Agenda

7th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

The Expanding World of PBS:

SCIENCE, VALUES, AND VISION

March 25 – 27, 2010

Hyatt Regency St. Louis at The Arch

St. Louis, MO

APBS

ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

www.apbs.org

Agenda-at-a-Glance

Wednesday March 24	Thursday March 25	Friday March 26	Saturday March 27
A.M. **9:00 am – Noon** APBS Board of Directors Meeting	**7:00 am – 6:00 pm** Registration/Information **7:00 am – 8:00 am** Orientation for New Attendees *(All Welcome)* **8:00 am – 9:10 am** Welcome/Keynote Session **9:30 am – 10:45 am** Session A **11:00 am – 12:15 pm** Session B	**8:00 am – 5:00 pm** Registration/Information **8:30 am – 9:45 am** Session F **10:00 am – 11:15 am** Session G **11:30 am – 12:45 pm** Session H	**8:00 am – 4:30 pm** Registration/Information **8:30 am – 12:30 pm** Half-Day Skill-Building Workshops *(Pre-registration Required)* **8:30 am – 4:30 pm** Full-Day Skill-Building Workshop *(Pre-registration Required)*
P.M. **Noon – 4:30 pm** APBS Board of Directors Meeting *Continues* **5:00 pm – 7:00 pm** Registration/Information **5:00 pm – 6:00 pm** Orientation for New Attendees *(All Welcome)* **7:00 pm – 8:30 pm** Volunteer Orientation Meeting	**1:30 pm – 2:45 pm** Session C **3:00 pm – 4:15 pm** Session D **4:30 pm – 5:45 pm** Session E **6:30 pm – 8:00 pm** Reception and Poster Session	**2:00 pm – 3:15 pm** Session I **3:30 pm – 4:45 pm** Session J	**1:00 pm – 5:00 pm** Half-Day Skill-Building Workshops *(Pre-registration Required)*

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Your Agenda

This agenda program contains all the information you need to get the most out of the Seventh International Conference on Positive Behavior Support. If you have any questions, please visit the APBS Registration Desk. Conference staff and volunteers will be pleased to assist you with session and program options and help you navigate your agenda program.

Each day of the conference contains an Agenda-at-a-Glance as well as a full listing of breakout session presentations. There is also a section describing major strands since there are a diverse group of individuals attending the conference and not all breakout sessions are related to the same type of setting, organization, or system.

Following each agenda are short descriptions of the day's events complete with information about time and location.

Looking for a particular presenter? You can find presenters by referring to the index at the back of this agenda book.

Cover and interior photos: Courtesy of the St. Louis Convention & Visitors Commission

7th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

The Expanding World of PBS: SCIENCE, VALUES, AND VISION

Welcome to St. Louis, MO and the 7th International Conference on Positive Behavior Support!

Welcome to the Association for Positive Behavior Support (APBS) Annual Conference and to the Midwestern United States. As a fellow Midwesterner, I want to thank you for coming to visit this culturally rich part of the country. Missouri's history, culture, and intellectual contributions make this state a unique place to visit. Our Missouri hosts are some of the best supporters and implementers of positive behavior support (PBS) in the United States.

This is a sad time for many of us as we say our goodbyes to one of brightest and warmest leaders of PBS, Dr. Edward G. Carr (Ted). While all our keynotes have been special, this year will be unique as we pay formal tribute to Ted Carr. Ted was well loved by so many of us in the field of PBS. To celebrate his memory, the conference committee and APBS Board have organized a number of activities and events at the conference in his honor. Ted's endless energy and enthusiasm is one reason APBS exists today which makes this year's keynote an historical event as we acknowledge the enduring contributions of one of the founders of APBS.

Throughout the year, our APBS board has worked diligently on behalf of our organization. One of the most important APBS goals this year is to increase the representation on the board to more comprehensively reflect the different stakeholder groups interested in PBS. Our school-wide positive behavior support community continues to represent the largest stakeholder group, both at the conference and amongst our members. However, many of our members are working hard to bring PBS to a variety of different settings, services, and populations by facilitating PBS plans for individuals, and by implementing systems change at local, regional, and statewide levels. Examples of the types of stakeholders represented in our membership include practitioners in education, child welfare, mental health, early childhood, autism, and traumatic brain injury, family members, academic professionals, students, international professionals, and individuals providing supports and services for adults with disabilities.

All of our stakeholder groups are very important to the Association. The APBS Board is committed to increasing the number of presentations at the conference that are dedicated to topics of interest to all stakeholder groups and to create networking opportunities throughout the year.

We really appreciate the growing international community within APBS. APBS is working on new goals and objectives that will better address our growing cultural diversity and areas of interest. We appreciate the fact that some of you are traveling great distances, spend a great deal of money, and are navigating a different culture in order to attend the conference. We are interested in learning more about how we can improve the conference experience for our international attendees and encourage you to give us feedback as part of our evaluation efforts.

Please consider becoming more involved in APBS as we move forward with these efforts. There is a special APBS Membership Forum scheduled during the conference:

APBS Open Forum, Grand Ballroom C, Thursday at 12:15
You will be able to buy a brown bag lunch that will be conveniently located near the APBS Membership Forum room. Join us as Jennifer Zarcone and Lori Newcomer share information about the growing number of APBS Networks, and Margaret Moore and other committee members describe the new APBS evaluation plan being employed to analyze APBS endeavors.

There are a number of volunteers that are working throughout the year on APBS-related activities. Please consider joining them on an APBS Committee! You can learn more about our committees by going to the APBS website: http://apbs.org/committee.htm.

APBS volunteers are also a key part of the success of our Association. Please remember to thank all of the volunteers you encounter at the conference. There are over 95 volunteers who are being coordinated this year by Kristin Rennells from the Kansas Institute for PBS. This conference represents a great deal of coordination as the many major and minor details that make up a major conference are addressed. A big thank you to Ilene Page, our Conference Coordinator, for all of her hard work. This year's conference committee includes:

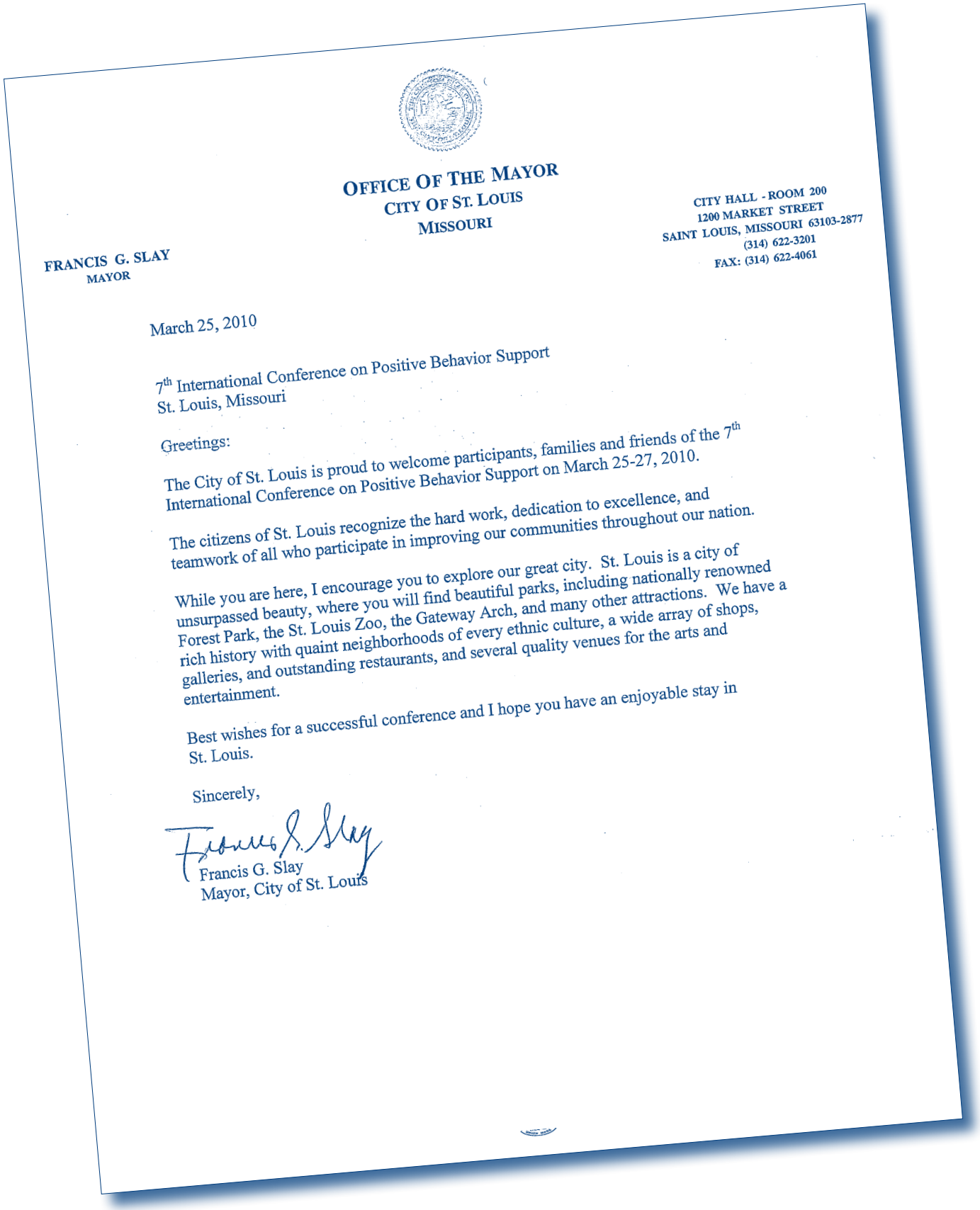
2010 Conference Committee
Don Kincaid, University of South Florida, *Chair*
Heather Peshak George, University of South Florida, *Chair*
Ilene Page, APBS, Houston, Texas
Kimberly Thier, Loyola University–Chicago
Tim Knoster, Bloomsburg University
Bobbie Vaughn, University of South Florida
Cindy Anderson, University of Oregon
Nila Benito, University of South Florida

Local Conference Supporters
Lori Newcomer, University of Missouri
Kelly Davis, Eastern Kentucky University
Kristin Rennells, University of Kansas

Thank you again for coming to the 7th Annual APBS Conference. We appreciate your support in these tough economic times and look forward to your continued involvement in APBS.

Rachel Freeman, Ph.D.
President of the Association for Positive Behavior Support

Welcome to the Conference



OFFICE OF THE MAYOR
CITY OF ST. LOUIS
MISSOURI

FRANCIS G. SLAY
MAYOR

CITY HALL - ROOM 200
1200 MARKET STREET
SAINT LOUIS, MISSOURI 63103-2877
(314) 622-3201
FAX: (314) 622-4061

March 25, 2010

7th International Conference on Positive Behavior Support
St. Louis, Missouri

Greetings:

The City of St. Louis is proud to welcome participants, families and friends of the 7th International Conference on Positive Behavior Support on March 25-27, 2010.

The citizens of St. Louis recognize the hard work, dedication to excellence, and teamwork of all who participate in improving our communities throughout our nation.

While you are here, I encourage you to explore our great city. St. Louis is a city of unsurpassed beauty, where you will find beautiful parks, including nationally renowned Forest Park, the St. Louis Zoo, the Gateway Arch, and many other attractions. We have a rich history with quaint neighborhoods of every ethnic culture, a wide array of shops, galleries, and outstanding restaurants, and several quality venues for the arts and entertainment.

Best wishes for a successful conference and I hope you have an enjoyable stay in St. Louis.

