviewed.

Andy Garbacz, University of Wisconsin, Madison, WI; Beth Stormshak, Laure Lee McIntyre, University of Oregon, Eugene, OR

C03

River Terrace 2

Strand: Classroom (Tier II)

Type: Conceptual

Tier 2 Practices to Support Students with Internalizing Issues

This presentation addresses the growing need for effective targeted supports for students with or at risk of significant internalizing issues. Attendees will learn about Tier 2 assessment and intervention techniques uniquely tailored for internalizing needs

Allison Bruhn, Gerta Bardhoshi, University of Iowa, Iowa City, IA

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Session C - Thursday 1:15 - 2:15 pm		
C04-01 Strand: Classroom (Tier II) Type: Skill Development Intensifying Classroom-Based Supports Through the Use of Functional Contextual Thinking This session describes the application of a practical approach for considering both the function and context of behavior to improve selection of interventions tailored to individual student needs. <i>Talida State, Montclair State University, Montclair, NJ; Barbara Mitchell, Kansas State University, Manhattan, KS; Imad Zaheer, St. John's University, Queens, NY</i>	Combined Session	River Terrace 3
C04-02 Strand: Classroom (Tier II) Type: Skill Development Intensifications of Tier 1 Classroom Management Practices Researchers will discuss how to adapt and intensify classroom management practices and interventions. Recommendations will be provided for how to intensify supports within Tier 1 practices for individual students' or class-wide needs. <i>Jessica Boyle, Joseph Wehby, Alyssa Van Camp, Vanderbilt University, Nashville, TN</i>		
 C05 Strand: Home and Community Type: Conceptual Supporting Academic and Social-Emotional Student Success Through Family-School Partnerships in PBIS Implementation This session will address effective communication strategies to implement PBIS across settings (home, school and community) through family-school partnerships which will support both academic achievement as well as social-emotional success for families from diverse cultures. <i>Karen Gifford, KOI, Phoenix, AZ; Kiki McGough, APBS, Arvada, CO</i>		Clearwater
C06 Strand: School-Wide Systems (Tier I) Type: Research Principals as Ambassadors of Wellness: Leading PBIS Implementation to Fidelity Findings and practical strategies will be shared from a recent research study conducted with staff and principals from Pennsylvania schools who met and/or maintained fidelity to universal PBIS over the last two years. <i>Becky Millspaugh, Montgomery County Intermediate Unit, Norristown, PA; Tina Lawson, PaTTAN, Malvern, PA</i>		St. Johns
 C07 Strand: School-Wide Systems (Tier I) Type: Skill Development Increasing Teachers Use of Behavior Specific Praise: An International Exploration In this presentation, we will explore similarities and differences of implementing behavior specific praise (BSP) in the United States and Japan. Researchers from Japan and the United States will present on the impact of BSP. <i>Kanako Otsui, Kindai University, Osaka, Japan; Ashley MacSuga-Gage, University of Florida, Gainesville, FL; Nicholas Gage, WestEd, San Francisco, CA</i>		Grand 1

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Session C - Thursday 1:15 - 2:15 pm		
C08-01 Strand: Classroom (Tier II) Type: Research School-Based Personnel Providing Performance Feedback on Teachers' Classroom Management Skills Learn how a school-based personnel can be trained to collect data, coach, and provide performance feedback to impact teachers' classroom management skills. <i>Kaci Ellis, San Diego County Schools, San Diego, CA; Rachel Kaplan, Brittany Batton, University of Florida, Gainesville, FL</i>	Combined Session	Grand 2
C08-02 Strand: Integration and Alignment Type: Skill Development The Use of Coaching Plans for Effective Systems Alignment Come join our interactive session on Coaching Service Delivery Plans (CSDPs) to facilitate a coordinated and aligned infrastructure. CSDPs build coaching capacity around critical systems, concepts, and skills as well as progress monitor district improvement. <i>Jodie Soracco, Virginia Tiered Systems of Support - RIC, PPD, VCU, Richmond, VA; Corinne Wilson, Old Dominion University, Norfolk, VA</i>		
C09 Strand: Early Childhood Type: Research Good Bones: Measuring Systemic Support For Program-wide Implementation in Early Childhood Settings This presentation describes the development and validation of a tool to evaluate program-wide support for implementation of Positive Behavior Support and Pyramid Model in early childhood settings and reflections on the facilitators of systems implementation. <i>Christopher Vatland, Lise Fox, University of South Florida, Tampa, FL, Erin Barton, Mary Louise Hemmeter, Vanderbilt University, Nashville, TN</i>		Grand 3
C10 Strand: IDD Type: Skill Development Establishing Statewide Policies and Procedures for PBS in the IDD Field Two states are designing policies and procedures to guide effective PBS practices across the lifespan within the IDD field. These states will describe efforts to establish policies, TA infrastructure, standards, and funding for PBS <i>Robert Putnam, May Institute, Randolph, MA; Meg DePasquale, Maryland Department of Health, Developmental Disabilities Administration, Baltimore, MD; LaKeisha Harris, University of Maryland, Princess Anne, MD; Jennifer Jeffrey-Pearsall, Sheppard Pratt, Baltimore, MD</i>		Grand 6

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Session D - Thursday 2:30 - 3:30 pm

BCBA



D01

Grand 4

Strand: Home and Community

Type: Conceptual

Applying Positive Behavior Supports in Human Service Organizations across the Lifespan

How do you meaningfully implement PBS in a human service organization that works with individuals who require intensive supports? This presentation discusses how to best implement the research on PBS in an Adult Services setting.

Hannah Durepo, Aspire Living and Learning, Leominster, MA

BCBA/NASP



D02

Grand 5

Strand: Classroom (Tier II)

Type: Skill Development

Promoting Student Well-Being in MTSS with a Tier 2 Positive Psychology Intervention

Comprehensive multi-tiered mental health services include monitoring and increasing student well-being. We will introduce a manualized positive psychology intervention that can be feasibly implemented as a Tier 2 group-based intervention to promote positive student outcomes.

Sarah Fefer, Emily Barry, Jacqueline Blass, University of Massachusetts, Amherst, MA; Shannon Suldo, Kristen Mahoney, University of South Florida, Tampa, FL

D03

River Terrace 2

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Youth Voice in PBIS: A Team Approach for Success

This panel will provide multiple perspectives on what it takes to develop and implement students' voice in SWPBIS. It will include perspectives from state, district and school personnel, as well, as from some students.

Betsy Lazega, Stephanie Martinez, University of South Florida, Tampa, FL; Sheri Weretka, The School District of Osceola County, Kissimmee, FL

D04

Ted Carr Winner

River Terrace 3

Strand:

Type:

COMING SOON

 Beginning PBS Sessions



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Session D - Thursday 2:30 - 3:30 pm

D05 Strand: Integration and Alignment Type: Skill Development Piloting a Cascading Logic Model for Supporting District Level MTSS-B: Lesson Learned MO SW-PBS will share lessons learned from a pilot of a state-wide Cascading Logic Model of support for district level MTSS-B focusing on internal capacity building to implement effective practices at building-wide and classroom levels. <i>Nanci Johnson, Gordon Way, Jody Baker, Neeley Beliveau, Chrissy Croll, Daniel Rector, MO SW-PBS, University of Missouri, Columbia, MO</i>	Clearwater
 D06-01 Strand: Integration and Alignment Type: Research Getting Started with Installing an Interconnected System Framework: Lessons Learned State and district coaches will receive valuable insights from lessons learned as sites get started with readiness and early installation phases of the ISF. Examples and tools complementing the ISF Implementation Guide will be shared. <i>Brian Meyer, Katie Pohlman, Juan Lira, Midwest PBIS Network, Hillside, IL</i>	Combined Session St. Johns
D06-02 Strand: Mental Health Type: Skill Development Beyond Access: District Integration of PBIS and School Mental Health This session will describe how integration of PBIS, and School Mental Health can help teams meet the social-emotional-behavioral health needs of all students. A district's experience with support of integrated approach will be shared. <i>Catherine Raulerson, University of South Florida, Tampa, FL; Kelly Perales, Midwest PBIS Network, Hillside, IL; Michele Johnson, Duval County Schools, Jacksonville, FL</i>	
D06-03 Strand: Integration and Alignment Type: Skill Development ISF – Installation And Getting Started With Implementation: One System of Delivery To address the mental health needs of our students, we will present an overview of the Interconnected Systems Framework (ISF), an installation process, and a Memorandum of Understanding between the district/and mental health organizations. <i>Sheila Williams-White, Tamara Morrow, Michigan's Multi-Tiered System of Supports Technical Assistance Center, Holland, MI</i>	

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Session D - Thursday 2:30 - 3:30 pm

BCBA

D07

Grand 1

Strand: Individualized Student Support (Tier III)

Type: Conceptual

Improving the Effectiveness and Efficiency of Tier 3 Systems

Despite having solid practices and systems at Tiers 1 and 2, many schools struggle to implement Tier 3 supports. This session will focus on efficient systems to maximize implementation and student outcomes at Tier 3.

Kathleen Strickland-Cohen, University of Utah, Salt Lake City, UT; Katie Conley, University of Oregon, Eugene, OR; Stephanie St. Joseph, Robert Putnam, May Institute, Randolph, MA

 D08

Grand 2

Strand: Equity

Type: Conceptual

Finding Barrugin: The Echidna Tells A Story, Embracing Cultural Responsiveness And Identity

A small idea transformed into a system-wide culturally responsive project: Engaging individual students, schools and the wider community to produce a deeper understanding of Aboriginal and Torres Strait Islander peoples' connection to country and identity.

Josephine Edwards, Tracey Christieson, Catholic Education Diocese of Parramatta, NSW, Australia

D09

Grand 3

Strand: Integration and Alignment

Forming Collaborative Relationships to Transform Research Projects from Ideas to Reality

Calling all students! Do you have a research idea that's been brewing in your mind? Join this interactive session to collaborate with early career and senior faculty to help bring your project to life!

Marney Pollack, Vanderbilt University, Nashville, TN

D10

Grand 6

Strand: IDD

Type: Research

Effects of a Coaching Package on Teacher Delivery of Supported OTRs

In this session, presenters will describe a multi-component coaching package and the effects of this intervention on teacher implementation of supported OTRs (OTR, communication support, prompt) for students with ESN during small group instruction.

Melissa Tapp, Catawba College, Salisbury, NC; Andy Masud, Virginia Walker, Robert Pennington, University of North Carolina, Charlotte, NC

 Beginning PBS Sessions

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Session E - Thursday 3:45 - 4:45 pm		
BCBA  E01 Strand: Classroom (Tier II) Type: Research Elementary Educator Perceptions of Behavioral Intervention Effectiveness and Feasibility: A Nationwide Survey Come explore the results of a nationwide survey capturing elementary educator perceptions of the effectiveness and feasibility of commonly used behavioral interventions. Educator preference for intervention resources may surprise you! <i>Kathleen Zimmerman, Elisabeth Malone, Kelsey Smith, Kathleen Lane, University of Kansas, Lawrence, KS; Lee Kern, Lehigh University, Bethlehem, PA</i>		Grand 4
NASP  E02 Strand: School-Wide Systems (Tier I) Type: Conceptual Making Equitable Decisions Requires Good Tools for Decision-Making Data-based decision-making (DBDM) is a core feature of successful implementations of School-wide and classroom PBIS. This session will provide an overview of DBDM, the development of related data tools, and illustrate relevant applications of DBDM. <i>Mack Burke, Lisa Sanchez, Julia Couto, Baylor University, Waco, TX; Anna-Maria Hintz, Michael Paal, University of Oldenburg, Lower Saxony, Germany; Heather Hatton, University of Missouri, Columbia, MO; Lisa Bowman, Texas A&M University, College Station, TX; Richard Boon, University of Texas, San Antonio, TX</i>		Grand 5
E03 Strand: Type:	Ted Carr Winner COMING SOON	River Terrace 2
E04 Strand: School-Wide Systems (Tier I) Type: Research Implementing Advanced Tiers With Fidelity: Effects for Students With and Without Disabilities We will review and discuss the effects and implications of implementing advanced tiers of SWPBIS with fidelity for all students (Study 1) and students with disabilities (Study 2) in 588 California schools. <i>Nicolette Grasley-Boy, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS; Nicholas Gage, WestEd, Gainesville, FL; Jesse Fleming, University of Virginia, Charlottesville, VA</i>		River Terrace 3

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Session E - Thursday 3:45 - 4:45 pm

E05

Clearwater

Strand: Families and Parent Supports

Type: Conceptual

Creating Opportunities for Family Engagement in Diverse Communities When Implementing PBIS

Panelists will explore successful strategies for family engagement in PBIS implementation in a multi-tiered system of support. Panelists will address challenges and recommendations across urban and rural settings setting, addressing economic, language and cultural considerations.

Laura Kern, APBS, Tampa, FL; Kiki McGough, APBS, Arvada, CO

E06

St. Johns

Strand: Equity

Type: Skill Development

Creating and Sustaining Culturally Responsive PBIS: It starts with YOU!

There is a need for sustainability around culturally responsive practices yet there are challenges around competency with practitioners. Providing support, through planning and action, will allow staff to implement with fidelity, from an equitable mindset.

Erika McDowell, University of Buffalo, Buffalo, NY

E07

Grand 1

Strand: Home and Community

Type: Skill Development

"You Didn't Deserve That". Healthy Relationships for Adults and Teens with IDD

The research from LEAP, a healthy relationships curriculum for adults and teens with IDD will be reviewed. Presenters will discuss future directions to promote healthy relationships and strategies to create healthy boundaries.

Molly Dellinger-Wray, Virginia Commonwealth University, Richmond, VA;

E08

Grand 2

Strand: Individualized Student Support (Tier III)

Type: Skill Development

Fostering Resilience to Support Our Most Vulnerable Youth

Considering an intervention designed to help youth improve their ability to cope and foster resilience? Learn about a strength-based, youth-driven intervention to engage youth to overcome feelings of hopelessness and achieve positive outcomes.

Kathryn Francoeur, JoAnne Malloy, UNH Institute on Disability, Durham, NH

BCBA

E09

Grand 3

Strand: Early Childhood

Type: Research

Unlocking Successful Tier 3 Supports for Young Children: Collaboration is the Key!

Challenging behavior often emerges in early childhood, impeding child success across settings. A Tier 3 process used by family-school teams for intervention development and implementation will be described, complemented by a case study, and testimonials.

Mara "Shelley" Clarke, Anna Winneker, University of South Florida, Tampa, FL

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Session E - Thursday 3:45 - 4:45 pm

E10-01

Combined Session

Grand 6

Strand: IDD

Type: Conceptual

Improving Positive Behaviour Support Responsiveness in UK Cultural Contexts

Historically, PBS has been often perceived as a crisis intervention model in the UK mainly applied in IDD services. Recent reconceptualisation addresses this misinterpretation, presenting a refreshed view that supports socially valid and equitable outcomes.

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

E10-02

Strand: IDD

Type: Research

Outcomes Matter: Designing Value Based Care at the State Level

Missouri is the first state to integrate evidence-based strategies into a payment model for service providers. Presenters will share value-based waiver payments that promote implementation of PBS, competitive employment, staff retention, health, safety, and more.

Rhiannon Evans, Lucas Evans, Kathleen Deppeler, State of Missouri, Jefferson City, MO

E10-03

Strand: IDD

Type: Research

Collaboration and Capacity Building: Establishing PBS Systems in the IDD Field.

Leaders from the MD Developmental Disabilities Administration and the UMD Eastern Shore will discuss innovative efforts to develop pre-service PBS training to prepare the workforce for supporting individuals in residential, employment, and community settings.

Meg DePasquale, Terrence Proctor, Maryland Department of Health, Developmental Disabilities Administration, Baltimore, MD; Bryan Gere, Department of Rehabilitation, School of Pharmacy and Health Professions, University of Maryland Eastern Shore, Princess Anne, MD

Session F - Thursday 5:00 - 6:00 pm

BCBA

F01

Grand 4

Strand: Integration and Alignment

Type: Research

Once more, with feeling: Examining multiple facets of intervention implementation

In this presentation we focus on contemporary, multifaceted conceptualizations of implementation. Presenters will share findings from a systematic review of function-based intervention implementation in schools and share approaches for measuring implementation within a problem-solving framework.

Evan Dart, Christopher Vatland, Chelsea Salvatore, University of South Florida, Tampa, FL; Natalie Romer, WestEd, Tampa, FL

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Session F - Thursday 5:00 - 6:00 pm

BCBA/NASP



F02

Grand 5

Strand: Individualized Student Support (Tier III)

Type: Skill Development

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

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

Rose Iovannone, University of South Florida, Tampa, FL

F03

River Terrace 2

Strand: Classroom (Tier II)

Type: Research

Monitoring Core Features of Tier 2 Systems and Practices in High Schools

This session presents lessons learned from conducting new research on implementing Tier 2 systems (e.g., teaming, progress monitoring) and behavior practices (Check-In/Check-Out) in high schools. Implications for Tier 2 leadership teams will be discussed.

Angus Kittelman, Mimi McGrath Kato, K. Brigid Flannery, University of Oregon, Eugene, OR; Kathleen Strickland-Cohen, University of Utah, Salt Lake City, UT

F04-01

Combined Session

River Terrace 3

Strand: Classroom (Tier II)

Type: Skill Development

Advancements in Teaching and Technology within the Realm of Classroom Management Instruction

We will share the results of three classroom management studies. Studies include a qualitative study on how preservice programs teach classroom management and two technology-based instructional approaches exploring how classroom management instruction for preservice educators.

Shanna Hirsch, Mya Kelley, Logan Qualls, Clemson University, Clemson, SC; Sarah Nagro, George Mason University, Fairfax, VA; Michael Kennedy, University of Virginia, Charlottesville, VA

F04-02

Strand: Classroom (Tier II)

Type: Research

Using Mixed-Reality Simulation to Improve PST's Use of Positive Behavior Practices

Mixed-Reality Simulation provides a safe and effective way to put theory into practice. This multi-paper (1) highlights a systematic literature review, (2) shares applied studies, and (3) offers strategies for embedding MRS in teacher education.

Sharon Walters, Cathy Griffith, Georgia McKown, Alex Carlson, Logan Wright, Shanna Hirsch, Clemson University, Clemson, SC

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Session F - Thursday 5:00 - 6:00 pm		
F05 Strand: School-Wide Systems (Tier I) Type: Conceptual The PBIS Evaluation Blueprint: Choosing Measures and District-Level Planning This session will describe example measures of reach, process, capacity, fidelity, and outcomes described in the PBIS Evaluation Blueprint and examples of district evaluation planning procedures and schedules from districts at various stages of implementation. <i>Kathleen Conley, Alan Cook, University of Oregon, Eugene, OR; Bethany Nichols, Pittsfield Public Schools, Pittsfield, MA; Jan Neureuther, Oxford Hills School District/MSAD 17, South Paris, ME</i>		Clearwater
F06 Strand: Equity Type: Skill Development Culturally Responsive Teaching & Evidence-Based Practices for Black Students with Emotional Disturbance This discussion (or poster) will examine specific praise and concise error corrections through a culturally relevant mindset, as theorized by Gay and Ladson-Billings, for Black students identified as ED. <i>Mara Power, University of Connecticut, Storrs, CT; Mya Kelley, Clemson University, Clemson, SC; Kimberly Sellers, University of Missouri, Columbia, MO; Ambra Green, University of Texas, Arlington, TX</i>		St. Johns
F07-01 Strand: Mental Health Type: Conceptual Educators Need Support Too: A District's Journey to Improving Educators' Mental Health Educators are experiencing unprecedented rates of burnout, necessitating innovative means of support. We present (a) a case study of a district in crisis, and (b) findings of an intervention employing an on-demand digital wellness tool. <i>Ashley Rila, Gerta Bardhoshi, Allison Bruhn, Scanlon Center for School Mental Health, Iowa City, IA</i>	Combined Session	Grand 1
F07-02 Strand: Mental Health Type: Skill Development Teachers' Wellbeing: Sounding the Alarm and Pointing to Solutions Concerning numbers of teachers report stress and burnout. This presentation describes the use of MTSS framework to organize a continuum of wellness supports for teachers and practical examples from two schools implementing wellness initiatives. <i>Talida State, Montclair State University, Montclair, NJ; Imad Zaheer, St. John's University, Queens, NY; Emily Barry, University of Massachusetts, Amherst, MA; Rachel Quellette, Yale School of Medicine, New Haven, CT; Miranda Zahn, University of South Dakota, Vermillion, SD</i>		

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Session F - Thursday 5:00 - 6:00 pm

F08

Grand 2

Strand: Equity

Type: Research

Longitudinal Changes in Discipline Disparities Within Three Variations of SW-PBIS

This presentation will review findings from a longitudinal study on disparities in discipline referrals. Learn about how disparities develop across the elementary years and how PBIS, school mental health supports, and interconnected systems impact disparities.