Sincerely,

Francis G. Slay
Mayor, City of St. Louis

Thank You

The 2010 APBS Conference is sponsored by:

Bloomsburg University of Pennsylvania College of Professional Studies

The College of Professional Studies at Bloomsburg University of Pennsylvania offers undergraduate and/or graduate programs in nursing, health sciences, teacher education, speech pathology, audiology, education of the deaf/hard of hearing, interpreting for the deaf/hard of hearing and reading specialist. The mission of the College is to prepare exemplary professionals and scholars in the field of education and health-related programs who demonstrate the necessary knowledge, skills, and dispositions as reflective practitioners in a diverse and technologically complex world.
Website: www.departments.bloomu.edu/cps

Division of Applied Research & Educational Support (DARES), Department of Child & Family Studies, Louis de la Parte Florida Mental Health Institute, University of South Florida

The Louis de la Parte Mental Health Institute was created over 25 years ago by the Florida Legislature to expand knowledge about how best to serve the mental health needs of Florida's citizens. The Institute uses applied research techniques to understand practical problems and develop and disseminate state-of-the-art technology and knowledge to improve human services. The Institute seeks to increase awareness of issues in mental health and improve the formulation and implementation of public policy. Much of our research is available to the public via online or print publications.
Website: www.fmhi.usf.edu

The Florida Center for Inclusive Communities

The Florida Center for Inclusive Communities (FCIC) at the University of South Florida was established in October 2005 through a University Centers for Excellence in Developmental Disabilities Education, Research, and Service grant award from the Administration on Developmental Disabilities. Through leadership in research and evaluation, theory, policy, capacity building, and practice the FCIC is committed to developing a range of supports and services in the areas of Community Supports, Early Childhood, Transition, Education, Employment, Health, Interdisciplinary Training, Public Policy, and Cultural Competence.
Website: www.flfcic.org

Florida's Positive Behavior Support Project

Florida's Positive Behavior Support Project is part of the Department of Child and Family Studies of the College of Behavioral and Community Sciences at the University of South Florida, and is funded by the State of Florida, Department of Education, Division of Public Schools and Community Education, Bureau of Exceptional Education and Student Services (BEESS), through federal assistance under the Individuals with Disabilities Education ACT (IDEA), Part B. The mission of Florida's Positive Behavior Support Project is to increase the capacity of Florida's school districts to address problem behaviors using positive behavior support.
Website: http://flpbs.fmhi.usf.edu

The OSEP-funded National Technical Assistance Center on Positive Behavior and Intervention Supports

The OSEP-funded National Technical Assistance Center on Positive Behavior and Intervention Supports was established to address the behavioral and discipline systems needed for successful learning and social development of students. The Center provides capacity-building information and technical support about behavioral systems to assist states and districts in the design of effective schools.
Website: http://pbis.org

The Schiefelbusch Institute for Life Span Studies

The Schiefelbusch Institute for Life Span Studies (LSI) at the University of Kansas was created in 1990 out of the Kansas Bureau of Child Research. Today it is one of the largest and most highly regarded human development and disabilities research centers in the country. The LSI brings together scientists of diverse disciplines including psychology, psychiatry, speech pathology, sociology, education, biology, pharmacology, physiology and medicine to study human development from its genetic origins through the final stages of life. The Life Span Institute's 12 centers have more than 130 programs and projects active at any one time in Kansas as well as other states.
Website: www.lsi.ku.edu

University of Oregon, Educational and Community Supports (ECS)

ECS is a research unit within the College of Education at the University of Oregon that has operated since 1972. ECS focuses on the development and implementation of practices that result in positive, doable and scientifically substantiated change in the lives of individuals with disabilities and their families. Federal and state funded projects support research, teaching, dissemination and technical assistance activities. Research groups affiliated with ECS currently focus on positive behavior support, inclusive schools, transition, and adult services.
Website: www.uoecs.org

Exhibits

Exhibit Hours

Thursday, March 25	Friday, March 26
7:30 am – 5:00 pm	8:00 am – 4:00 pm

Behaven Kids
Behaven Kids is a behavioral day treatment program for young children, ages 2–8, with severe and chronic behavior problems. Nationally, the preschool expulsion rate is more than three times the rate found among K–12 students (Gilliam, 2005.) Stop by and learn about the possibilities of owning a Behaven Kids franchise.

8922 Cumming Street
Omaha, NE 68114
Website: www.behavenkids.com
Phone: 402.926.4373
Fax: 402.926.3898
Email: janiep@gehavenkids.com

Behavior Management Systems LLC
Behavior Management Systems LLC provides schools with online tools that allow them to report, administer, and analyze positive and negative behaviors in the classroom. Though it is a powerful data tool, it also includes tools for streamlining referrals, rewarding students and communicating with parents. This year, we added tools for individual teachers.

Website: http://behaviorsystem.com
9025 E 21st Street
Tucson, AZ 85710
Phone: 520.971.9091
Fax: 520.296.8827
Email: jmoritz@pbissupport.com

Brookes Publishing Co.
For over 30 years, Brookes Publishing has been a leading provider of resources on behavior, disabilities, autism, education, child development, early intervention, communication, language and mental health. An independent company, Brookes Publishing is headquartered in Baltimore, Maryland.

Website: www.brookespublishing.com
PO Box 10624
Baltimore, MD 21285
Phone: 410.377.9580
Fax: 443.279.0016

Crisis Prevention Institute
Since 1980, the Crisis Prevention Institute (CPI) has been training educators to safely manage disruptive and assaultive behavior. To date, more than 5.4 million individuals have participated in CPI's Nonviolent Crisis Intervention® training program. CPI also offers on-site training, DVDs, posters and books.

3315-H N 124th Street
Brookfield, WI 53005
Phone: 800.558.8976
Fax: 262.783.5906
Email: kherriges@crisisprevention.com

EducatorsHandbook.com
EducatorsHandbook.com is a privately held development company that specializes in software services that improve the management of student behavior. Stop by our booth for a demonstration of the EducatorsHandbook.com Discipline service — a powerful and affordable software solution that manages all aspects of your discipline referral process!

Website: www.educatorshandbook.com
PO Box 2453
Tallahassee, FL 32316
Phone: 850.322.3481
Email: info@educatorshandbook.com

Iris Media, Inc.
Iris Media, Inc. specializes in the development of training programs related to health and behavior in schools. Iris Media's product line is research-based and created for K–12 education, special education, and parent training. Multi-media and on-line training programs are designed to serve our clients' needs for continuing education and professional development.

258 E 10th Avenue
Eugene, OR 97401
Phone: 541.343.4747
Fax: 541.683.4335
Email: renee@lookiris.com

Origins
Origins, since 1979, has had a mission to promote an equitable and humane multicultural democracy through quality education for all. Origins created and provided nationwide training for the Developmental Designs for Middle School teaching method. We also train elementary teachers in the Midwest region in The Responsive Classroom best practices.

3805 Grand Avenue, S
Minneapolis, MN 55409
Phone: 612.822.3422
Fax: 612.822.3585
Email: carolyn@originsonline.org

Pearson
Pearson offers effective assessment and intervention tools for school professionals to help them achieve successful outcomes. Our assessments that align with the PBS process are BASC-2 BESS (Behavioral and Emotional Screening System) and SSiS social skills screeners, progress monitoring tools, and intervention guides for documenting behavior and social skill development.

Website: www.PsychCorp.com
19500 Bulverde Road
San Antonio, TX 78259
Phone: 1-800.627.7271 or direct 210.627.7271

Exhibits

Public Consulting Group, Inc.

PCG Education helps schools, school districts, and state departments of education to maximize resources, achieve their performance goals, and improve student outcomes. With 20 years of K–12 consulting experience, we help educators to improve their decision making processes and achieve measurable results. Visit www.publicconsultinggroup.com/education to learn more.

148 State Street, 18th Floor
Boston, MA 02169
Phone: 617.426.2026
Fax: 617.426.4632
Email: kmaclean@pcgus.com

Psychological Software Solutions

Psychological Software Solutions was founded by educators dedicated to working cooperatively with school districts to develop a better pathway to improving student behavior. PSS employs behavioral management software, Review 360, which acts as an expert behavior coach and behavior tracking system that can be used across multiple tiers of intervention.

Website: psiwaresolutions.com
4119 Montrose Boulevard, Suite 500
Houston, TX 77006
Phone: 713.965.6941
Fax: 713.965.6943
Email: meubanks@psiwaresolutions.com

Read Naturally: Reading Solutions for Struggling Readers

Read Naturally provides supplemental reading programs for struggling readers. The flagship program has successfully improved reading fluency and comprehension skills in students nationwide for over 18 years by combining teacher-modeling, repeated reading, and progress monitoring. Read Naturally also provides programs for reading assessment, phonics, vocabulary, and ELL students.

Website: www.readnaturally.com
2945 Lone Oak Drive, Suite 190
St. Paul, MN 55121
Phone: 800.788.4085

Responsive Classroom

The Responsive Classroom® approach to elementary teaching emphasizes social, emotional, and academic growth in strong, safe school communities. Children learn the self-control that minimizes behavior problems and maximizes independent learning. Print and video resources, workshops, on-site consulting.

Website: www.responsiveclassroom.org
85 Avenue A, Suite 204
Turner Falls, MA 01376
Phone: 800.360.6332 x124
Fax: 413.863.8310
Email: jon@responsiveclassroom.org
Fax: 651.452.9204
Email: info@readnaturally.com

Rethink Autism

Rethink Autism makes effective and affordable treatment tools available to parents and professionals everywhere. Our web-based program provides an individualized ABA-based curriculum for the child or individual, hundreds of dynamic instructional videos or best practice teaching interactions, step-by-step training modules, automated progress tracking and online professional support.

19 W 21st Street, Suite 403
New York, NW 10010
Phone: 646.257.2919 x202
Fax: 646.257.2926
Email: info@rethinkautism.com

Thompson Center for Autism & Neurodevelopmental Disorders

The Thompson Center provides diagnostic, assessment, clinical and treatment services for children thru young adults with or suspected of having an Autism Spectrum Disorder (ASD). We provide quality care to families affected by Autism, and over 30 research projects to help families find answers to the mystery of Autism.

300 Portland
Columbia, MO 65023
Phone: 888.720.0015
Fax: 573.884.0405
Email: akersji@missouri.edu

Association for Positive Behavior Support

ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

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Crystal Andrezze
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About APBS

The Association for Positive Behavior Support (APBS) is an international organization dedicated to the advancement of positive behavior support. The mission of APBS is to help individuals improve their quality of life and reduce problem behaviors by advancing the development and use of positive behavior support.

The Association is made up of professionals, family members, trainers, consumers, researchers, and administrators who are involved with and interested in PBS. APBS is a multidisciplinary association seeking members from all fields with interests in behavior support.

APBS is an active organization focusing its attention on dissemination, education, and public policy efforts. APBS will:

- Serve as an international forum for individuals interested in PBS
- Host a conference every year
- Support and promote the ***Journal of Positive Behavior Interventions***
- Publish a quarterly newsletter
- Manage and link websites on PBS practices, systems and examples
- Engage in policy development around the provision of behavior support
- Establish a directory of members to facilitate interaction among individuals interested in positive behavior support practices
- Work to establish national standards that define competency in the application of positive behavior support
- Encourage the training of professionals skilled in PBS practices through the development of training materials, and the embedding of PBS content in relevant professional certificate and degree programs
- Promote access to state-of-the-art books and literature pertaining to PBS

Please Consider Joining the Association for Positive Behavior Support!

Membership Fees

- Regular membership: $80/year or 3 years for $200
- Family membership: $35/year
- Agency membership: $125/year
- Student membership: $35/year
- Transitional membership: $50/year

Family Membership: Family membership will be given to individuals who verify that they are providing direct care or support to an immediate family member, i.e., child, adolescent or adult, who demonstrates chronic or persistent challenging behavior. Applicant must complete verification on their Membership Form.

Agency Membership: Agency membership will include the following benefits: a) an identified agency contact will receive one copy of JPBI (including the APBS Newsletter) on a quarterly basis, b) the agency contact will have one (1) vote on APBS voting matters, including elections, and c) the Agency will be able to register up to a maximum of three (3) agency staff to attend the annual conference at the membership rate for that given year, given that they meet all relevant deadlines established for registration.

Student Membership: Student members are full-time undergraduate or graduate students, residents, or interns. Students must complete verification of full-time student, intern, or resident status on their Membership Form.

Transitional Membership: A Student APBS member who completes his/her full-time status as a student may join as a Transitional member for a period of one year.

Member Benefits

- Opportunities to vote on business matters and elect members of the board
- Subscription to *The Journal of Positive Behavior Interventions*
- Subscription to the quarterly APBS Newsletter
- Discounted registration for APBS Conferences

How to Become a Member

To become a member of the Association for Positive Behavior Support, complete the Membership Form with payment and supporting documentation (at the registration table). You can learn more about how you can become involved with APBS by visiting the membership table located near the registration desk, attending our APBS membership sessions, or visiting our website (www.APBS.org).

Welcome to St. Louis, Missouri and the Hyatt Regency St. Louis at The Arch

St. Louis was established in 1764 by French fur traders and named in honor of Louis IX, a 13th century king of France canonized as a saint. In 1876, legislature granted St. Louis a special status as an independent city and separated it from surrounding St. Louis County.