Kristen Figas, Katherine Perkins, Mark Weist, University of South Carolina, Columbia, SC; Joni Splett, University of Florida, Gainesville, FL; Colleen Halliday, Medical University of South Carolina, Charleston, SC; Kelly Perales, Midwest PBIS Network, Hillside, IL; Elaine Miller, University of Kansas, Lawrence, KS

BCBA

F09

Grand 3

Strand: Home and Community

Type: Conceptual

Key Practices to Support Social, Emotional, and Behavioral Development in the Classroom

Participants will learn strategies for collaboration with state agencies to improve PBS funding for adults with challenging behavior in residential settings. Presenters will explain the proposal process, program evaluation, and securing ongoing funding commitment.

Victoria Frazier, Emily Nalker, Dungarvin Supported Living, LLC, Lakewood, WA

F10-01

Combined Session

Grand 6

Strand: IDD

Type: Skill Development

Caregivers Need Support Too: Self-Practice Improves Emotional Regulation for Individuals with IDD

Learn how residential staff supporting individuals with IDD and challenging behavior improve the emotion regulation of the people they support while decreasing their own stress through self-practice, modeling and coaching mindfulness, self-regulation and values-based living.

Christie Seligman, Ted Ryle, Richelle Futch, Green Zone Training and Consultation Group, LLC, Olympia, WA

F10-02

Strand: IDD

Type: Skill Development

PBS Staff Training in the IDD Field

Two organizations will share approaches and resources to support adult learning. One will focus on supporting DSPs with implementation of positive behavior in residential and employment settings, the second will focus on supporting social learning.

Jennifer Jeffrey-Pearsall, Sheppard Pratt, Baltimore, MD; Christine Downs, May Institute, Randolph, MA; Tanya Misgen, Muna Khalif, University of Minnesota, Minneapolis, MN

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Poster Session - Thursday 6:30 pm - 8:00 pm

Poster 101

Strand: Classroom (Tier II)

Type: Skill Development

Preliminary Examination of How Teachers Practice PBS in Their Classrooms

We developed a checklist to assess how far teachers are implementing PBS-aligned practices in classrooms. Participating teachers assessed their daily practice, and the items that were most and least practiced were identified.

Kanako Otsui, Kindai University, Higashi-Osaka, Japan; Noriko Hirasawa, Gifu University, Gifu, Japan; Kazuki Niwayama, Wataru Noda, Osaka Kyoiku University, Osaka, Japan; Yoshihiro Tanaka, Osaka Shoin Women's University, Higashi, Osaka, Japan; Ken'ichi Ohkubo, Kio University, Kitakatsuragi-gun, Nara, Japan

Poster 102

Strand: Classroom (Tier II)

Type: Research

Applying Multi-Tiered Support for Professional Development to Targeted Student Interventions

This presentation will discuss results from a study that evaluated the effectiveness of multi-tiered support for PD on teachers' treatment fidelity of a Tier 2 behavioral support. Future research and implications will also be discussed.

Jacqueline Viotto, Mark Samudre, University of South Carolina, Columbia, SC; Nicolette, Grasley-Boy, University of Kansas, Lawrence, KS

Poster 103

Strand: Classroom (Tier II)

Type: Research

Disruptive Behaviors in Classroom: Perspectives of School Teachers in Taiwan

Teachers' viewpoint of disruptive behavior in the classroom and encountering frequency are surveyed by 637 elementary and secondary teachers in Taiwan. The findings will be discussed and indicate the needs of teacher professional support.

Li-Yu Hung, Fang-Mei Liao, Lun-Jui Chang, National Taiwan Normal University, Taipei, Taiwan

Poster 104

Strand: Classroom (Tier II)

Type: Skill Development

Strategies to Intensify Positive and Constructive Feedback

In this presentation, we will discuss optimizing feedback to include essential components, how feedback is a culturally responsive practice, and strategies practitioners can use to intensify feedback delivery for students who struggle.

Sara Estrapala, University of Missouri, Columbia, MO; Ashley Rila, University of Iowa, Iowa City, IA

Poster 105

Strand: Classroom (Tier II)

Type: Skill Development

Team Meeting Foundations: Preliminary Analyses of Tier-2 Meeting Practices and Lessons Learned

Effective intervention team meeting practices are key to improving student outcomes. This study examines PBIS Tier-2 team meetings and evaluates the fidelity with which data-based decision-making practices are implemented.

Tara Counts, Kira Alqueza, Reilly Lord, Tatiana Zambrano, Joni Splett, University of Florida, Gainesville, FL

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Poster Session - Thursday 6:30 pm - 8:00 pm

Poster 106

Strand: Early Childhood

Type: Research

Positive Behavior Support (PBS) in Finnish Early Childhood Education and Care

This study presents the development of Finnish PBS ProVaka in early childhood education and care (ECEC). A randomized controlled trial shows the efficacy of the intervention and qualitative analysis illuminates the longitudinal progress of development.

Anne Karhu, Noora Heiskanen, Hannu Savolainen, University of Eastern Finland, Joensuu, Finland; Vesa Närhi, University of Jyväskylä, Finland

Poster 107

Strand: Early Childhood

Type: Skill Development

Social-Emotional Learning Integrated With Shared-Book Reading Practices: Outcomes for Urban Young Children

A manualized SEL shared book reading intervention program was implemented with urban young children. Results showed explicit SEL and literacy approaches were associated with children's greater SEL learning, affective knowledge, and letter and word knowledge.

Karen Stoiber, Alex Smith, University of Wisconsin, Milwaukee, WI

Poster 108

Strand: Equity

Type: Conceptual

Get Into It: Immersive Experiences to Prepare Culturally Relevant Teachers

It is critical for preservice teachers to learn to use culturally relevant teaching practices. We will provide specific examples and summarize the benefits of using mixed-reality simulations to teach Culturally Relevant Teaching Practices.

Mya Kelley, Shanna Hirsch, Clemson University, Clemson, SC

Poster 109

Strand: Equity

Type: Skill Development

The Impact of Implicit Bias on Student Discipline

Awareness of implicit bias affects equitable learning environments and discipline decisions every day. Understanding how to recognize and evaluate unspoken biases are critical in achieving a better school culture and climate, home, and community.

Michele Flowers, Clayton County Public Schools, Jonesboro, GA

Poster 110

Strand: Equity

Type: Research

Including individuals with disabilities in social validity assessments: A review

This poster will highlight a recent review on the inclusion of individuals with disabilities in social validity assessments. Descriptive statistics, factors that impact inclusion and exclusion, and the importance of inclusion will be presented.

Rachelle Huntington, Northern Arizona University, Flagstaff, AZ; Natalie Badgett, Jakob McIntosh, Angela Mann, University of North Florida, Jacksonville, FL; Kaitlin Greeny, Alice Bravo, Beth Kelly, University of Washington, Seattle, WA; Roxanne Bristol, University at Hawaii at Manoa, Honolulu, HI; Young Her Byon, Madelynn Park, University of Virginia, Charlottesville, VA

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Poster Session - Thursday 6:30 pm - 8:00 pm

Poster 111

Strand: Equity

Type: Conceptual

Collecting and Using Referral Data to Maximize Equity and Inclusion

This session will explore the role of systematic reporting and analysis of referral data in identifying and addressing disproportionality, especially for historically marginalized racial, ethnic, and exceptionality subgroups. Practical strategies and examples will be provided.

Alan Cook, Katie Conley, University of Oregon, Eugene, OR

Poster 112

Strand: Equity

Type: Research

An Analysis of Teachers' Equity in Classroom Management Practices

This poster will share results from an empirical research project examining discipline disproportionality, emphasizing early interactions such as the use of evidence-based classroom management practices, teacher characteristics, and attitudes.

Sara Izzard, Maria Santiago-Rosario, John Gallo, Kent McIntosh, University of Oregon, Eugene, OR; Stephanie St. Joseph, May Institute, Randolph, MA; Kathleen Strickland-Cohen, University of Utah, Salt Lake City, UT

Poster 113

Strand: Equity

Type: Research

National Patterns of Vulnerable Decision Points in School Discipline

With a national sample of 992 schools with substantial racial disparities in office discipline referrals, this study explored how specific discipline decision situations contributed to each school's overall racial discipline disparities.

Sean Austin, University of Oregon, Eugene, OR

Poster 114

Strand: Families and Parent Supports

Type: Research

Engaging Families in a Tier 2 Intervention to Promote Student Well-Being

To understand and improve family-school partnerships within school-based interventions, presenters will share data about frequency, acceptability, motivations, and barriers for caregiver engagement in a Tier 2 positive psychology intervention, and suggest methods to increase partnerships.

Sarah Fefer, Hallie Lothrop, University of Massachusetts, Amherst, MA; Shannon Suldo, Nicolette Bauermeister, University of South Florida, Tampa, FL

Poster 115

Strand: Families and Parent Supports

Type: Skill Development

Effective Collaboration with Families to Support Students with Emotional Disturbance

The purpose of this presentation is to describe effective collaborative practices with families to support students with emotional disturbance. Attendees will learn how to cultivate family partnerships through implementation of a variety of useful practices.

Julie Fogt, Centennial School of Lehigh University, Bethlehem, PA

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Poster Session - Thursday 6:30 pm - 8:00 pm

Poster 116

Strand: Home and Community

Type: Conceptual

A City-Wide Application of Positive Behavior Support

Kettering, Ohio implemented PBIS across the entire city, involving government agencies, schools, and business. This presentation details the process of recruitment and involvement of all stakeholders and provides information on important outcomes.

Terrance Scott, University of Louisville, Louisville, KY; Mary Beth O'Dell, Kettering Parks and Rec, Kettering, OH; Carrie Hennessy, Kari Basson, Kettering Schools, Kettering, OH

Poster 117

Strand: Individualized Student Support (Tier III)

Type: Research

The Effect and Feasibility of a Virtual Token Economy During Reading Tutoring

We used a withdrawal design with three participants to evaluate the effects of a token economy on engagement and disruptive behavior during virtual reading tutoring. We evaluated the feasibility and social validity of the intervention.

Sage Pickren, Elizabeth Peters, Vanderbilt University, Nashville, TN

Poster 118

Strand: Individualized Student Support (Tier III)

Type: Research

Using a Performance Diagnostic Tool to Improve Teachers' Implementation of Behavioral Intervention

This study piloted the use of a performance diagnostic assessment to identify and address specific barriers to special education teachers' effective implementation of an evidence-based behavioral intervention through the delivery of individualized professional development packages.

Amanda Austin Borosh, Mehreen Hassan, David Ray Miranda, Purdue University, West Lafayette, IN

Poster 119

Strand: Individualized Student Support (Tier III)

Type: Skill Development

A Systematic Review and Meta-Analysis of NC Interventions for Young Children

Engage in a discussion about the compelling findings of a meta-analysis examining noncompliance (NC) interventions for young children. Although NC interventions were effective, assessments and procedures did not always lead to children acquiring new skills.

Elisabeth Malone, Kathleen Zimmerman, Sean Joo, University of Kansas, Lawrence, KS

Poster 120

Strand: Integration and Alignment

Type: Research

A Meta-Analysis on Behavioral Support Training and General Education Teacher Implementation

This presentation provides results from a meta-analysis on single-case research design studies that evaluated the effectiveness of teacher training on their implementation of behavioral support strategies. Key investments for professional development will be discussed.

Mark Samudre, Lauren LeJeune, Jacqueline Viotto, University of South Carolina, Columbia, SC; Eric Anderson, Bowling Green State University, Bowling Green, OH; Matthew Brock, Ohio State University, Columbus, OH

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Poster Session - Thursday 6:30 pm - 8:00 pm

Poster 121

Strand: Integration and Alignment

Type: Skill Development

Training Paraeducators to Accurately Collect Data

This session will review a randomized control trial that evaluated the accuracy and skill generalization of data collection practices of paraeducators. Following digital training, authentic data collection occurred in schools to assess skill transfer.

Kary Zarate, University of Illinois Urbana, Champaign, IL

Poster 122

Strand: Integration and Alignment

Type: Research

MTSS in Secondary Schools: Examining Changes in Implementation Practices Over Time

This study examines the changes in MTSS implementation practices of six secondary schools approximately two years after MTSS training and compares the changes in MTSS implementation practices between PBIS-trained and non-trained secondary schools.

Abril Rangel-Pacheco, Amanda Witte, Rebecca Overfield, Linnea Swanson, University of Nebraska, Lincoln, NE

Poster 123

Strand: Integration and Alignment

Type: Research

The Impact of COVID-19 on Trauma-Informed School Intervention Research

This poster reviews research conducted on the efficacy of multi-tiered systems of support trauma-informed interventions in K-12 schools in the US on student social, emotional and/or behavioral outcomes through a systematic review.

Liam Davis-Bosch, Pitzer College, Claremont, CA; Dawn Graham, Sierra Hightower, Ohio University, Athens, OH

Poster 124

Strand: Integration and Alignment

Type: Research

Validating a Measure Assessing Implementation of District PBIS Systems

This poster session will present novel research examining the structural and convergent validity of the District Systems Fidelity Inventory (DSFI). The DSFI is used by district teams to measure nine aspects of district PBIS systems.

Angus Kittelman, Kent McIntosh, University of Oregon, Eugene, OR; Sterett Mercer, The University of British Columbia, Vancouver, Canada; Kelsey Morris, Heather Hatton, University of Missouri, Columbia, MO

Poster 125

Strand: Integration and Alignment

Type: Conceptual

Reimagining Implicit Bias Training for PBIS Teams Amidst State Policy Restrictions

This poster will detail our work transforming implicit bias and trauma-informed care curriculum into a more general "Blind Spot" training, which helps school staff recognize areas in which they may lack insight or expertise.

Melanie Sonsteng-Person, Joni Splett, Brandi Hilliard, University of Florida, Gainesville, FL; Colleen Halliday, The Medical University of South Carolina, Charleston, SC; Courtney Baker, Tulane University, New Orleans, LA

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Poster Session - Thursday 6:30 pm - 8:00 pm

Poster 126

Strand: Integration and Alignment

Type: Research

Reviewing 20 plus-years of PBS: Content Analysis of Journals, Conferences, and Newsletters

This session describes results of a content analysis of PBS as a field through review of 20 plus-years of permanent products (journals, conferences, newsletters). Discussion on what's missing and future direction will be provided.

Imad Zaheer, Lauren Moskowitz, St. John's University, Queens, NY; Talida State, Montclair State University, Montclair, NJ; Sarah Fefer, University of Massachusetts, Amherst, MA; Chelsea Grant, Nurturing Environments Institute (NEI), Bethlehem, PA; Lee Kern, Lehigh University, Bethlehem, PA; Joseph Lucyshyn, University of British Columbia, Vancouver, Canada

Poster 127

Strand: Integration and Alignment

Type: Conceptual

Meet the <Insert APBS Network Name> !

The <Network> was established in <date> to meet the needs of X related to PBS implementation within X context. This <Network> presentation contains information regarding their unique network's contributions to the field of PBS!

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

Poster 128

Strand: Mental Health

Type: Research

The Relationship Between Extracurricular Activities and Self-Esteem Among Bullying Victims with Disabilities

Using the National Crime Victimization Survey, this study analyzes the relationship between extracurricular involvement and self-esteem among adolescents with disabilities who reported being victims of bullying.

Kaycee Bills, Fayetteville State University, Fayetteville, NC

Poster 129

Strand: Mental Health

Type: Research

Cognitive-Behavioral Therapy for Students with Emotional and Behavioral Disabilities: A Systematic Review

This systematic review presents and synthesizes key findings of research studies to answer the following question: Does school-based cognitive-behavioral therapy (CBT) effectively reduce the externalizing behaviors of students with emotional and behavioral disabilities (EBD)?

Skyler McCain, University of Florida, Gainesville, FL

Poster 130

Strand: Mental Health

Type: Research

Mindfulness, Self-regulation, Momentary Affect and Cognition: Ecological Momentary Assessment Among College Students

The study applied Ecological Momentary Assessment (EMA) to examine the temporal associations between momentary mindfulness and self-regulation levels with emotional and cognitive outcomes, within young adults' natural environments.

Abhishek Aggarwal, Jongwon Lee, Allison Tracy, Shan Qiao, Xiaoming Li, Chih-Hsiang Yang, University of South Carolina, Columbia, SC

 Beginning PBS Sessions

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Poster 131

Strand: School-Wide Systems (Tier I)

Type: Research

Positive Behavior Support in French-speaking Belgium: a Novelty and a Challenge

In French-speaking Belgium, PBS is little known and implemented. The results of the implementation of PBS in a school will be presented. Ways to improve the implementation of PBS in various contexts will be suggested.

Marie Bocquillon, Christophe Baco, University of Mons, Hainaut, Belgium

Poster 132

Strand: School-Wide Systems (Tier I)

Type: Conceptual

Implementation of PBIS in a High School Setting: The First Year

The Student Services Team assists a school with the initial rollout of PBIS. The presentation includes an overview of the model, implementation process, data analysis, and scale-up procedures.

Kristin Kladis, Matthew Douglas, Judge Memorial Catholic High School, Salt Lake City, UT

Poster 133

Strand: School-Wide Systems (Tier I)

Type: Research

Evaluating the Impact of ADOS-2 Usage on District-Level ASD Incidence Rates

The use of the ADOS-2 may explain for the overrepresentation of students labeled with ASD in schools.

Tatianna Zambrano, University of Florida, Gainesville, FL

Poster 134

Strand: School-Wide Systems (Tier I)

Type: Research

First Results of School-Wide PBIS in an Inclusive Elementary School in Germany

This poster will highlight efforts, insights, and challenges of adapting, implementing, and evaluating School-Wide Positive Behavior Interventions and Supports in Germany. First results of this on-going project called "Fit für gemeinsames Lernen" will be presented.

Michael Paal, Anna-Maria Hintz, University of Oldenburg, Lower Saxony, Germany; Isabelle Erbslöh, University of Siegen, North Rhine-Westphalia, Germany; Heather Hatton, University of Missouri, Columbia, MO; Mack Burke, Baylor University, Waco, TX

Poster 135

Strand: School-Wide Systems (Tier I)

Type: Research

The Impact of Multitiered Systems of Support on Attendance

In this poster presentation, we will describe two studies exploring the effects of multitiered systems of support (MTSS) in California. Overall, we found that high schools implementing MTSS had fewer chronically absent students.

Nicholas Gage, WestEd, San Francisco, CA

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Poster 136

Strand: School-Wide Systems (Tier I)

Type: Research

PBIS in Georgia Schools: Comparing the Discipline Data of School Systems

This poster session will provide discipline data from school systems in Georgia comparing the discipline data of those systems using PBIS and those that do not.

Craig Whedon, Lauren Flanagan, Mainstay Academy, Griffin, GA; Wendy Whedon, Crescent Elementary, Griffin, GA

Poster 137

Strand: School-Wide Systems (Tier I)

Type: Research

School Climate Before and During the COVID-19 Pandemic

From a national sample of public schools, multi-level modeling investigated how elementary student perception of school climate has changed throughout the COVID-19 pandemic, and how school and district-level factors relate to this change.