Endorsement Policy

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

Continuing Education Credits (CEUs)
Board Certified Behavior Analysts BCBA Type 2 Credits

The Association for Positive Behavior Support (APBS) designates this conference for a maximum of 23.5 continuing education unit hours (16.5 hours for March 25 – 26 and 7 hours for March 27). Each attendee should claim only those credit hours that were actually spent in the educational activity (session, workshop, poster session).

Board Certified Behavior Analysts (Type 2 credits from the Behavior Analyst Certification Board) credits are the only continuing education credits available at the conference this year. Certified Behavior Analysts must verify attendance at all approved sessions. Hours of credit will be determined by the number of approved sessions the participant attends. The participant will be responsible for getting the appropriate sign-in and sign-out signatures from the session hosts at each session he/she attends. Visit the Sign-In Table for a form that contains a list of approved sessions, or look for the "♦" symbol by the session descriptions within this agenda book.

Graduate credit will be available; 1 credit course option ($75), 2 credit course option ($150) or a 3 credit course option ($225). Course requirements and registration information will be available at www.apbs.org

Verification of Attendance

We are pleased to offer Certificates of Attendance to those participants needing verification that they were present at the conference. A total of 15 credit hours are available for the Plenary and Conference Sessions (Thursday, March 25 and Friday, March 26, 2010). An additional 4 credit hours are available for the AM half-day workshops and 7.5 hours are available for the full-day workshop. Certificates of Attendance can be picked up at the Credit Sign-In Table as you leave the conference.

Room Locations

Please refer to the Hotel Floor Plan on the inside back cover of this agenda for further details about breakout session locations.

Session and Conference Evaluations

Our evaluation process this year will be conducted via email immediately after the conference. We are very interested in your opinions about the quality of sessions, areas or topics that need to be addressed and any other information that you believe will improve the conference. If you do not receive an email after the conference, please look for the evaluation link on the APBS website.

Food Options

The Hyatt Regency St. Louis at The Arch features four onsite dining options:

- **Red Kitchen and Bar.** A setting as dynamic as our spectacularly renovated hotel deserves a restaurant that is equally as dynamic, in both flavor and style. Guests entering our sleek lobby will quickly gravitate toward the magnificent curved bar which serves as the focal point of the restaurant. Inside, the contemporary design is at once both dramatic and inviting — as is the menu. RED is an American Grille focusing on small plates, creative cocktails, wines by the glass, and a selection of RED specialties from our in-house smoker and pizza oven
- **Ruth's Chris Steak House.** Ruth's Chris Steak House is pleased to join the Hyatt Regency St. Louis at The Arch. Made famous by its sizzling steaks, Ruth's Chris Steak House is now a part of the exciting downtown St. Louis scene, just seconds away from the city's finest attractions. The new location seats approximately 150 guests in the main dining room with more than 100 seats in the chic bar. Showcasing an ambiance of relaxed elegance, the beautiful restaurant space features design elements rich in red and gold tones — warm, welcoming and sophisticated.
- **Brewhouse Historical Sports Bar.** Brewhouse is a celebration of St. Louis brewing and sports history, and is an exciting place to enjoy a huge selection of beers and a tasty food menu. Brewhouse features 18 media-rich high definition televisions, Nintendo Wii, a state-of-the-art sound system, and many DirectTV sports packages. Brewhouse also features a private owners lounge for entertaining complete with Karaoke.
- **Starbucks.** The one stop for your favorite coffee, tea and treats. Conveniently located on the lobby level, Starbucks offers a wide selection of coffee, cappuccino, lattes, frappuccinos, and flavored teas.

Orientation and Welcome Sessions

If you are new to the conference and would like an introduction to the opportunities and activities available during this conference, please consider attending the orientation sessions offered either the evening before the conference or in the morning before the conference begins.

Wednesday, March 24
5:00 pm – 6:00 pm Grand Ballroom A
Thursday, March 25
7:00 am – 8:00 am Grand Ballroom A

This orientation will provide those attending with opportunities to discuss the conference and learn about how to find sessions that may be of particular interest.

Beginning PBS Sessions

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

Conference at a Glance

THURSDAY, MARCH 25, 2010

7:00 am – 6:00 pm	Registration/Information
7:00 am – 8:00 am	Orientation for New Attendees
8:00 am – 9:10 am	Welcome/Keynote Session
9:30 am – 10:45 am	Session A
11:00 am – 12:15 pm	Session B
12:15 pm – 1:30 pm	Lunch: APBS Open Forum
1:30 pm – 2:45 pm	Session C
3:00 pm – 4:15 pm	Session D
4:30 pm – 5:45 pm	Session E
6:30 pm – 8:00 pm	Reception and Poster Session

FRIDAY, MARCH 26, 2010

8:00 am – 5:00 pm	Registration/Information
8:30 am – 9:45 am	Session F
10:00 am – 11:15 am	Session G
11:30 am – 12:45 pm	Session H
12:45 pm – 2:00 pm	Lunch
2:00 pm – 3:15 pm	Session I
3:30 pm – 4:45 pm	Session J

SATURDAY, MARCH 27, 2010

8:00 am – 4:30 pm	Registration/Information
8:30 am – 12:30 pm	Half-Day Skill-Building Workshops
8:30 am – 4:30 pm	Full-Day Skill-BuildingWorkshops

12:15 pm – 1:30 pm
Thursday Lunch **Grand Ballroom C**
APBS Open Forum
Rachel Freeman, University of Kansas, Lawrence, KS and Lori Newcomer, University of Missouri, Columbia, MO
Board and APBS members will describe the new APBS Logic Model and Evaluation Plan and will share information about the growing number of APBS Networks. Food will be available to purchase onsite.

COME JOIN US!

Conference Strands / Session Types

Conference Strands

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

Academics
Presentations in this strand demonstrate how PBS affects the academic success of students and Response to Intervention, a systems approach for preventing academic failure and promoting student success. Particular emphasis is placed on integrating efforts focused on academic achievement within a comprehensive system of positive behavior support.

Autism Spectrum Disorder and Aspergers Syndrome
Presentations in this strand highlight best practices in supporting individuals with Autism Spectrum Disorder/Aspergers Syndrome. Some presentations highlight empirical findings; others focus on technical assistance or model demonstrations.

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

Community
Presentations in this strand will address the application of PBS in diverse community environments for individuals with and without disabilities. Particular emphasis may be placed on evaluating a complex community system and the impact of PBS.

Early Intervention
The Early Intervention strand includes presentations about systems change efforts and case study presentations related to young children and PBS implementation.

Ethics, Policy and Best Practice in PBS
This strand has emerged based upon submissions from presenters. The topics covered in this strand include important issues related to best practice and fidelity of positive behavior support facilitation.

Families
Family members interested in how PBS is implemented within home and community settings will find a variety of useful presentations in this strand.

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

Individual Supports
The Individual Supports strand includes presentations that focus on implementing PBS plans with children and adults in work, home, and community settings.

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

Middle & High School
The Middle and High School strand provides conceptual and practical information about the unique challenges in application of positive behavior support in secondary school settings.

Multi-cultural
This strand describes the implementation of PBS in other countries. Also included are presentations that are related to cultural diversity and PBS implementation in the United States.

Research Topics and Grant Writing
This strand is specifically designed to share information about research efforts in PBS and how to write for federal grants for PBS research.

School-wide Systems
Presentations in this strand highlight current work in school-wide positive behavior support. Emphasis is placed on efforts to "scale up," implement and sustain PBS within the continuum of supports and across multiple schools in districts and states.

Targeted Group
The Targeted Group strand provides examples and information about interventions, outcomes, progress monitoring systems and systems changes that can promote effective implementation of Tier 2/supplemental/secondary supports.

Training
This strand focuses on strategies for support professionals, family, and community members as they learn to effectively implement PBS.

Session Types

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

Research
Research presentations are intended to share data and research results from studies with individuals or large groups of subjects or agencies.

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

Thursday's Conference Sessions

Thursday at a Glance

MARCH 25, 2010

7:00 am – 6:00 pm	Registration/Information
7:00 am – 8:00 am	Orientation for New Attendees
8:00 am – 9:10 am	Welcome/Keynote Session
9:30 am – 10:45 am	Session A
11:00 am – 12:15 pm	Session B
12:15 pm – 1:30 pm	Lunch: APBS Open Forum
1:30 pm – 2:45 pm	Session C
3:00 pm – 4:15 pm	Session D
4:30 pm – 5:45 pm	Session E
6:30 pm – 8:00 pm	Reception and Poster Session

Keynote Presentation

8:00 AM – 9:10 AM

Grand Ballroom A

The Creation and the Promise of PBS: The Legacy of Edward G. Carr

Glen Dunlap, Division of Applied Research and Educational Support, University of South Florida; V. Mark Durand, University of South Florida – St. Petersburg; Rob Horner, Educational & Community Supports, University of Oregon; Ann Turnbull, Beach Center on Disability

Edward "Ted" Carr was a scholar, visionary, and the first president of APBS. In this keynote address, four of Ted's closest friends and colleagues remember his contributions and discuss his vital messages for the future of positive behavior support.

DUNLAP

DURAND

HORNER

TURNBULL

Session A

9:30 AM – 10:45 AM

Featured Speaker

Grand Ballroom D

Transitioning to Enviable Adult Lives for Individuals With Extensive Support Needs

Ann Turnbull, University of Kansas, Lawrence, KS

This presentation will provide a case study of quality of life "lessons learned" for individuals with extensive support needs to have a home of their own, job, friends, hobbies, transportation, and pervasive community connections.

A1 *Featured* **Park View**

SWPBS Implementation Blueprint: Updated Features and Use

George Sugai, University of Connecticut, Storrs, CT

The purpose of this session is to describe how district and school leadership teams can use the updated SWPBS Implementation Blueprint to develop and guide their implementation efforts.

♦ **A2** *Invited Presentation* **Regency Ballroom A**

You Don't Know Jack About Aversive Control (Who Does?)

Thomas S. Critchfield, Illinois State University, Normal, IL

Most people have strong opinions about punishment and negative reinforcement, but what supports these? A look at aversive control research reveals uncertainties about some textbook "truths" and some emerging findings that could challenge our preconceptions.

A3 *Combined Session* **Regency Ballroom B**

Strands: School-wide Systems; Training
Type: Strategies/Tools

A District-wide/School-wide Online Referral, Data Collection and Reporting System

Sheila Burton, Harry Barnes and Kathleen Taylor, Dayton Public Schools, Dayton, OH

An urban district-wide/school-wide PBS-based code of conduct and online referral, data collection and reporting system will be presented, as well as how to generate reports, progress monitor, and identify teacher professional development needs.

Strand: School-wide Systems
Type: Strategies/Tools

Systematic Use of School-wide Data for Campus-Level Decision-Making

Stacy Washington-Morgan, Pflugerville ISD, Pflugerville, TX; Albert Felts, Region 13 Education Service Center, Austin, TX

Using the RAMP electronic referral system, Pflugerville ISD has developed a systematic process for analyzing categories of discipline referral data to effect continuous improvement at the campus-level. A step-by-step process will be demonstrated and resources provided.

♦❑ **A4** **Regency Ballroom E**

Strands: Autism Spectrum Disorder and Aspergers Syndrome; Individual Students
Type: Research

Evaluating the Effectiveness of Components of a BSP for Children With Autism

Smita Mehta, Karen Ward, Julie Ray and Jennifer Austin, University of North Texas, Denton, TX

The purpose of this study was to identify the most critical and effective components of a function-based comprehensive behavioral intervention plan for two children with autism utilizing a Changing Conditions Research Design.

♦❑ **A5** **Regency Ballroom F**

Strands: Early Intervention; Classroom
Type: Strategies/Tools

Positive Behavior Supports in Preschool Classrooms: Addressing Disruption During Typically Occurring Activities/Routines

Brenna Wood, Lehigh University, Bethlehem, PA; Jolenea Ferro, John Umbriet and Carl Liaupsin, University of Arizona, Tucson, AZ

Presenters will provide detailed information about the development of effective function-based interventions within typically occurring preschool activities/routines. The discussion will focus on specific methods used to decrease the disruptive behavior of three young exceptional children.

Thursday's Conference Sessions

A6 **Grand Ballroom A**
Strands: Targeted Group; Middle & High School
Type: Research
High School Behavior Education Program: Analysis of a Research Project
Jessica Swain-Bradway, University of Oregon, Eugene, OR
The High School Behavior Education Program (HS-BEP) is a secondary level support for students at risk of school failure. The HS-BEP combines social and academic supports. Research findings on the HS-BEP are presented.

♦ **A7** **Grand Ballroom B**
Strands: School-wide Systems; Ethics, Policy and Best Practice in PBS
Type: Strategies/Tools
Direct Behavior Rating (DBR): Tools for Progress Monitoring within Multi-Tiered Behavioral Support
Rose Iovannone, University of South Florida, Tampa, FL; Sandra Chafouleas, University of Connecticut, Storrs, CT; Douglas Cheney, University of Washington, Seattle, WA
A consistent behavioral data system is essential for evaluating student response to interventions. Panelists will discuss the use of Direct Behavior Ratings, a feasible, practical, and acceptable method of progress monitoring within multi-tiered behavioral supports.

♦ **A8** **Grand Ballroom C**
Strands: Individual Student; Classroom
Type: Research
Academic and Behavioral Self-Management in Classroom Settings: A Synthesis of the Literature
Josh Harrower and Carl Ferguson, California State University, Monterey Bay, Seaside, CA
This presentation will review a synthesis that was conducted of the published research on self-management strategies. Information on the academic and behavioral self-management strategies that were found to have the greatest effect will be discussed.

♦ **A9** *Invited Presentation* **Grand Ballroom F**
Incorporating Systematic Screenings into Three-Tiered Models of Prevention Across the K–12 Continuum
Kathleen Lane, Wendy Oakes and Mary Crnobori, Vanderbilt University, Nashville, TN
We illustrate data-driven approaches to interpreting systematic screening data collected in K–12 schools to measure the overall level of risk present in schools over time and identify students who may require targeted supports.

A10 *Invited Presentation* **Grand Ballroom G**
Self Advocates' Experiences of Positive Behavior Supports – Considerations for the Field
Ari Ne'eman, Paula Durbin Westby, Carol Quirk, Sharon Lohrmann and Barb Trader, TASH, Washington, DC
Leaders of the Autistic Self Advocacy Network will share feedback from their members about experiences of PBS from the perspective of service recipient. There will be time to discuss implications for the field.

♦ **A11** **Regency Ballroom H**
Strands: Classroom; Individual Students
Type: Strategies/Tools
PBS and Classroom Management: A Proactive Approach in LAUSD
Sylvia Martinez, Los Angeles Unified School District, Los Angeles, CA
Classroom discipline problems impede progress and bring major challenges to our schools. Participants will review evidence-based practices in classroom management and develop plans using the framework of School-wide PBS. LAUSD case studies will be presented.

A12 **Sterling Studio 9**
Strands: Multi-cultural; Training
Type: Strategies/Tools
Providing Culturally Relevant PW-PBS Training to Alaska Native Head Start Programs
Patricia McDaid, Special Education Service Agency, Anchorage, AK
Join the staff of Project CIRCLE, a federally-funded project to bring program-wide PBS to Alaska Native Head Start programs, to discuss creating training that is both culturally-appropriate and rural-relevant for native teachers and communities.

A13 **Mills Studio 3**
Strands: Middle & High School; School-wide Systems
Type: Research
Effects of Teacher-to-Teacher Written Praise on Teachers' Perceptions of School Community
Julie Peterson Nelson and Paul Caldarella, Brigham Young University, Provo, UT
An experimental study with a waitlist control group comparing two junior high faculty showed teacher-to-teacher praise notes significantly improved teachers' perceptions of their competence, relationships with one another, and school community. Social validity was high.

A14 **Mills Studio 6**
Strands: Middle & High School; Individual Students
Type: Strategies/Tools
Creating a Climate for Success Through Data-driven Decision Making in Middle School
Catherine Shwaery and Kristin McGraw, Loudoun County Public Schools, Ashburn, VA
How do we address the academic and behavioral needs of students before they enter the "red zone"? Learn strategies to recognize these needs and the tools and templates to use at your school.

❑ **A15** **Sterling Studio 6**
Strands: Mental Health; Training
Type: Strategies/Tools
Understanding and Supporting Individuals With Co-Occurring Disabilities: A Manual
Christie Perez, Oregon Technical Assistance Corporation, Salem, OR
This presentation will provide an overview of a statewide grant to develop systemic change and a manual utilizing PBS when supporting individuals with developmental disabilities, mental health, legal, and challenging behavioral issues.

♦ BCBA Type 2 Credit ♦♦ BCBA – Ethics ❑ Beginning PBS Sessions

Thursday's Conference Sessions

A16 **Mills Studio 1**
Strands: Ethics, Policy and Best Practice in PBS; Mental Health
Type: Research
Effective Programs for Students With Emotional and Behavioral Disorders: The Stakeholders' Perspectives
Anastasia Kokina, Lee Kern, Alexandra Panahon and Talida State, Lehigh University, Bethlehem, PA
Perspectives of three stakeholder groups (teacher, student and parent) on components of effective programs for students with Emotional and Behavioral Disorders (EBD) will be described. Programs were identified through a national survey of exemplary practices.

A17 **Mills Studio 8**
Strands: Individual Student; Training
Type: Research
Addressing the Needs of Students With Severe Disabilities in School-wide PBIS Training
Eric Landers, Georgia Southern University, Statesboro, GA; Ginevra Courtade, University of Louisville, Louisville, KY
Results of a survey intended to determine how the needs of students with severe disabilities are addressed by training teams and ideas for universally designing of the major components of school-wide PBIS will be shared.

♦ A18 **Mills Studio 7**
Strands: School-wide Systems; Multi-cultural
Type: Strategies/Tools
Contextual Fit and Cultural Relevancy in Different Settings
Bob Putnam, May Institute, Randolph, MA; Rae Ann Knopf, Vermont State Department of Education, Montpelier, VT; Satish Moorthy, New York City School Department, New York, NY
This presentation will examine the challenges of scaling up SW-PBS across rural states and inner city schools that present with different contextual and cultural concerns. Data-based examples will be presented.

Session B
11:00 AM – 12:15 PM

Featured Speaker
Grand Ballroom D
Sustained Implementation of SWPBS at All Three Tiers
Rob Horner, University of Oregon, Eugene, OR
This session is for individuals and teams who have been implementing school-wide PBS, and are now addressing the challenges of extending PBS to the Secondary and Tertiary levels and sustaining current gains.

B1 *Featured* **Park View**
Federal Legislation and Proposals Promoting Positive Behavior Support
Laurel Stine, Bazelon Center for Mental Health Law, Washington, DC
The session will provide an overview of federal legislation and proposals promoting the use of school-wide positive behavior support and explore federal advocacy opportunities to increase attention. Question and answer segment will follow presentation.

♦ B2 **Regency Ballroom A**
Strand: Targeted Group
Type: Research
Fading Support Within Check-in/Check-out
Amy Campbell, Grand Valley State University, Allendale, MI
The session will discuss fading procedures within the Check-in/Check-out program. A description of common fading procedures, results from a research study examining stimulus fading, and practical implications will be discussed.

B3 *Featured* **Regency Ballroom B**
Are We There Yet? Mapping the SW-PBS Course for the Long Haul
Tim Lewis, University of Missouri, Columbia, MO
Key to successful SW-PBS implementation is maintaining momentum with consistency and fidelity. This session will provide an overview of "lessons learned" across thousands of schools spanning two decades of work.

B4 *Combined Session* **Regency Ballroom E**
Strands: Middle & High School; Classroom
Type: Research
Applying Behavioral Consultation in an Urban Middle School: An Example
Todd Haydon, University of Cincinnati, Cincinnati, OH; Bryan Duckham, SIU Edwardsville, Edwardsville, IL
In this presentation, data will be provided from a case study that examined the effects of behavioral consultation on the academic and social behavior of middle school students with chronic off-task behavior.

Strand: Middle & High School
Type: Strategies/Tools
High School Implementation of PBIS – From Planning to Implementation to Sustainability
Steve Romano, Dan Krause and Jean Barbanente, DuPage High School District 88, Willowbrook, IL; Susan Gasber, Illinois PBIS Network, LaGrange Park, IL
This session will discuss the successful implementation of PBIS at the high school level. We will follow the process from planning to training to implementation and support provided at both the district and building level.

B5 **Regency Ballroom F**
Strand: School-wide Systems
Type: Strategies/Tools
Determining SWPBS Needs and Outcomes: Beyond the SET and ODRs
Sarah Hearn, Eileen Baker, Debby Boyer and George Bear, University of Delaware, Newark, DE
The strengths and limitations of the SET and Office Disciplinary Referrals (ODRs) are reviewed. Two new measures are presented to supplement the SET and ODRs: a comprehensive needs assessment and the Delaware School Climate Surveys.

Thursday's Conference Sessions

B6 **Grand Ballroom A**
Strands: Middle & High School; School-wide Systems
Type: Strategies/Tools
Data-Based Decision Making in High Schools: Informed Implementation of School-wide PBS
Michael Kennedy, University of Kansas, Lawrence, KS; Jody Mimmack, Fruita Monument High School, Fruita, CO; Rob Horner, University of Oregon, Eugene, OR
In this session, authors of a recent chapter on data-based decision-making for high school SWPBS initiatives will present and discuss the major ideas from the chapter. Video examples from schools will be shown.

B7 **Grand Ballroom B**
Strands: Middle & High School; Individual Student
Type: Strategies/Tools
RENEW and Wraparound: Tertiary Services Within PBIS at the High School Level
JoAnne Malloy and Jonathon Drake, Institute on Disability at the University of New Hampshire, Durham, NH; Lucille Eber, Illinois PBIS Network, LaGrange Park, IL
This session will focus on the implementation of tertiary level supports in high schools that have adopted PBIS, including a description of the RENEW secondary transition model, wraparound planning, and sustainability issues.

♦ B8 **Grand Ballroom C**
Strands: Research Topics and Grant Writing; Individual Student
Type: Research
Randomized Controlled Trial Outcomes from Prevent-Teach-Reinforce (PTR): A Tier 3 Intervention
Rose Iovannone, University of South Florida, Tampa, FL
Most research on behavioral interventions use single-subject methods. This session will describe the challenges and outcomes of using a randomized controlled group design to examine the effectiveness of a Tier 3 intervention in school settings.

B9 *Featured* **Grand Ballroom F**
Optimistic Parenting: A New Approach to PBS for Families
V. Mark Durand, USF St. Petersburg, St. Petersburg, FL
Optimistic Parenting teaches parents how to help their challenging child while helping them address their own needs. This is a research-based approach that stresses the importance of being ready to take on this challenge.

B10 *Invited Presentation* **Grand Ballroom G**
Type: Strategies/Tools
PBS and Other Strategies to Reduce School Push-Outs in Florida
Courtney Bowie, Southern Poverty Law Center, Montgomery, AL
This presentation will discuss efforts to improve Florida's system for at-risk youth by working with local school districts and the state DOE to increase the use of PBS, civil citation and restorative justice.

♦ B11 **Grand Ballroom H**
Strands: Early Intervention; Families
Type: Research
Parent Implemented Behavior Intervention for Challenging Behavior During Family Routines
Amanda Little, The University of Texas at Austin, Austin, TX
The session will report a single subject design research study that investigated supporting parents through conducting a functional behavior assessment, planning interventions, and implementing interventions to address their children's challenging behaviors during problematic family routines.

B12 **Sterling Studio 9**
Strands: School-wide Systems; Mental Health
Type: Strategies/Tools
Solution Focused Approach to the Implementation of RtI and PBS
Bill Brown, Colorado Springs School District 11, Colorado Springs CO; Faith Bowman, Regis University, Colorado Springs, CO
One School's Journey: Moving from the perspective of a problem-based process to the perspective of a solution-focused process in the design and implementation of PBS and RtI teams, interventions and systems.

B13 **Mills Studio 3**
Strands: School-wide Systems; Training
Type: Strategies/Tools
Integrated Experience: Crisis Prevention Institute, SW-PBS and the Vermont Department of Education
Susan Keith, Alverno College, Milwaukee, WI; Richard Boltax, University of Vermont, Burlington, VT; Sherry Schoenberg, University of Vermont Center on Disability and Community Inclusion, Burlington, VT
This presentation will share successes resulting from a partnership between Vermont's BEST Project and Nonviolent Crisis Intervention® training. We illustrate how these elements can be integrated into each of the three tiers of SW-PBS framework.

B14 **Mills Studio 6**
Strands: Training; Positive Behavior Supports for Adults
Type: Strategies/Tools
PBS in the Senior and Aging Population: Oregon's Training and Mentorship Program
Christie Perez, Oregon Technical Assistance Corporation, Salem, OR
Providers working with seniors with TBI, dementia, Alzheimers, or other organic brain issues, need an understanding of behavior and effecting behavior change. This presentation will provide an overview of Oregon's pilot PBS training program.