John Gallo, Geovanna Rodriguez, Kent McIntosh, Gina Biancarosa, University of Oregon, Eugene, OR

Poster 138

Strand: School-Wide Systems (Tier I)

Type: Research

Leveraging the ECHO Model®: Professional Development for Teacher Candidates on Behavior Intervention

The ECHO Model® provides participants access to a community of peers, feedback, and guidance on challenges faced in their classroom. This poster presents findings from a study examining its impact on preservice teacher behavioral interventions.

Alex Carlson, Clemson University, Clemson, SC

Poster 139

Strand: Classroom (Tier II)

Type: Research

Using a Whole-Class Preference Assessment to Design an Effective Group Contingency

This presentation will describe research and procedures for designing a whole-class preference assessment to choose reinforcers for increasing desired student behavior within the context of an independent group contingency.

Lauren LeJeune, Mark Samudre, University of South Carolina, Columbia, SC; Amber Fluharty, Greenville County Schools, Greenville, SC

Poster 140

Strand: Early Childhood

Type: Research

The Effect of Break Type on Engagement during Massed Trial Instruction

Breaks are often provided when teaching discrete skills to young children. We examined the effect of break type (play alone vs responsive play) on child engagement and skill acquisition during massed trial instruction.

Kelsey Smith, Kathleen Zimmerman, University of Kansas, Lawrence, KS; Jennifer Ledford, Vanderbilt University, Nashville, TN

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Poster 141

Strand: Equity

Type: Research

Impact of Group Contingencies on Adolescent Student Behavior: A Literature Review

This presentation shares the findings of a literature review of single-case design studies evaluating the impact of group contingencies on adolescent learners' behavior. Included studies were assessed for intervention and population characteristics, quality, and outcomes.

Renee Speight, Nancy Young, University of Arkansas, Fayetteville, AR

Poster 142

Strand: Families and Parent Supports

Type: Research

A Secondary Prevention Model of Family-Centered Positive Behavior Support

While FCPBS has been well-studied at the tertiary intervention level, no studies have examined a secondary tier approach. Study results of a group-delivered parent training program for families of children with Down syndrome are discussed.

Susan Fawcett, Down Syndrome Resource Foundation, Burnaby, BC, Canada; Joseph Lucyshyn, University of British Columbia, Vancouver, Canada

Poster 143

Strand: Mental Health

Type: Skill Development

Feel Your Best Self: An Educational Toolkit to Support Emotional Well-Being

Feel Your Best Self is a free toolkit using fun puppetry in learning strategies to calm yourself, catch your feelings, and connect with others. It can complement existing elementary classroom activities and strengthen family collaborations.

Sophie Hall, Sandra Chafouleas, Emily Wicks, Emily Iovino, University of Connecticut, Storrs, CT

Session G - Friday 8:30 - 9:30 am



Grand 4

Strand: School-Wide Systems (Tier I)

Type: Conceptual

Starting, Maintaining and Sustaining at the High School: What Do You Need?

Hear ways to engage high-schools implementing SW-PBIS no matter where they are in their journey. Presenters offer suggestions for supporting schools with starting, maintaining and sustaining their implementation efforts. Resources and examples will be shared.

Stephanie Martinez, University of South Florida, Tampa, FL; Patti Hershfeldt, Old Dominion University, Norfolk, VA; Ami Flammini, Midwest PBIS Network, Springfield, IL

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Session G - Friday 8:30 - 9:30 am

NASP

 G02

Grand 5

Strand: Early Childhood

Type: Skill Development

PBIS in Preschool: Practices for Promoting Social, Emotional, and Behavioral Outcomes

A key element of PBIS is the use of evidence-based practices. Join this session to learn about preschool social, emotional, and behavioral teaching practices and resources for implementation.

Meghan von der Embse, Lise Fox, Denise Perez Binder, Anna Winneker, University of South Florida, Tampa, FL

G03

River Terrace 2

Strand: Classroom (Tier II)

Type: Skill Development

Tier 2 Teaming: Improving the Efficiency and Effectiveness of Targeted Interventions

Ineffective targeted interventions? This session will assess current systems for monitoring intervention integrity. In addition, tools to assist in establishing structures for problem solving conversations to improve implementation of tier 2 interventions will be offered.

Katie Pohlman, Diane LaMaster, Sara Teeter, Midwest PBIS Network, Hillside, IL

G04

River Terrace 3

Strand: Integration and Alignment

Type: Research

District-wide outcomes from bullying prevention programming embedded within schoolwide PBIS

This presentation will overview findings of a district-wide initiative to integrate bullying prevention and PBIS. Specific findings related to grade level and lessons learned will be highlighted.

Sara McDaniel, University of Alabama, Tuscaloosa, AL; Rhonda Neese, University of Oregon, Eugene, OR

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Session G - Friday 8:30 - 9:30 am		
G05-01 Strand: Mental Health Type: Skill Development Screen to Intervene: Data-driven PBS and Mental Health Integration Is your PBS and mental health supports effective? Best practices for data-driven integration of mental health and PBS will be described. Guidance and resources are provided to evaluate Tier I, establish base-rates, and facilitate intervention. <i>Joseph Latimer, Nathaniel von der Embse, University of South Florida, Tampa, FL</i>	Combined Session	Clearwater
G05-02 Strand: Mental Health Type: Conceptual Targeted Mental Health Support in High Schools: Barriers and Opportunities Mental health needs are prominent among adolescents, yet service delivery can be challenging in high schools. This session will describe considerations for developing mental health supports and the development of a novel Tier 2 program. <i>Brittany Zakszeski, University of Delaware, Newark, DE; Laura Rutherford, Jennifer Francisco, Janna Sanders, Devereux Center for Effective Schools, Villanova, PA; Kristy Ritvalsky, Stuart Luther, Ann Murphy, Sean Karyczak, Alicia Lukachko, Northeast and Caribbean Mental Health Technology Transfer Center, Piscataway, NJ</i>		
BCBA G06 Strand: Families and Parent Supports Type: Conceptual The Value of Positive Behavior Supports for Diverse Families in the Home This presentation will review three projects which support families in utilizing positive behavior supports at home. Participants will learn to identify funding and collaborators for family-centered projects, along with tips for working with diverse parents. <i>Lauren Brown, Christine O'Flaherty, Emily Spurlock, Jessica Adge, Diane Thorkildson, Janice Lee, University of Nevada, Reno, NV</i>		St. Johns

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Session G - Friday 8:30 - 9:30 am		
G07-01 Strand: Equity Type: Conceptual Equity-Focused Implementation Science: Improving Racial Inequities for Students with Challenging Behavior Eliminating racial inequities for students with Emotional and Behavioral Disorders is critical. We will present strategies to address school-based racial inequities using equity-focused implementation science and illustrate these strategies with examples from School Wide PBIS. <i>Kimberly Selders, Shannon Holmes, Sara Estrapala, University of Missouri, Columbia, MO</i>	Combined Session	Grand 1
G07-02 Strand: Individualized Student Support (Tier III) Type: Research Exiting Special Education: A State Longitudinal Analysis of Students with EBD Little is known about how many students receiving special education services for emotional and behavioral disorders (EBD) are exited from special education and if student characteristics predict exiting. This study explored these issue. <i>Nicholas Gage, WestED, San Francisco, CA</i>		
 G08 Strand: Home and Community Type: Conceptual Enhanced System of Care for Neurodiverse People in Secure Settings We will provide an overview of the unit accommodations, policy development, results from a staff survey along with examples of successful patient outcomes from the new referral system and Neurodevelopmental Residential Treatment Unit. <i>Lucas Malischak, Cynthia Wright, Department of Corrections, Harrisburg, PA; Stacy Nonnemacher, National Association for State Directors of Developmental Disabilities Services, Alexandria, VA</i>		Grand 2
G09 Strand: Individualized Student Support (Tier III) Type: Skill Development Individualized Implementation: Initial Training and Ongoing Support for Tier 3 Strategies Using online resources as examples, this symposium describes strategies to guide team-based implementation of student support, including self-directed training modules and guided feedback for function-based interventions, tailored to educators' level of skill and expertise. <i>Scott Spaulding, Mischa McManus, Carol Davis, University of Washington, Seattle, WA</i>		Grand 3

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Session G - Friday 8:30 - 9:30 am

G10

Grand 6

Strand: IDD

Type: Conceptual

Supporting students with disabilities within a PBIS framework using high-leverage practices

This session introduces an approach for embedding high leverage practices for students with disabilities into multi-tiered systems of support. We will share examples of practices at each tier that promote effective differentiated practice for schools.

Kelsey Morris, Lisa Powers, University of Missouri, Columbia, MO; Laura Kern, University of South Florida, Tampa, FL; Kathleen Strickland-Cohen, University of Utah, Salt Lake City, UT

Session H - Friday 9:45 - 10:45 am

BCBA

 H01

Grand 4

Strand: Home and Community

Type: Conceptual

Expanding PBIS to new Areas: Alternative Settings and Prosocial Framework

This presentation explains what core features the Setting-wide PBIS and the Prosocial framework have in common and describes three different examples of PBIS or Prosocial implementation in alternative settings, with the challenges they encounter.

Malena Argumedes, Université de Sherbrooke, Sherbrooke, Quebec, Canada, Jodie Soraccok, Virginia Tiered Systems of Supports - Research Implementation Center, Richmond, VA; Ashley Greenwald, University of Nevada, Reno, NV

NASP

 H02

Grand 5

Strand: Mental Health

Type: Skill Development

Tier 2 Intervention and Progress Monitoring for Internalizing Behavior Concerns

Growing numbers of students are presenting with signs and symptoms of internalizing disorders. This session will describe Tier 2 interventions and progress monitoring tools for addressing internalizing needs in schools.

Katie Ecklund, Stephen Kilgus, University of Wisconsin, Madison, WI; Brittany Zakszeski, University of Delaware, Newark, DE; Evan Dart, University of South Florida, Tampa, FL; Elizabeth Banks, Boys Town, Washington, DC; Timothy Parks, Aperture Education, Buffalo, NY

H03

River Terrace 2

Strand: Classroom (Tier II)

Type: Skill Development

Group Contingencies: Harnessing the Power of Positive Peer Influence

Have more than one student who needs positive behavior supports? Come learn how group contingencies can efficiently support small and large groups of students, including full classrooms. Learn a new skill you can use immediately!