B15 **Sterling Studio 6**
Strand: Middle & High School
Type: Strategies/Tools
It's all About the Kids: Running a Successful PBS Student Club
Valerie Morano and Michele Savage, Newark High School, Newark, DE
This presentation will take you on a journey — our evolution of a PBS student club. You'll learn some great tips from our experience and how to avoid the pitfalls of running such an organization.

♦ BCBA Type 2 Credit ♦♦ BCBA – Ethics ❑ Beginning PBS Sessions

B16 **Mills Studio 1**
Strands: Ethics, Policy and Best Practice in PBS; Families
Type: Research
Effective Parent Engagement in the PBIS Process: A Full Purpose Partnership
Allison Howland and Jeffrey Anderson, Indiana University, Bloomington, IN; Stephanie Ropa, Indianapolis Public Schools, Indianapolis, IN
Results of the Full Purpose Partnership program evaluation in 12 Indianapolis public elementary schools indicate that in addition to improving outcomes for students, FPP has been particularly effective in engaging parents in the PBIS process.

B17 **Mills Studio 8**
Strands: Training, School-wide Systems
Type: Strategies/Tools
Scaling PBS and RtI in Kentucky: Using Video Conferencing to Support Fidelity
Ilene Page, APBS Conference Coordinator; Terrance Scott, Amy Lingo, Michael Abell and Regina Hirn, University of Louisville, Louisville, KY
This session will provide an overview of a video-conferencing system for training PBS/RtI in districts around the state of Kentucky. Examples of the video system, fidelity measures, and data outcomes will be presented.

B18 *Invited Presentation* **Mills Studio 7**
An Introduction to the Benchmarks for Advanced Tiers (BAT)
Don Kincaid, University of South Florida, Tampa, FL; Cynthia Anderson, University of Oregon, Eugene, OR
The BAT is used by school teams to assess implementation of Tiers 2 and 3. The BAT is the revised and most current school assessment, and was derived from the BoQ and ISSET.

Session C
1:30 PM – 2:45 PM

C1 *Invited Presentation* **Park View**
The Nuts and Bolts of Preventative Classroom Management: PBS in the Classroom
Tim Knoster, Bloomsburg University, Bloomsburg, PA
This presentation will highlight effective instructional practices that facilitate both responsible and respectful student behavior in the classroom. The importance of preventative teaching practices will be highlighted with practical strategies shared throughout the presentation.

C2 **Regency Ballroom A**
Strand: Targeted Group
Type: Research
Social Validity of CCE: Qualitative Evaluation of the Tier 2 Program
Kelly Jewell, University of Washington, Seattle, WA
Qualitative results discussing how teachers, coaches, and principals viewed the CCE program within the classrooms and schools, changes they saw within the students and themselves, and considerations when implementing CCE in classrooms and schools.

C3 **Regency Ballroom B**
Strands: Middle & High School; School-wide Systems
Type: Strategies/Tools
Building School-wide Positive Behavior Support Momentum in Middle Schools
Karla Estrada, Los Angeles Unified School District, Los Angeles, CA
The purpose of this presentation is to share strategies and data analysis tools used to build momentum in the implementation of School-wide Positive Behavior Support (SWPBS) at the middle school level.

C4 **Regency Ballroom E**
Strands: Academics; School-wide Systems
Type: Strategies/Tools
PBS – It's Just the Way We Do Business
John Wright, Lisa Coffey, Dawn Bugar and Colleen Hemann, Timber Creek High School, Orlando, FL
PBS principles have been intertwined into all aspects of our high school's functioning. This presentation will highlight what has worked and some of the obstacles that have been overcome after eight years of implementation.

C5 **Regency Ballroom F**
Strands: School-wide Systems; Ethics, Policy and Best Practice in PBS
Type: Research
Why Behavior Does Matter: A PBS Program From Implementation to Success
Stewart Pisecco, Rosemarie Allen, Chris Huzinec and Andre Banks, Psychological Software Solutions, Houston, TX
The session focuses on the process needed to successfully implement a PBS program; the positive impact on classroom efficiency, student behavior, and the effectiveness of specific interventions; and the effect on academic performance.

C6 **Grand Ballroom A**
Strand: School-wide Systems
Type: Strategies/Tools
The Team-Initiated Problem Solving (TIPS) Model: Using Office Discipline Referral Data
Anne Todd, University of Oregon, Eugene, OR
This session reviews the TIPS model used by SW-PBS teams when using SWIS data for problem-solving. Preliminary research data will illustrate team functioning and thoroughness of data use before and after TIPS Team Training.

C7 **Grand Ballroom B**
Strands: Middle & High School; Targeted Group
Type: Research
Supporting Students With Emotional/Behavioral Disorders at the High School Level
Tim Lewis and Lori Newcomer, University of Missouri, Columbia, MO; Lee Kern, Lehigh University, Bethlehem, PA; Steve Evans, Ohio University, Athens, OH
This session will provide an overview of the current work being conducted by the Center for Adolescent Research in Schools (CARS). Initial work to date as well as preliminary outcomes will be discussed.

Thursday's Conference Sessions

C8 **Grand Ballroom C**
Strands: Early Intervention; Mental Health
Type: Research
Nationwide Capacity Building to Prevent Challenging Behaviors of Young Children
Glen Dunlap and Lise Fox, University of South Florida, Tampa, FL; Phillip Strain, University of Colorado at Denver, Denver, CO
The TA Center on Social-Emotional Interventions (TACSEI) is the federally-funded initiative for building capacity to prevent challenging behaviors and promote social skills. This session will cover TACSEI's activities in state systems change, training and dissemination.

C9 *Invited Presentation* **Grand Ballroom F**
Effective School-wide Screening: Identifying and Supporting Students At-Risk for Emotional/Behavioral Problems
Bridget Walker, Seattle University, Seattle, WA
This session will address the research and rationale for school-wide screening for behaviorally at-risk students in order to focus on prevention and early intervention strategies. Considerations for data management and effective intervention planning will be discussed.

C10 **Grand Ballroom G**
Strands: Early Intervention; Autism Spectrum Disorder and Aspergers Syndrome
Type: Strategies/Tools
Rethinking Behavioral Support Services for Students With ASD: A Preschool Intervention
Susan Morris, Los Angeles Unified School District, Los Angeles, CA
The purpose of this presentation is to review the results of a pilot program for preschoolers with autism which focuses on the delivery of intensive behavioral services which is supplemental to the students' preschool program.

C11 **Grand Ballroom H**
Strands: Classroom; Early Intervention
Type: Research
Social and Emotional Learning in Kindergarten: Evaluation of the Strong Start Curriculum
Paul Caldarella, Lynnette Christensen, K. Richard Young, Thomas Kramer and Ryan Shatzer, Brigham Young University, Provo, UT
Social and emotional learning (SEL) programs can fit well into SWPBS. This presentation will describe the use and evaluation of Strong Start in four kindergarten classrooms. Results of an empirical study will be shared.

C12 **Sterling Studio 9**
Strands: Multi-cultural; School-wide Systems
Type: Strategies/Tools
Closing the Achievement Gap: A Multicultural Approach to Behavior and Academic Interventions
Faith Bowman, Regis University, Colorado Springs, CO; Bill Brown, Colorado Springs School District 11, Colorado Springs, CO
A culturally diverse elementary school with a low socio-economic status shares how the use of a multicultural approach to the implementation of Response to Intervention and Positive Behavior supports reduced significant achievement GAPs.

C13 **Mills Studio 3**
Strands: Middle & High School; Training
Type: Strategies/Tools
No Couch Potatoes Allowed: Write, Film and Produce Your Own PBS Video!
Michael Kennedy, University of Kansas, Lawrence, KS
The goal of this session is to entertain and inspire; but more importantly teach attendees the skills necessary to write-film-produce their own PBS video. Emphasis will be placed on using data to create targeted clips.

♦C14 **Mills Studio 6**
Strands: School-wide Systems; Classroom
Type: Strategies/Tools
Integrating PBS into Continuous School Improvement Processes: Organizational Planning and Effective Implementation
Howie Knoff, Arkansas Department of Education – Special Education, Little Rock, AR
This presentation describes a field-tested strategic planning tool that integrates PBS approaches into schools' effective organizational, professional development, instructional, and RtI practices. Implemented nationally, this process integrates academics with behavior at classroom and school levels.

C15 **Sterling Studio 6**
Strands: School-wide Systems; Multi-cultural
Type: Strategies/Tools
Designing a School Information Leaflet Gathering and Analyzing Individualized Third Tier Goals
Anita Blonk and Jose Wichers-Bots, Fontys University, Tilburg, The Netherlands
The School Information Leaflet (SIL) is a practical, school specific supplement to the school plan. SIL is the result of a team process of decreasing the number of individualized student goals and introducing proved effective school-wide interventions.

C16 *Featured* **Mills Studio 1**
Rationale and Strategies for Promoting Play Skills in Young Children With Autism
Erin Barton and Rachel Lauren Pavilanis, University of Oregon, Eugene, OR
This session will provide the rationale, goals, and strategies for promoting play as a functional goal for young children with autism. Recent studies highlighting play interventions and methods for training teachers will be described.

♦ C17 *Invited Presentation* **Mills Studio 8**
A Biobehavioral Approach to Functional Assessment
Jennifer Zarcone, University of Rochester Medical Center, Rochester, NY
A review of methods for evaluating genetic, biological and neurodevelopmental factors as part of the functional behavior assessment process will be provided. These factors serve as setting events and antecedents and can impact challenging behavior.

C18 *Invited Presentation* **Mills Studio 7**
Using Statewide Planning to Design PBS Training in Education and Human Services
Rachel Freeman, University of Kansas, Lawrence, KS; Nan Perrin, Community Living Opportunities, Lawrence, KS; Michelle Lyons-Brown, Alaska Department of Health and Human Services, Juneau, AK; Amanda Little, University of Texas-Austin, Austin, TX
This presentation will describe how some states are identifying funding streams across agencies to train individuals to facilitate PBS planning and will include a discussion about how Medicaid funds can be used to support PBS.

Thursday's Conference Sessions

Session D
3:00 PM – 4:15 PM

♦ **D1** *Invited Presentation* **Park View**

Evidence-based Classroom Management: Moving from Research to Practice

Brandi Simonsen, University of Connecticut, Storrs, CT

This presentation describes critical features of evidence-based classroom management, presents results of recent studies demonstrating the effectiveness of simple classroom interventions, and discusses challenges in translating research to practice.

D2 **Regency Ballroom A**

Strands: Classroom; Multi-cultural
Type: Research

Assessing Classroom Environmental Variables to Improve PBS in Classroom Settings

Ruth Auld and Kathryn Olds, Mercyhurst College, Erie, PA

Through the use of an ecological assessment of the classroom, teachers can begin to apply positive behavior supports which will maximize the learning environment for every child.

D3 **Regency Ballroom B**

Strand: Multi-cultural
Type: Strategies/Tools

Addressing Disproportionality through PBIS: the Double-Check Model

Patricia Hershfeldt and Catherine Bradshaw, Johns Hopkins University, Baltimore, MD

This presentation summarizes the "Double-Check" model for promoting cultural competency among school staff. Preliminary data will be presented from a pilot study of Double-Check, which includes a self-assessment of staff members' cultural proficiency.

D4 **Regency Ballroom E**

Strands: School-wide Systems; Mental Health
Type: Research

Social Validity of the BASC-2 Behavioral and Emotional Screening System

Judith Harrison, Texas A&M University, College Station, TX

This presentation will cover the results of a study evaluating the social validity of a rapid screening for emotional and behavioral disorders. Results will be presented along with implications for society, schools, and individual students.

D5 **Regency Ballroom F**

Strands: Targeted Group; Middle & High School
Type: Conceptual

Implementing Secondary Supports in High School: A Case Study in Process

Lauren McArdle, Pamela Fenning, Kimberly Thier, Alissa Briggs and Kasia Kula, Loyola University Chicago, Chicago, IL; Kelly Morrissey, Claire Newton, Lisa Hoeper, and Larry Irvin, Chicago Public Schools, Chicago, IL

This presentation discusses the systems, data, and practices utilized by a large, urban high school when developing and implementing two targeted group interventions. Successes and challenges to implementing a secondary system of support are outlined.