Scott Fluke, Olathe Public Schools, Olathe, KS;

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Session H - Friday 9:45 - 10:45 am		
H04-01 Strand: Classroom (Tier II) Type: Skill Development Implementing Evidence-Based Classroom PBIS Strategies: A Training/Coaching Series for PBIS Teams This session focuses on clearly defining and teaching the desired behavioral skills throughout the various routines within the classroom school day. Participants will walk away with strategies to implement classroom systems to strengthen PBIS. <i>Tynara Blount, Tianna Bilal, Sean Kelly, School District of Philadelphia, Philadelphia, PA</i>	Combined Session	River Terrace 3
H04-02 Strand: Classroom (Tier II) Type: Conceptual Classroom PBIS Group Coaching: Grow restorative relationships, reduce stress, assure implementation fidelity An engaging learning opportunity which details a group coaching model used to deliver high fidelity implementation of classroom PBIS. Learn to support overall health and development of staff through proactive restorative circles through group coaching. <i>Vickie Swanson, Oakridge Public Schools, Muskegan, MI; Kiana Longnecker, Muskegan Area Intermediate School District, Muskegon, MI</i>		
H04-03 Strand: Classroom (Tier II) Type: Skill Development Peer Coaching as an Intervention to Improve Universal Classroom Management Strategies This presentation will focus on how to use reciprocal peer coaching to increase teachers' use of tier one classroom management strategies in early childhood and K-12 classrooms. <i>Christina Noel, Jessica Torelli, Kaitlin Morris, Western Kentucky University, Bowling Green, KY; Adrienne Golden, Vanderbilt University, Nashville, TN</i>		
H05 Strand: School-Wide Systems (Tier I) Type: Conceptual Leveraging Contextual Fit to Promote PBIS Implementation Across a Rural State Come learn about how (state) addressed the need to provide educators, schools, and districts with training and coaching in PBIS by leveraging state, district, and school level systems while embracing what made each context unique. <i>Karen Robbie, University of Connecticut, Storrs, CT; Courtney Angelosante, University of Maine, Orono, ME; Sarah Wilkinson, University of Southern Maine, Gorham, ME; Tracy Whitlock, Ann-Marie Adamson, Maine Department of Education, Augusta, ME</i>		Clearwater

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Session H - Friday 9:45 - 10:45 am	
H06 Strand: Families and Parent Supports Type: Skill Development Building and Implementing School-Wide Systems to Promote Family-School Collaboration Within PBIS Attend this session to understand how to implement and integrate family-school collaboration practices and systems with school-wide PBIS. Leave with the knowledge, skills, and key resources to support your school's family-school collaboration efforts. <i>Eliza Godfrey, Gina Benarek, Andy Garbacz, University of Wisconsin, Madison, WI; Rachel Santiago, University of Missouri, Columbia, MO</i>	St. Johns
 H07 Strand: Equity Type: Research Operationalizing Implicit Bias Training in Schools: Moving Beyond Raising Awareness Implicit Bias professional development can be viewed as "one more thing" to do by school staff. Charlotte Mecklenburg Schools is implementing mandated professional development for nearly 10,000 educators. Come hear our journey. <i>Edwin Wilson, Charlotte Mecklenburg Schools, Charlotte, NC</i>	Grand 1
BCBA  H08 Strand: Individualized Student Support (Tier III) Type: Research Building a Virtual Community of Practice For Special Educators Through Project ECHO Project ECHO (Extension Community Healthcare Outcomes), an innovative and web-based approach initially developed to support healthcare providers, was adapted to connect and support special educators learn about behavioral interventions. Come learn about the ECHO Model. <i>Shanna Hirsch, Catherine Griffith, Clemson University, Clemson, SC; Hannah Mathews, University of Florida, Gainesville, FL; Alexis Walker, Greenville County Schools, Greenville, SC</i>	Grand 2
 H09 Strand: Integration and Alignment Type: Conceptual APBS 2023 Network Ignite Session X APBS Networks will share information about their unique organizations. Come connect with the Network A, Network B, Network C, Network D, Network E while learning about national and international PBS work! <i>Ashley MacSuga-Gage, University of Florida, Gainesville, FL</i>	Grand 3

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Session H - Friday 9:45 - 10:45 am

H10-01

Combined Session

Grand 6

Strand: IDD

Type: Skill Development

Using TIPS to Enhance Data-Based Decision-Making for Multiple IDD Adult Residences

Team-Initiated Problem Solving was used for efficient and productive team meetings across adult IDD residences in seven states. Standardized electronic data displays and routine data display analysis in TIPS meetings were key to implementation success.

Carol Anne McNellis, Devereux Advanced Behavioral Health, Villanova, PA; Leeann Haffner, Devereux Advanced Behavioral Health PA Adult Services, Berwyn, PA; Bethany Slickmeyer, June McKim, Michelle Lipchock, Devereux Advanced Behavioral Health, Cherry Hill, NJ

H10-02

Strand: IDD

Type: Research

The ECHO Model: A Case-Based and Collaborative Approach to Training

The ECHO Model, a case-based and collaborative approach to virtual training, will be introduced and discussed as applied to promoting the implementation of positive behavior supports with individuals with developmental disorders across the lifespan.

Natalie Badgett, University of North Florida, Jacksonville, FL; Rose Nevill, Gail Lovette, University of Virginia, Charlottesville, VA

Session I - Friday 11:00 am - 12:00 pm

BCBA

I01

Grand 4

Strand: Home and Community

Type: Research

Coaching Caregivers In-Person and via Telehealth to Implement Tier-3 Interventions

We will present three studies evaluating the use of tier-3 interventions to reduce challenging behavior in the home. The presentation includes information about the efficacy, feasibility, and social validity of in-person and telehealth parent coaching.

Charissa Voorhis, Amanda Austin, Rose Mason, Eric Shannon, Purdue University, West Lafayette, IN; Stephanie Gerow, University of Las Vegas, Las Vegas, NV; Lisa Sanchez, Suzannah Avery, Tonya Davis, Emily Exline, Supriya Radhakrishnan, Lindsey Swafford, Jacqueline Zambrano, Baylor University, Waco, TX; David Costotille, University of Oregon, Eugene, OR; Mandy Rispoli, University of Virginia; Charlottesville, VA; Qi Wei, University of Wisconsin, Whitewater, WI

BCBA/NASP

I02

Grand 5

Strand: Classroom (Tier II)

Type: Skill Development

Building Your Toolbox for Maximizing Student Engagement in Tier 2 Groups

Maximizing student engagement within Tier 2 small groups is critical for building target skills. Presenters will discuss and model a toolbox of small group facilitation strategies for school practitioners including leader-, group-, and student-level approaches.

Emily Barry, Sarah Fefer, University of Massachusetts, Amherst, MA; Shannon Suldo, University of South Florida, Tampa, FL

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Session I - Friday 11:00 am - 12:00 pm

I03 Strand: School-Wide Systems (Tier I) Type: Research The 14th Annual PBIS Film Festival The PBIS Film Festival collects and shares videos from a wide range of schools, districts, and countries. This lighthearted competition recognizes films that (a) demonstrate core PBIS principles and (b) meet technical video production standards. <i>Alex Carlson, Clemson University, Clemson, SC</i>	River Terrace 2
I04-01 Strand: Integration and Alignment Type: Skill Development Ready, Set, Go: Lessons Learned Preparing Schools To Implement Proactive Restorative Practices This presentation will share how one district prepared school-based teams to integrate Proactive Restorative Practices within the PBIS framework. Training resources and enhanced readiness steps used to prepare school-based teams will be highlighted. <i>Robyn Vanover, University of South Florida, Tampa, FL; Frances Basich, Michael Kanusky, The School District of Palm Beach County, Palm Beach, FL;</i>	Combined Session River Terrace 3
I04-02 Strand: Integration and Alignment Type: Skill Development Level UP! Supporting Student Behavior With PBIS and Restorative Practices Become familiar with restorative practices and how utilization can enhance the PBIS framework and implementation in schools. Participants will practice circles and walk away with tools to begin RP at their perspective schools. <i>Michele Flowers, Clayton County Public Schools, Jonesboro, GA</i>	
I04-03 Strand: Integration and Alignment Type: Skill Development Handy Tools to Build Your PBIS/Restorative Practices Multi-tiered System of Support Looking for practical tools, strategies and resources to integrate PBIS and Restorative Practices in a Multi-Tiered system? Come get practical tools and see and hear how this is being done in Los Angeles. <i>Laura Zeff, Los Angeles Unified School District, Los Angeles, CA</i>	
I04-04 Strand: Integration and Alignment Type: Conceptual Blending of Universal MTSS-B and Restorative Justice Practices at a High School This session will demonstrate one high school's journey of integrating MTSS-B and Restorative Justice by redefining universal expectations through the RJ lens to promote academic success and social emotional wellness for youth. <i>Margie Borawska, Tim Herbert, Concord High School, Concord, NH</i>	

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Session I - Friday 11:00 am - 12:00 pm		
I05 Strand: Early Childhood Type: Research Behavior Technician Implementation of a Focused Naturalistic Developmental Behavioral Intervention Naturalistic developmental behavioral interventions (NDBI) are not yet widely adopted by applied behavior analytic providers. We will share a single-case study in which we trained behavior technicians to implement a focused NDBI using bug-in-ear coaching. <i>Alice Bravo, Seattle Pacific University, Seattle, WA; Ilene Schwartz, University of Washington, Seattle, WA</i>		Clearwater
I06 Strand: Families and Parent Supports Type: Research Enhancing Family Engagement in Positive Behavior Interventions and Supports: A Pilot Study Enhancing Family Engagement in Positive Behavior Interventions and Supports (PBIS) sought to increase family engagement in PBIS by directly including families in setting school-wide expectations. The results from this pilot study will be discussed. <i>Laura Kern, Lauren Evanovich, Emily Baton, University of South Florida, Tampa, FL</i>		St. Johns
I07-01 Strand: Individualized Student Support (Tier III) Type: Research Supporting Children and Youth who Engage in Self-harm: The Role of PBS This presentation will discuss progress towards improving outcomes for children and youth who engage in non-suicidal self-harm with meta-analytic data on intervention effects across types, dose, settings, interveners, as well as potential mediators and moderators. <i>Rachel Freeman, Jessica Simacek, Adele Dimian, Seunghee Lee, Vena Holub, University of Minnesota, Minneapolis, MN</i>	Combined Session	Grand 1
107-02 Strand: Mental Health Type: Skill Development Integrating PBS and Cognitive Behavioral Therapy for Anxiety in ASD and ID Describes the multi-method assessment of anxiety in children with autism spectrum disorder, particularly those with intellectual disability, and corresponding multicomponent intervention plans, integrating PBS and CBT, to treat anxiety and challenging behavior for these children. <i>Lauren Moskowitz, Imad Zaheer, St. John's University, Queens, NY</i>		

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Session I - Friday 11:00 am - 12:00 pm

I08

Grand 2

Strand: Equity

Type: Research

A 20-Year Systematic Review of Demographic Reporting of Stakeholders in Single-Case Studies

A 20-year review of reported demographics for essential stakeholders in single-case research with students with or at-risk for emotional behavior disorders. We present reported demographics for stakeholders, trends in reporting, and discuss future directions.

Ashley Rila, Allison Bruhn, Seth King, University of Iowa, Iowa City, IA

I09-01

Combined Session

Grand 3

Strand: IDD

Type: Research

SWPBIS and Students with Extensive Support Needs: A Scoping Review

We will share the results of a scoping review examining the current research literature on SWPBIS and students with extensive support needs (i.e., severe disabilities) and describe implications for practice, policy, and future research.

Virginia Walker, Holly Johnson, University of North Carolina, Charlotte, NC; Lyndsey Conradi, University of Hawaii, Honolulu, HI; Kathleen Strickland-Cohen, University of Utah, Salt Lake City, UT

 I09-02

Strand: IDD

Type: Research

Assessing the involvement of students with extensive support needs in SWPBIS

The purpose of the current project is to determine the extent to which students with extensive support needs participate in SWPBIS and their participation is mediated by placement in general versus special education settings.

Jennifer Kurth, University of Kansas, Lawrence, KS

NASP

I10

Grand 6

Strand: Individualized Student Support (Tier III)

Type: Skill Development

Progress Monitoring Tier 3 Interventions Using Google Sheets: Learn the ProMo Flow

Organize progress monitoring data today! Learn to quickly collect daily/weekly/monthly data for EZ analysis and team decision-making. One spreadsheet for ALL programs/students/interventions - get your team on the same page! Free.

Daniel Gulchak, Arizona State University, Phoenix, AZ; Yadira Flores, Scottsdale Unified School District; Scottsdale, AZ; Angel Jannasch-Pennell, KOI Education, Phoenix, AZ

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Session J - Friday 1:15 - 2:15 pm

BCBA



J01

Grand 4

Strand: Individualized Student Support (Tier III)

Type: Skill Development

Using the Behavior Intervention Checklist (BIC) to Evaluate Behavior Intervention Plans (BIPs)

During this session, presenters will introduce the "Behavior Intervention Checklist" (BIC), a tool used to evaluate the completeness and quality of BIPs, a first step in developing awareness of high-quality, function based behavior supports.

Cheryl Light-Shriner, University of Illinois - Department of Special Education, Champaign, IL; Cassandra McConkey, Rantoul City Schools, Rantoul, IL

NASP



J02

Grand 5

Strand: Mental Health

Type: Skill Development

Strategies for the Use and Integration of Universal Screening Scores

The purpose of this session is to outline strategies for using universal screening data. Emphasis will be placed on methods for integrating these scores with other data sources to inform student identification and intervention selection.

Stephen Kilgus, Katie Eklund, University of Wisconsin, Madison, WI; Nathaniel von der Embse, University of South Florida, Tampa, FL

J03

River Terrace 2

Strand: Classroom (Tier II)

Type: Skill Development

Culturally Responsive Behavior Support for Black Male Learners In an Underserved Community

This study examined an intervention approach to promote resilience and well-being through developing social and behavioral competencies that result in observable changes in behavior in Black male learning children.

Aaron Campbell, Dana Pantenaude, Pennsylvania State University, State College, PA; Elyse Calhoun, University of Oregon, Eugene, OR; Mack Burke, Baylor University, Waco, TX

J04

River Terrace 3

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Improving MTSS Implementation Through Innovative Professional Learning

York County School Division illustrates how they improved fidelity of MTSS implementation through innovative professional development, leveraging principles of adult learning and PBIS. Participants will collaborate to reflect how examples presented can improve their practices.

Aaron Butler, Cheryl Parr, York County Public Schools, Yorktown, VA; Kris Herakovich-Curtis, Virginia Commonwealth University, Richmond, VA; Daria Lorio-Barsten, William & Mary, Williamsburg, VA

Beginning PBS Sessions



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Session J - Friday 1:15 - 2:15 pm

J05 Strand: School-Wide Systems (Tier I) Type: Conceptual Building Statewide Capacity to Support A Tier 3 Intervention Facing challenges in sustaining interventions? Come learn about the key elements of implementation science and strategies to implement and build capacity. This session will highlight a training model from NH and PA to sustain practices. <i>Kathy Francoeur, UNH Institute on Disability, Durham, NH; Sielke Caparelli, Pennsylvania Training and Technical Assistance Network (PaTTAN), Pittsburgh, PA</i>	Clearwater
BCBA J06 Strand: Families and Parent Supports Type: Research A Comparison of an In-Person Versus Virtual PBS Training Model for Families This presentation will discuss family support training and show outcome data from a multi-year project comparing results from both live and virtual training modalities. Applications and considerations for practice and future research will be discussed. <i>Ashley Greenwald, Brigid Fronopfel, Christine O'Flaherty, Lauren Brown, Mariela Hostetler, Lesley Gomez, University of Nevada, Reno, NV</i>	St. Johns
J07 Strand: Equity Type: Research Disproportionality in Education: What Do We Know, Where Do We Go? In this session, we will examine disproportionality in education by focusing on the educational experiences of diverse and marginalized students in the United States. We will describe history, current state, and future opportunities for change. <i>Nicholas Gage, WestEd, San Francisco, CA; Ashley MacSuga-Gage, University of Florida, Gainesville, FL</i>	Grand 1
J08 Strand: IDD Type: Skill Development Engaging Positive Behavior Support in Sexual Violence Prevention Persons with special needs and sexual behavior problems are underserved in risk management efforts. Research shows that responsive efforts increase client success. This presentation highlights current best practices in promoting public safety and community reintegration. <i>Robin Wilson, Wilson Psychology Services, LLC, Sarasota, FL</i>	Grand 2
J09 Strand: Integration and Alignment Type: Building Supportive Connections with Early Career Professionals to Uncover the Hidden Curriculum Calling all students! Do you have questions about graduate school or the hidden academic curriculum? Join this interactive session to build connections with early career professionals and hear their advice! <i>Marney Pollack, Vanderbilt University, Nashville, TN</i>	Grand 3

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Session J - Friday 1:15 - 2:15 pm

J10

Grand 6

Strand: Early Childhood

Type: Skill Development

Practice-Based Coaching: An Evidence Based Approach to Job Embedded Professional Development

Implementing new practices to fidelity often requires coaching support. In this session, we will review the evidence-based Practice-Based Coaching framework and how it is used for practice implementation growth and fidelity.

Lise Fox, Denise Perez Binder, Anna Winneker, Meghan von der Embse, University of South Florida, Tampa, FL

Session K - Friday 2:30 - 3:30 pm

BCBA

 K01

Grand 4

Strand: IDD

Type: Skill Development

Integrating Behavior-Analytic/Trauma Informed Approaches with PBIS for Adults with IDD

Trauma-informed assessments and ABA interventions were added to existing D-PBIS IDD supports. Discussion focuses on how this change furthers valued PBIS outcomes, data, interventions, supports, and where PBIS, TIC, and ABA converge.

June McKim, Michelle Lipchock, Bethany Slickmeyer, Devereux Advanced Behavioral Health, Cherry Hill, NJ; Carol Anne McNellis, Devereux Advanced Behavioral Health, Villanova, PA; Leeann Haffner, Devereux Advanced Behavioral Health, Berwyn, PA

NASP

 K02

Grand 5

Strand: Families and Parent Supports

Type: Research

Providing Positive Behavior Support Training to Families

This session will describe positive behavior support trainings for families. The presenters have provided 5-session PBS trainings for families for the past 5 years and will report on the process and outcomes of these trainings.

Emily Graybill, Krysta LaMotte, Sonia Sanchez-Alvarez, Georgia State University, Atlanta, GA

K03

River Terrace 2

Strand: Classroom (Tier II)

Type: Skill Development

Using a Model School Process to Guide Tiers 2 and 3 Improvements

Discover what a Model School process revealed about schools' Tiers 2 and 3 evidence-based practices, implementation fidelity, and outcomes. Findings and how the state and a district used the information to improve will be shared.

Karen Elfner, Nichole Fintel, Robyn Vanover, Therese Sandomierski, Betsy Lazega, Stephanie Vlahakis, University of South Florida, Tampa, FL

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Session K - Friday 2:30 - 3:30 pm

K04

River Terrace 3

Strand: Classroom (Tier II)

Type: Skill Development

Key Practices to Support Social, Emotional, and Behavioral Development in the Classroom

This session is designed for practitioners who are interested in improving implementation of key practices that support students' social, emotional, and behavioral skills, promoting a positive and productive learning environment, and increasing support as needed.

Janet VanLone, Bucknell University, Lewisburg, PA; Sarah Wilkinson, University of Southern Maine and Maine Department of Education, Gorham, ME; Laura Kern, University of South Florida, Tampa, FL; Karen Robbie, University of Connecticut and Maine Department of Education, Storrs, CT

K05

Clearwater

Strand: School-Wide Systems (Tier I)

Type: Research

Implementation of Positive Behavioral Interventions and Supports in Rural Schools

Contextual factors associated with rural school-wide PBIS implementation are not well-understood. We will discuss results of an investigation of how district, school, and implementation factors vary across community locales.