D6 **Grand Ballroom A**

Strands: Positive Behavior Supports for Adults; Community
Type: Conceptual

Endorsing PBS Facilitators for Tertiary Intervention across Agencies: Statewide Provision of PBS

Carol Schall, Molly Dellinger-Wray and Emily Helmboldt, Virginia Commonwealth University, Richmond, VA

We will discuss PBS endorsement in Virginia. We will review interagency collaborations that lead to establishment of endorsement. We will discuss how endorsement has changed the provision of tertiary-level PBS across systems in Virginia.

D7 **Grand Ballroom B**

Strands: School-wide Systems; Early Intervention
Type: Strategies/Tools

Including Preschoolers in School-wide PBS: Being Evidence-Based and Developmentally Appropriate

Lise Fox and Denise Binder, University of South Florida, Tampa, FL

Learn strategies and tools for actively connecting early childhood classrooms to the SW-PBS initiative. The discussion will include: classroom implementation, intervention tiers, data-based decision making tools, family involvement, and teacher support strategies.

D8 **Grand Ballroom C**

Strands: Training; School-wide Systems
Type: Strategies/Tools

Paying it Forward: Training the Trainer to Scale Up With Fidelity

Therese Sandomierski and Heather Peshak George, University of South Florida, Tampa, FL

A train-the-trainer process will be discussed, including the skills targeted by lead trainers, evaluation procedures, trainee testimonials, and outcomes. Copies of evaluation tools will be shared with individuals interested in developing their presentation skills.

♦ **D9** *Panel* **Grand Ballroom F**

Strategies for Implementing Effective Tier 3 Supports in Schools

Rose Iovannone, University of South Florida, Tampa, FL; Terry Scott, University of Louisville, Louisville, KY; Cynthia Anderson, University of Oregon, Eugene, OR

Although there is research supporting functional-based support for students in Tier 3, establishing an efficient, consistent and effective process can be challenging for schools. Panelists will discuss multiple research-based options and tools to facilitate implementation.

D10 **Grand Ballroom G**

Strands: Middle & High School; Training
Type: Strategies/Tools

Building An Evidence-Based, Real-World HSPBS Training Module: Marriage of Theory and Practice

Michael Kennedy, University of Kansas, Lawrence, KS; Eileen Baker, University of Delaware, Newark, DE; Vicki Vossler, Topeka School District, Topeka, KS

In this session we unveil an approach to HS-SWPBS training based on empirical PBS literature; but supplement 'traditional' PBS materials with lessons learned from the field and through the conceptual/theoretical lens of secondary school change.

Thursday's Conference Sessions

D11 **Grand Ballroom H**
Strands: School-wide Systems; Targeted Group
Type: Research
Adult-Child Relationship and Social Outcomes in a Tier 2 Behavioral Intervention
Shu-Fei Tsai and Douglas Cheney, University of Washington, Seattle, WA
This study investigated the impact of adult-child relationships on students' school adjustment in the Check, Connect and Expectation program. The findings revealed that adult-child relationships significantly influenced the social development of students with behavior problems.

D12 **Sterling Studio 9**
Strands: Individual Students; Individual Supports
Type: Strategies/Tools
Trouble Shooting Behavior Intervention Plans
David Karam, OCM BOCES, Syracuse, NY
This presentation will provide school personnel with proactive strategies that will increase the likelihood that Behavior Intervention Plans will be successfully implemented.

D13 **Mills Studio 3**
Strands: Mental Health; Positive Behavior Supports for Adults
Type: Strategies/Tools
Proactive and Cognitive-Behavioral Approaches to Brain Disorders Resulting From Early Childhood Experience
Christie Perez, Oregon Technical Assistance Corporation, Salem, OR
This presentation explores the role of PBS in developing proactive and prosthetic supports for information processing deficits in individuals who have experienced childhood abuse. This session will progress from theory, recent research, to practical application.

♦D14 **Mills Studio 6**
Strands: Individual Student; Classroom
Type: Strategies/Tools
Disobedient, Disruptive, Defiant, and Disturbed Students: Behavioral Interventions for Challenging Students
Howie Knoff, Arkansas Department of Education – Special Education, Little Rock, AR
Attempting to close the "Behavioral Intervention Gap" in most schools for "Tier 2 and 3" students, this presentation describes numerous strategic and intensive PBS and behavioral interventions to address the needs of challenging students.

D15 **Sterling Studio 6**
Strands: Families; Ethics, Policy and Best Practice in PBS
Type: Conceptual
The Challenges of Organizations to Support Families With Children With Challenging Behavior
Dean Schofield, Appalachian State University, Boone, NC; Nila Benito and Bobbie Vaughn, University of South Florida, Tampa, FL; Lisa Fleisher, New York University, New York, NY; Shari Krishnan family, Bloomfield Hills, MI
To improve outreach, the Family Involvement Committee of APBS conducted a survey of families with children with challenging behavior to discern how support organizations could improve support and resources to families. Findings will be discussed.

D16 **Mills Studio 1**
Strands: Autism Spectrum Disorder and Aspergers Syndrome; Individual Supports
Type: Research
Bullying Experiences Among Students With Autism: An Investigation From Multiple Perspectives
Pei-Yu Chen, University of Washington, Seattle, WA
This presentation aims to help families and teachers understand the prevalence and types of bullying experiences and to identify factors influencing bullying experiences among students with ASD at elementary school.

D17 *Featured* **Mills Studio 8**
Getting From Beliefs About Discipline to Effective PBS Interventions in Preschool Classrooms
Martha Snell, Tina Stanton-Chapman, Rebecca Berlin, Sarah Hadden and Mary Voorhees, University of Virginia, Charlottesville, VA
This presentation describes a survey and follow-up interview data regarding teacher beliefs about discipline and classroom practices and their use to shape an intervention for Head Start teachers on universal and individualized PBS strategies.

♦♦ D18 *Invited Presentation* **Mills Studio 7**
Transforming Coercive Processes in Family Routines: Comprehensive Results and Implications for Practice
Joseph Lucyshyn, Brenda Fossett, Lauren Binnendyk, Christy Cheremshynski, Lynn Miller and Sophia Khan, University of British Columbia, Vancouver, B.C., Canada; Sharon Lohrmann and Lauren Elkinson, University of Medicine and Dentistry of New Jersey, New Brunswick, NJ
Comprehensive results of a longitudinal study of family-centered PBS will be presented. Implications for the design of effective and sustainable interventions that transform coercive parent-child interactions into constructive interactions in family routines will be discussed.

Session E
4:30 PM – 5:45 PM

♦ E1 **Park View**
Strands: Individual Student; Individual Supports
Type: Strategies/Tools
Prevent-Teach-Reinforce Model: A Team Driven Tier 3 Behavior Intervention
Kathy Christiansen and Rose Iovannone, University of South Florida, Tampa, FL
This presentation will describe a teacher-friendly research supported process conducted with 200 school-based teams. Participants will learn PTR steps, view student case examples, and obtain tools that have been proven useful to school teams.

E2 **Regency Ballroom A**
Strands: Classroom; School-wide Systems
Type: Strategies/Tools
What Works to Reduce Behavior Problems in the Elementary School Classroom
Michelle Woodbridge, Jennifer Yu and Carl Sumi, SRI International, Menlo Park, CA
This presentation will describe the What Works Clearinghouse practice guide "Reducing Behavior Problems in the Elementary School Classroom" which was developed by a panel of experts who compiled high-quality evidence to formulate actionable recommendations.

♦ BCBA Type 2 Credit ♦♦ BCBA – Ethics ❑ Beginning PBS Sessions

Thursday's Conference Sessions

E3 **Regency Ballroom B**
Strand: Middle & High School
Type: Strategies/Tools
Strategies and Techniques to Support Implementation of SWPBS in High Schools
Laura Zeff, Los Angeles Unified School District, Los Angeles, CA
This presentation provides a clear and practical approach to High School implementation of SWPBS used in Los Angeles. Strategies and techniques for each of the eight major components of SWPBS will be presented.

E4 **Regency Ballroom E**
Strands: Mental Health; Families
Type: Conceptual
Positive Behavior Supports and Building Bridges: Proactive Strategies for Schools and Families
Erin Sullivan and Barb Beiber, Colorado Department of Education, Denver, CO
This presentation will provide an overview and outcomes of the integration of Positive Behavior Support (PBS) and Building Bridges for Children's Mental Health Project in Colorado.

E5 **Regency Ballroom F**
Strand: Targeted Group
Type: Research
Social and Academic Outcomes of a Targeted Group Intervention With Varying Intensity
Andrea Flower, The University of Texas at Austin, Austin, TX
Data from the Check, Connect, and Expect intervention project, a targeted group intervention of varying intensity levels, were examined to determine the relationship between level and outcomes for students at-risk of identification of EBD.

♦ E6 **Grand Ballroom A**
Strands: Classroom; Training
Improving PBS Practices Through Acceptance-Focused Positive Behavior Support Professional Development
Scott Spaulding and Erin Barton, University of Oregon, Eugene, OR
Data from the Check, Connect, and Expect intervention project, a targeted group intervention of varying intensity levels, were examined to determine the relationship between level and outcomes for students at-risk of identification of EBD.

E7 **Grand Ballroom B**
Strands: Targeted Group; Training
Type: Strategies/Tools
Cybering Up While Scaling Up: Using the Web for Supplemental PBS Training
Karen Childs, University of South Florida, Tampa, FL
Participants will learn about web-based training for Tier 2 supports that offers mixed media, diverse resources, and opportunities to problem-solve. It will include a demonstration of the technology, explanation of procedures, and overview of the content.

E8 **Grand Ballroom C**
Strands: Training; School-wide Systems
Type: Strategies/Tools
PBS Assessment: Preview of a New Online Website for Evaluation
Megan Cave and Celeste Rossetto Dickey, University of Oregon, Eugene, OR
PBS Assessment is a web-based application that will replace pbssurveys.org in Fall, 2010. This session will provide an overview of the site, including Evaluation, Measures, Data Entry, Reports and Action Planning.

♦ E9 *Invited Presentation* **Grand Ballroom F**
User-friendly Functional Assessment and Plan Development: In the Home, Classroom, or Jobsite
Diane Bannerman Juracek, Community Living Opportunities, Inc., Lawrence, KS
Functional assessment is the process identifying factors that cause challenging behavior. This presentation will provide information and practical tools to implement user-friendly functional assessment and develop corresponding support plans in a variety of real-life settings.

E10 **Grand Ballroom G**
Strand: School-wide Systems
Type: Strategies/Tools
Designing a School Recognition Process: Triangulating the Data Using Evaluation Tools
Dan Koonce, Illinois PBIS Network, LaGrange, IL; Ben Ditkowsky, Lincolnwood School District, Lincolnwood, IL
The presentation will provide participants with the opportunity to review school-wide discipline data from a systems perspective using case example in order to develop a process for recognizing schools for their implementation efforts of SWPBS.

E11 **Grand Ballroom H**
Strand: Autism Spectrum Disorder and Aspergers Syndrome
Type: Research
Improving an Adolescent With Asperger Syndrome's Social Problem Solving and Communication Skills
Beth Clavenna-Deane, University of Kansas, Lawrence, KS
This multiple baseline-across-skills study was conducted with an adolescent with Asperger Syndrome. The observed conversation skills were: initiation, maintaining flow, and problem solving. The presentation describes the growth in social and communication skills.

E12 **Sterling Studio 9**
Strands: Individual Supports; Training
Type: Strategies/Tools
Supporting People With Disabilities Within Nursing Homes
Kelley Gordham, Oregon Intervention, Sherwood, OR; Dave Mackowski, Department of Human Services, Tualatin, OR
This session will explore the implementation of PBS within a nursing home. The session will emphasize safeguarding medical supports, meeting Federal guidelines, and meshing non-intrusive behavioral support.

E13 **Mills Studio 3**
Strands: Middle & High School; Classroom
Type: Strategies/Tools
Using Middle School Student Advisories to Enhance Implementation of Positive Behavior Support
Kathleen Taylor, Tammy Brewer and Antoinette Adkins, Nova Southeastern University, Fort Lauderdale, FL
What do you do when the "trinkets" aren't enough? Come and learn how one school used advisory periods to guide young adolescent students toward making appropriate behavioral choices.

♦ BCBA Type 2 Credit ♦♦ BCBA – Ethics ❑ Beginning PBS Sessions

Thursday's Conference Sessions

E14 **Mills Studio 6**
Strand: Autism Spectrum Disorder and Aspergers Syndrome
Type: Strategies/Tools
Tools and Strategies to Change Sensory Triggers for Improved Behavioral Outcomes
Judy McCarter, Creighton University, Omaha, NE
This session will provide a foundational framework to allow observers to determine sensory triggers for behavior. Tools and strategies will be discussed to offer compensatory solutions and sensory environmental modifications for improved behavioral outcomes.

♦E15 **Sterling Studio 6**
Strands: Training; Families
Type: Strategies/Tools
Review of Parent Education Strategies: Supporting Families to Address Challenging Behavior
Wendy Machalicek, University of Wisconsin–Madison, Madison, WI
This presentation presents the findings of a systematic literature review (1988–2009) of strategies used to train parents and families of children and youth with developmental disabilities to implement common educational and behavior management strategies.

♦ E16 **Mills Studio 1**
Strand: Mental Health
Type: Strategies/Tools
Action Plan for Extending Positive Behavior Support to Alternative Settings
Michael Nelson, University of Louisville, Louisville, KY; Kristine Jolivette, Georgia State University, Atlanta, GA
This interactive session will highlight progress and obstacles in the implementation of PBS in alternative education, mental health, and juvenile justice settings. Participants will engage in developing an action plan for next steps.

♦ E17 *Featured* **Mills Studio 8**
A Multi-tiered Model for Preventing Challenging Behaviors of Children With Autism
Glen Dunlap, University of South Florida, Reno, NV
Challenging behaviors are the greatest obstacles to inclusion and quality-of-life for children with autism. In this presentation, a multi-tiered hierarchy of prevention and intervention strategies will be proposed, ranging from universal to intensive, individualized PBS.

E18 *Invited Presentation* **Mills Studio 7**
APBS Networks: A Framework for Collaboration
Jennifer Zarcone, University of Rochester Medical Center, Rochester, NY; Lori Newcomer, University of Missouri, Columbia, MO
This panel discussion will provide an overview of APBS networks (e.g. state, interagency, student, international) and some of the compelling communication occurring between people with complementary interests, needs and resources. Learn how you can participate!

Poster Session
6:30 PM – 8:00 PM
Grand Ballroom D/E

❑ Poster 100
Strand: Academics
Type: Strategies/Tools
Read Naturally: Remediate Fluency and Improve Comprehension
Carol Kane, Read Naturally, St. Paul, MN
Learn how to combine the research-proven strategies of teacher modeling, repeated reading and progress monitoring into a single powerful strategy to motivate students, accelerate fluency and improve comprehension of struggling readers of all levels.

Poster 101
Strands: School-wide Systems; Academics
Type: Strategies/Tools
Tying It All Together: Using Themes to Achieve Behavioral and Academic Growth
Brian Kenney, Tandi Permenter, Lisa Wheat, Rachel Truelsen and Alicia Christiansen, Washington Middle School, Clinton, IA
Viewers will learn how to create a school-wide theme and use it to tie together academics, behavior and a positive environment. Learn how implementing a school-wide theme encourages student, staff and community involvement in PBS!

❑ Poster 102
Strands: School-wide Systems; Ethics, Policy and Best Practice in PBS
Type: Research
The Dean of Students and Positive Behavior Support Planning: A Comparison Study
Mary Ellen Bardsley and Chandra J. Foote, Niagara University, Niagara, NY
This poster compares the role of the Dean of Students in PBS and non-PBS schools. Deans in a small urban district were surveyed about their daily responsibilities and results indicate significant differences between school types.

❑ Poster 103
Strands: Training; Positive Behavior Supports for Adults
Type: Strategies/Tools
It Takes a Leader … Four Components to Building Sustainable Capacity
Mary Margaret Salls and Albert Felts, Region 13 Education Service Center, Austin, TX
The primary purpose of this poster is to outline and define a four-component model, for building leadership and sustainability with administration, teachers and paraprofessionals at the campus or district level.

❑ Poster 104
Strand: School-wide Systems
Type: Strategies/Tools
Positive Behavior Support at Forest View Elementary
Ronnie Winston and Ellis Moore, University of North Carolina, Chapel Hill, NC
We cover how to provide Positive Support for both students and staff, share success of our program and share some challenges that may also arise with the logistics of the initiative.

♦ BCBA Type 2 Credit ♦♦ BCBA – Ethics ❑ Beginning PBS Sessions

Thursday's Conference Sessions

❑ Poster 105
Strand: Individual Student
Type: Research
Getting Students to School on Time: Effects of a Praise Note Intervention
Lynnette Christensen, Paul Caldarella and K. Richard Young, Brigham Young University, Provo, UT
Is there an easy, effective way to motivate late students to arrive on time? Schools deal with tardiness in punitive ways, but great things can happen when written praise is used to increase on-time behavior.

Poster 106
Strand: School-wide Systems
Type: Strategies/Tools
Systemic Positive Behavior Support in the Louisiana Backroads
Barbara McGuffee and Evelyn Wilkerson, Catahoula Parish Schools, Harrisonburg, LA
This poster is designed to show the development and implementation of PBS in a rural parish. Trend data will be shared reflecting the ups and downs of the PBS process over a six-year period.

Poster 107
Strand: School-wide Systems
Type: Conceptual
The Connection Between PBIS and SEL
Linda Delimata, Lee/Ogle Regional Office of Education, Dixon, IL
This poster will address how both PBIS and SEL can work together in a school to provide a positive climate and increase the social/emotional skills of students.

❑ Poster 108
Strands: Families; Early Intervention
Type: Strategies/Tools
Family Matters: Positive Partnerships in Early Childhood
Heather Block and Stacy Dick, Mehlville School District, St. Louis, MO
This poster will focus on how we have built the partnership with families in order to carry out our PBS initiative at both our inclusive early childhood setting and in the homes of our students.

Poster 109
Strands: Individual Student; Individual Supports
Type: Strategies/Tools
Response to Intervention Using Research-Based Strategies for Behavioral and Academic Achievement
Laura Riffel, University of Kansas, Lawrence, KS
This poster focuses on an intervention strategy using research-based interventions to CARE for students. Conduct (What behavior can you expect?), Acquire (How child learns?), Regulate (How to discipline?) and Encouragement (What excites the student?).

Poster 110
Strands: Individual Student; Early Intervention
Type: Strategies/Tools
Intervention Strategies for Students With Attention Deficit-Hyperactivity Disorder
Laura Riffel, University of Kansas, Lawrence, KS
This poster will focus on proactive environmental strategies for rearranging the environment, providing sensory integration, and helping students self-regulate their own behavior. Participants will receive a booklet filled with strategies proven to work in classrooms.

Poster 111
Strands: Autism Spectrum Disorder and Aspergers Syndrome; Individual Supports
Type: Strategies/Tools
Quantum Secrets of a Quality Life for Learners With Autism
Laura Riffel, University of Kansas, Lawrence, KS
This poster will focus on lessons learned on creating a quality life for children and adults with autism. We will cover potty-training to transition giving field-tested strategies.

❑ Poster 112
Strands: School-wide Systems; Training
Type: Strategies/Tools
Don't Let Bus Referrals Drive You Crazy
Laura Riffel, University of Kansas, Lawrence, KS
Many administrators start their day with bus referrals. Participants will receive a booklet for training their own bus drivers on how they can be involved in PBS and a link to the coordinating PowerPoint.

❑ Poster 113
Strands: School-wide Systems; Training
Type: Strategies/Tools
Positive Behavior Support for Ancillary Staff: Custodians, Paraprofessionals, Cafeteria, Clerical, and Specials
Laura Riffel, University of Kansas, Lawrence, KS
Looking to include ancillary staff in your SW-PBIS process? Custodians, cafeteria staff, clerical staff, paraprofessionals, bus drivers, and special teachers (music, PE, art, library) can have fun being part of the PBIS process.

❑ Poster 114
Strands: Targeted Group; School-wide Systems
Type: Strategies/Tools
Behavioral Complications: We Have to Respond Now!
Roben Taylor and Debra Weingarth, Jacksonville State University, Jacksonville, AL
This poster offers practical strategies that teachers and parents can use to help children manage inappropriate behaviors such as acting out, anger and aggression, as well as social difficulties that can interferes with school success.

❑ Poster 115
Strands: Individual Students; Autism Spectrum Disorder and Aspergers Syndrome
Type: Research
Temperament-Based Intervention for Surgency: A Case Study
Caitlin Walsh and Lauren Adamek, Stony Brook University, Stony Brook, NY
Temperament-based strategies were used to modify problematic contexts so that they were a better fit for the temperament style of a highly extraverted child with ASD. Data showing improvement in problem behavior will be presented.

Poster 116
Strands: Classroom; Training
Type: Strategies/Tools
Daily Rap: Simple, "Fast-acting" Tool for Building Positive Behavior and Classroom Climate
Lauren Abramson and Misty Fae, Johns Hopkins School of Medicine, Baltimore, MD
The Daily Rap offers an effective easy "circle process" to build relationships and accountability in the classroom. The developer of The Daily Rap will describe the process and share outcomes from using The Daily Rap.

Thursday's Conference Sessions

❑ **Poster 117**
Strands: School-wide Systems; Training
Type: Strategies/Tools
The Do's and Don'ts of Implementation in an Urban Setting
Lisa Minor, Joseph Fultz, Stacey Maney, Bethany Jachimski and Sharon Beauchamp, Dayton Public Schools, Dayton, OH
Staff from a large elementary school will share the do's and don'ts of implementation in an urban setting. Tiers of interventions and a student-created and produced DVD of guiding expectations will also be shown.

Poster 118
Strands: Individual Supports; Targeted Group
Type: Strategies/Tools
Operation Angel Wing – A Collaborative Approach to Check-In/Check-Out
Jessica Haight, Judy Dieckman and Tina Vollmer, Tulsa Public Schools, Tulsa, OK
Operation Angel Wing is our collaborative approach to the Check-In/Check-Out system. Its focus is on those struggling students often classified in the top tiers of the behavior triangle.

❑ **Poster 119**
Strand: School-wide Systems
Type: Strategies/Tools
Surviving the Implementation of District-wide Positive Behavioral Supports in Schools
Dan Dowell, Jamie Like and Keegan O'Daniel, Henderson County Schools, Henderson, KY
This poster will focus on the steps necessary and lessons learned in implementing a district wide program of behavioral interventions using the RtI Model (Response to Intervention) and PBS (Positive Behavioral Supports).

❑ **Poster 120**
***Including Samuel* Sequel: Dan Habib Previews His New Documentary Film About PBIS**
Dan Habib, University of New Hampshire, Concord, NH
See a preview of Habib's complex and compelling new documentary film exploring how schools and childcare centers are using PBIS to successfully include students with severe emotional/behavioral challenges, while improving the school climate for all kids.

❑ **Poster 121**
Strand: Middle & High School
Type: Strategies/Tools
Increasing Fidelity of Implementation of PBS Activities at a Texas High School
Lari Rogge, Ashcon Habibi, Amy Hartmann, Traci Hess, Stan Vinet and Brenda Scheuermann, Texas State University, San Marcos, TX; Albert Felts, Education Service Center Region XIII, Austin, TX
Graduate students from the Positive Behavior Supports program at Texas State University-San Marcos partnered with a Texas high school, helping the school address obstacles to implementation as the school began initial PBS planning and implementation.

Poster 122
Strands: Targeted Group; Training
Type: Strategies/Tools
A Systematic Teaming Model for Targeted/Small Group Interventions
Lori Newcomer, University of Missouri, Columbia, MO
Framed within a three-tiered model of PBS, this poster provides an overview of a systematic teaming model for Tier 2 identification procedures, selecting appropriate and functional evidence based interventions and progress monitoring.

❑ **Poster 123**
Strand: Individual Students
Type: Strategies/Tools
Developing a Long-Term Vision: A Road Map for Students' Futures
Hedda Meadan, Debbie Shelden, Kelli Appel and Rebecca Degrazia, Illinois State University, Normal, IL
Person-centered planning for students with disabilities, including the development of a long-term vision, will be shown. Case studies will be used to illustrate the process and general guidelines will be provided.

❑ **Poster 124**
Strands: School-wide Systems; Multi-cultural
Type: Strategies/Tools
Implementing Positive School Climate in an Urban School District
Harry Barnes, Nancy Crawford, Melissa Ertsgaard, Joseph Fultz, Douglas Henderson and Kathleen Taylor, Dayton Public Schools, Dayton, OH
Last year, the Positive School Climate Leadership Team of the Dayton Ohio Public Schools embarked upon a year-long initiative to successfully implement a school-wide discipline plan in five elementary schools.