Gina Bednarek, Eliza Godfrey, University of Wisconsin, Madison, WI; Rachel Santiago, University of Missouri, Columbia, MO; Kim Gulbrandson, Wisconsin RtI Center, Chippewa Falls, WI

K06

St. Johns

Strand: Integration and Alignment

Type: Skill Development

Sustaining District-Wide PBIS Implementation

This session will present the experiences and efforts which leaders from school districts who received the School Climate Transformation grant have identified as helpful and hindering to sustaining their district-wide implementation of PBIS.

Scott Eckman, Nebraska MTSS/Nebraska Department of Education, Lincoln, NE

K07

Grand 1

Strand: Mental Health

Type: Research

Integration Of Youth Care In The Classroom: More Well-being Among Students

The results of a mixed method study on the process and effects of integration of youth care in the classroom on the well-being of students, interdisciplinary collaboration and the competence development of professionals.

Karin Diemel, Mariette Haasen, Helene Leenders, Fontys University of Applied Sciences, Tilburg, Noord Brabant, Netherlands

K08

Grand 2

Strand: Equity

Type: Skill Development

Expanding Perspective-taking Skills for PBS Practitioners Working with Neurodivergent Populations

Approaches rooted in ABA, including PBS, needs to expand perspective-taking skills of practitioners to be ethically practiced with neurodivergent populations. This presentation highlights some areas where PBS practitioners need to do better using these skills.

Brian Middleton, Mindful Behavior LLC, Knoxville, TN; Imad Zaheer, Lauren Moskowitz, St. John's University, Queens, NY

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Session K - Friday 2:30 - 3:30 pm

BCBA

K09

Grand 3

Strand: Early Childhood

Type: Skill Development

Examining 20 Years of Noncompliance Research: Ethics, Rigor, and Future Directions

Most noncompliance (NC) assessments and interventions fail to expand skill repertoires of young children beyond compliance (e.g., decision-making; self-advocacy). Join a critical discussion of the literature and future directions to teach conditional discrimination for compliance.

Elisabeth Malone, Sean Joo, Kathleen Zimmerman, University of Kansas, Lawrence, KS

K10

Grand 6

Strand: Individualized Student Support (Tier III)

Type: Research

Effects of FBA Training with Video-based Virtual Reality Materials for Preservice Teachers

This presentation describes the FBA training program with spherical video-based virtual reality materials, and discusses the preliminary quasi-experiment results, the limitations, and future implications of the training program for preservice special education teachers in Taiwan.

Pei-Yu Chen, National Taipei University of Education, Taipei, Taiwan

Session L - Friday 3:45 - 4:45 pm

BCBA

 L01

Grand 4

Strand: Individualized Student Support (Tier III)

Type: Research

Analysis of Behavior Support Plans for Students with Extensive Support Needs

We will share results of a content analysis of behavior support plans and provide recommendations for improving individualized behavior supports for students with extensive support needs (i.e., severe disabilities) in schools.

Sheldon Loman, Portland State University, Portland, OR; Virginia Walker, University of North Carolina, Charlotte, NC; Alison Zagana, Jennifer Kurth, University of Kansas, Lawrence, KS

NASP

 L02

Grand 5

Strand: Classroom (Tier II)

Type: Conceptual

NH Alternatives to Suspension & "Creating a Village" to Address Youth Substance Use

Alternative Peer Groups & the Seven Challenges are interventions used in NH utilizing youth peer support & harm reduction to help navigate the stressors of adolescence while emphasizing connection, health/ wellness & resilience building while reducing exclusionary discipline.

Heidi Cloutier, JoAnne Malloy, University of New Hampshire Institute on Disability, Durham, NH; Bob Faghan, Live Free Recovery Consultants, Newton, NH

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Session L - Friday 3:45 - 4:45 pm		
L03-01 Strand: Classroom (Tier II) Type: Research Implementation Science Goes to School: Sustaining Use of a Class-wide Behavior Intervention This session will cover a multi-year participatory action research project with a large elementary school to improve up-take and sustainable implementation of Class-wide Function-Related Intervention Teams (CWFIT) using pyramidal training and principles of implementation science. <i>Amanda Austin, Charissa Voorhis, John Augustine, David Ray Miranda, Purdue University, West Lafayette, IN</i>	Combined Session	River Terrace 2
L03-02 Strand: Classroom (Tier II) Type: Skill Development Unlock the Power of Praise: Effective Evidence-Based Practices Increase student engagement, decrease disruptive behavior and increase teacher praise. Learn how to effectively implement behavior-specific praise without disrupting current teaching methods. This session will provide novice and experienced teachers with strategies to implement immediately! <i>Howard Wills, Jacky Williams, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS</i>		
 L04 Strand: School-Wide Systems (Tier I) Type: Research Augmented Reality for Raising Students' Behavior Management and Self-regulation Skills Within SWPBS Investigating, developing, and evaluating an Augmented Reality (AR) toolkit for promoting expected behavior in primary education (age 9-12) within SWPBS. Does AR enrich teaching behavioral expectations and elevate students' behavioral and self-regulation skills? <i>Sui Lin Goei, Lara Engelsman, Rochelle Hurenkamp, Bernard De Roos, Vrije Universiteit, Amsterdam, North Holland, Netherlands; Crispino Tosto, Mariella Farella, Luciana Seta, Antonella Chifari, Marco Arriga, Istituto per le tecnologie Didattiche, Consiglio Nazionale delle Ricerche, Palermo, Sicily, Italy; Eleni Mangina, University College, Dublin, Ireland</i>		River Terrace 3
L05 Strand: School-Wide Systems (Tier I) Type: Research Educator Voice in Trauma-Informed Professional Development for Alaskan K-12 Educators The current study seeks to include teacher voice in professional development through an explanatory sequential mixed methods approach examining teacher perspectives related to trauma-informed practices that are better tailored to their schools, students, and environments. <i>Alexandra Newson, University of Oregon, Eugene, OR</i>		Clearwater

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Session L - Friday 3:45 - 4:45 pm	
L06 Strand: Integration and Alignment Type: Conceptual Reframing Discipline: Disrupting Institutional Habits Through Restorative Process and Tiered Interventions Looking to coach students through conflicts rather than using traditional exclusionary practices like suspension? Successfully implement restorative practices through building relationships and intervention systems within the tiered PBIS framework and create a better school climate. <i>Kelly Morgott, Katherine Urban, Chesterfield County Schools, Chesterfield, VA</i>	St. Johns
L07 Strand: Classroom (Tier II) Type: Research Measuring Teacher Practices, Student Behaviors, and Teacher-Student Interactions in the Classroom Presenters will share results of two observational studies that inform best practices for measuring teacher practices, student behaviors, and teacher-student interactions in the classroom. <i>Gabrielle Crowell, Eleanor Hancock, Blair Lloyd, Vanderbilt University, Nashville, TN</i>	Grand 1
L08 Strand: Equity Type: Conceptual Implementing PBIS With a Native Voice: One State's Story This statewide PBIS implementation initiative elicits the voices of American Indian communities and adapts the core features of PBIS and ensure equitable social, emotional, and behavior outcomes for all American Indian students. <i>Dan Torrez, Tamarah Jackelen, Minnesota Department of Education, Minneapolis, MN; Govinda Budrow, Fond Du Lac Tribal and Community College, Cloquet, MN</i>	Grand 2

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Session L - Friday 3:45 - 4:45 pm

L09-01

Combined Session

Grand 3

Strand: Families and Parent Support

Type: Research

Evaluation of Telehealth BST in Practices for Caregivers of Children with ASD

Behavior skills training (BST) is the ideal method for training families to provide supports for their children. This study examined the effect of telehealth BST on caregivers' use of behavioral practices with children with ASD.

Brittany Batton, Growing Together Behavioral Center, Jacksonville, FL; Rachel Kaplan, University of Florida, Gainesville, FL; Kaci Ellis, San Diego County Schools, San Diego, CA

L09-02

Strand: Families and Parent Support

Type: Research

Outcomes of a Telehealth Training For Parents of Children At-Risk for EBD.

This presentation describes a parent training on ABA and the outcomes of a multiple baseline across behaviors study used to empirically evaluate the effects of the training applied to parents of children at-risk for EBD.

Rachel Kaplan, Brittany Batton, University of Florida, Gainesville, FL; Kaci Ellis, San Diego County Schools, San Diego, CA; Nicholas Gage, WestEd, San Francisco, CA

L09-03

Strand: Families and Parent Support

Type: Research

The Effects of Home-Based PBS through Telecoaching for Students' with Developmental Disabilities

This presentation shows the data based effects of home-based individualized positive behavior support through telecoaching of mothers for aggressive behaviors of their children with developmental disabilities and mothers' parenting stress and self-efficacy

Surnhee Lee, Eunhee Paik, Kongju National University, Gongju, Chung-Nam, Korea

 L10

Grand 6

Strand: IDD

Type: Research

Implementing SWPBIS In a Separate School Facility for Students With Significant Disabilities

Are we truly including all students into our SWPBIS framework? This presentation will debrief a qualitative study that explored the implementation of SWPBIS in a separate school facility that educates only students with significant disabilities.

Crystal Vogtsberger, Allegheny Intermediate Unit, Homestead, PA

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Workshops - Saturday 8:30 am - 12:30 pm

BCBA/NASP

 SWK 120

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Bullying Prevention in PBIS

This workshop will describe a functional approach to bullying prevention that gives students the tools to reduce bullying through the blending of PBIS, explicit instruction on effective responses to problem behavior, and consistent adult responses.

Scott Ross, California State University Monterey Bay, Monterey Bay, CA

BCBA

 SWK 201

Strand: Families and Caregiver Supports

Type: Skill Development

Parenting with Positive Behavior Support: Helping All Families Thrive and Problem Solve

We will share practical strategies to both promote positive behaviors and respond to challenging behaviors for the entire family. Participants will learn to develop a family PBS plan aligned with family preferences, strengths, and needs.

Karen Elfner, University of South Florida, Tampa, FL; Sarah Fefer, University of Massachusetts, Holyoke, MA

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