❑ **Poster 126**
Strand: Community
Type: Strategies/Tools
Developing a Tool to Assess Program-wide Intervention in an Afterschool Context
Melissa Collier, Mamta Saxena and George Sugai, University of Connecticut, Storrs, CT; Anne Farrell, University of Connecticut, Stamford, CT
Afterschool programs (ASPs) address both academic and behavioral goals, and PBIS is a natural contextual fit. This poster presents a formative ASP-PBIS evaluation tool for assessing quality and fidelity in ASPs with PBIS components.

❑ **Poster 127**
Strand: Training
Type: Research
School-Wide Positive Behavior Supports in Indiana: Building the Base of the Triangle
Kathryn Havercroft, Hamilton-Boone-Madison Special Services Cooperative, Carmel, IN; Jeffrey Anderson, Indiana University, Bloomington, IN
This study explored the attitudes and perceptions of building team members who participated in a year-long training and preparation program to implement a new school-wide initiative, SWPBS, supported by the Hamilton-Boone-Madison Special Services Cooperative team.

♦ BCBA Type 2 Credit ♦♦ BCBA – Ethics ❑ Beginning PBS Sessions

Thursday's Conference Sessions

Poster 128
Strands: Community; Middle & High School
Type: Strategies/Tools
A Pyramid of Success: Special Education, SWPBS and Community Enterprise
Annessia Powell, Gwenda Barton and William McKnight, Henry County R-I (Windsor) School District, Windsor, MO
This poster will show how a community-based enterprise can benefit a SWPBS Program while students learn valuable transition skills.

Poster 129
Strands: School-wide Systems; Training
Type: Strategies/Tools
Mini-Modules: Training Tools for Building Capacity and Implementation Fidelity of School-wide PBS
Susan Brawley, Heart of Missouri RPDC, University of Missouri, Columbia, MO; Karen Westhoff, St. Louis RPDC, University of Missouri-St. Louis, St. Louis, MO; Terry Bigby, Center for PBS, University of Missouri, Columbia, MO
Missouri School-wide PBS operates within the framework of high quality professional development to schools. This focus on on-going, job embedded training has led to the development of "mini-modules" as effective tools for creating change.

❑ Poster 130
Strand: Positive Behavior Supports for Adults
Type: Strategies/Tools
The Artists' Exchange: PBS Principles at Work in Innovative Day Programming
Greg Morro, Gateways to Change, Warwick, RI
This poster describes a day program for adults with developmental disabilities which combines community integrated art and theatre classes with specialized groups, including an improvisational drama workshop, a self-advocacy forum, and stress management classes.

❑ Poster 131
Strand: Individual Student
Type: Strategies/Tools
Identifying Potential Reinforcers Using a Duration-Based Free Access Preference Assessment
Lawrence Gallagher, Northern Arizona University, Flagstaff, AZ
Three children with disruptive behavior participated in a duration-based stimulus preference assessment to identify salient reinforcers. The duration-based stimulus preference assessment reliably identified a set of reinforcers for each of the three children.

❑ Poster 132
Strands: Classroom; School-wide Systems
Type: Strategies/Tools
Responsive Classroom Practices That Support PBS
Paula Denton, Northeast Foundation for Children, Turners Falls, MA
Learn how schools can use the Responsive Classroom approach to implement high-quality PBS, especially for Tier 1 and Tier 2 interventions. Participants will join in interactive discussion and practice key Responsive Classroom strategies.

Poster 133
Strand: Targeted Group
Type: Research
Treatment Integrity Findings of Assessment-Based Interventions for Students With Behavior Problems
Talida State and Lee Kern, Lehigh University, Bethlehem, PA
A long-term project investigated the effectiveness of assessment based interventions for students with intensive emotional and behavioral problems. Treatment integrity data were examined and findings revealed high variability in integrity and duration of implementation.

❑ Poster 134
Strands: Middle & High School; School-wide Systems
Type: Research
High School School-wide Positive Behavior Support: What Have We Learned?
Kimberly Thier, Pamela Fenning, Kira Hicks and Brigit Aikins, Loyola University Chicago, Chicago, IL; Mimi McGrath, Brigid Flannery, Bonnie Doren, Nadia Katul Sampson and Jessica Swain-Bradway, University of Oregon, Eugene, OR
Implementation of SWPBS in high schools may need to be different from the model used with elementary and middle schools. This poster shares information about implementation of SWPBS in high schools from three different sources.

Poster 135
Strand: School-wide Systems
Type: Research
Issues in Urban Elementary Schools When Implementing RtI for Academics and Behavior
Allyson Palmer and Heather Haynes, University of Kansas, Lawrence, KS
Descriptions of issues encountered while implementing RtI for academics and behavior in two urban schools will be provided in order to offer insight into lessons learned during the process.

❑ Poster 136
Strands: Training; School-wide Systems
Type: Strategies/Tools
Facilitating Engaging, Participatory Team Meetings at the District and School Levels
Rachel Saladis, Sara Kneuve and Kim Miller, Madison Metropolitan School District, Madison, WI
Tired of "sit and get" team meetings/trainings? This poster will focus on increasing active participation from all team members. Sample meeting agendas, inclusion activities, and participatory activities for school-wide PBIS components will be included.

❑ Poster 137
Strand: School-wide Systems
Type: Strategies/Tools
Project Support and Include: Designing, Implementing, and Evaluating Three-Tiered Models of Prevention
Wendy Oakes, Mary Crnobori and Kathleen Lane, Vanderbilt University, Nashville, TN
Participants will learn about (a) various methods of monitoring treatment integrity; (b) the utility of systematic screening tools, and (c) two social validity measures for use in primary prevention programs.

Thursday's Conference Sessions

Poster 138
Strand: Autism Spectrum Disorder and Aspergers Syndrome
Type: Research
Teaching Children With Autism Spectrum Disorders Via Computers: A Meta-Analysis
Frank Sansosti and Allison Keller, Kent State University, Kent, OH
This poster will share the results of a meta-analysis of contemporary research that has investigated the efficacy of using computer-assisted instruction to teach children with autism spectrum disorders.

Poster 139
Strands: Training; School-wide Systems
Type: Strategies/Tools
A Consultative Model for Building Sustainable PBS Programs in Rural Schools
John Wheeler, Richard Bumbalough, Amy Gwilt and Julie Ton, Tennessee Tech University, Cookeville, TN
The purpose of this presentation will be to provide a comprehensive overview of how a university-based technical assistance project provides consultative behavioral supports aimed at building capacity to rural and underserved schools in Tennessee.

❑ Poster 140
Strand: School-wide Systems
Type: Research
School-wide Positive Behavior Support: Effects for Students With and Without Disabilities
Leia Blevins, Ashley Hansen, Stephanie Smith, Rebecca Schilling, Rachael Griffin, Breana Chapell and James Fox, East Tennessee State University, Johnson City, TN
This poster presents results from an ongoing analysis of three school-wide positive behavior support programs across five elementary schools in two different school districts. Initial results show reductions in office referrals. Implications will be discussed.

Poster 141
Strands: School-wide Systems; Middle & High School
Type: Strategies/Tools
Supporting PBS "Through the Eyes of a District Administrator"
Perry DiCarlo, St. John Parish Public Schools, Reserve, LA
This presentation will include practical strategies to refine SWPBS teams. Weekly and monthly data collection techniques and sample data presentations will be previewed. Teacher lesson plans and district monitoring techniques will be shared.

❑ Poster 142
Strands: School-wide Systems; Training
Type: Strategies/Tools
PBIS in Public Schools: On-Site Walk-Throughs of Urban PBIS Schools
Lisa Powers, Mary Ellen O'Hare, Tony Steele, Lisa Leonard and Maggie Fitzpatrick-Johnson, Special School District of St. Louis County, Town and Country, MO
Participants will have the opportunity to see PBIS at work through on-site visits of schools in St. Louis County at various stages of implementation of PBIS, which are doing so with high levels of fidelity.

❑ Poster 143
Strand: School-wide Systems
Type: Strategies/Tools
PBIS Universals Implemented at the Elementary Level
Sarah Zack and Meg Brooks, Westridge Elementary, Ballwin, MO
Participants will have the opportunity to see an effective implementation of the PBIS program in a suburban elementary school. Data collection will show ongoing improvement in student behavior and overall school climate.

Poster 144
Strand: School-wide Systems
Type: Strategies/Tools
How the Brandywine Community School Breaks the Cycle of Negative Behavior
Kim Allen, Brandywine Community School, Wilmington, DE
Use of a tri-fold poster board provides a visual of the school-wide incentive system where use of a point card system allows students to learn the importance of good behavior through earning their success.

Poster 145
Strands: Families; Early Intervention
Type: Research
Positive Behavioral Support Interventions With Families of Young Children: A Research Review
Tara McLaughlin, Maria Denney and Patricia Snyder, University of Florida, Gainesville, FL
This poster presents a preliminary review of empirical studies published in the *Journal of Positive Behavior Interventions* from 1999–2008, focusing on positive behavioral support (PBS) interventions for families of young children with challenging behaviors.

Poster 146
Strand: Research Topics and Grant Writing
Type: Research
Scaling and Measurement Issues Related to Progress Monitoring Behavior
Kimberly Vannest and Richard Parker, Texas A&M University, College Station, TX
Scaling issues exist in the progress monitoring of behavior for high stakes decision-making on effects of or response to interventions. Variability, range and trend are all considerations for determining the adequacy of our scale.

❑ Poster 147
Strands: Positive Behavior Supports for Adults; Community
Type: Strategies/Tools
Positive Behavior Support is Rooted in Person-Centered Thinking
Jennifer Wyble, Missouri Department of Mental Health/Kansas City Regional Office, Kansas City, MO
This poster will provide an orientation to skills defined as "person-centered thinking" and how this "skill set" is helpful to the functional behavior assessment process and necessary to overall development of support plans.

♦ BCBA Type 2 Credit ♦♦ BCBA – Ethics ❑ Beginning PBS Sessions

Poster 148
Strands: Middle & High School; School-wide Systems
Type: Strategies/Tools
Our Journey to Tier 3
Lea Ann Pasquale, Molly O'Brien, Ralph Rulo and Sarah Saugier, Shawnee Mission School District, Shawnee Mission, KS
This poster will address the MTSS social learning process, driven through Positive Behavior Supports, in secondary Shawnee Mission Schools. Presenters will show the audience their "implementation journey," share pertinent data, procedures, and ideas.

❑ Poster 149
Strands: School-wide Systems; Classroom
Type: Strategies/Tools
Let's Get It Started: Implementing Tier 1 PBS at an Elementary School
Anne Hoff, Melissa Barrett-Gillette and Sara Dilday, Shawnee Mission School District, Shawnee Mission, KS
Presenters will share ideas on how a first-year school began Tier 1 PBS implementation process. Attendees will walk away with practical strategies and activities to utilize as they embark on their own implementation journey

Poster 150
Strands: Ethics, Policy and Best Practice in PBS; Individual Supports
Type: Conceptual
Consumer Experiencing: A Modulating Variable in the Implementation of Positive Behavior Support
Terri Neate and Robert Leclerc, University of Ottawa, Ottawa, Ontario, Canada
This poster introduces consumer experiencing as an important modulating variable influencing the fidelity of Positive Behavior Support facilitation and demonstrates how consumer experiencing can be integrated into ecological assessments, planning and implementation practices of PBS.

Poster 151
Strand: Academics
Type: Research
Teacher Time Use for Students With Emotional/Behavioral Disorders
Stacey Smith and Kimberly Vannest, Texas A&M University, College Station, TX
Time is a salient and often not fully maximized component in education. The data reveals interesting relationships among competing responsibilities every special educator faces.

❑ Poster 152
Strand: Ethics, Policy and Best Practice in PBS
Type: Research
The Effects of a State Standardized Assessment on Student Self Efficacy
Stacey Smith, Texas A&M University, College Station, TX
Standardized assessments have been both heralded and hated by educational stakeholders. This study examined how a state standardized test affected students' self efficacy for fourth grade struggling readers with teacher-identified behavior concerns.

Poster 153
Strand: School-wide Systems
Type: Research
Technical Assistance for School-wide Positive Behavior Support in West Tennessee
Sara Bicard, Kathryn Nichols, Esther Plank and Cara Richardson, University of Memphis, Memphis, TN
Eight elementary and middle schools received ongoing assistance with implementing SWPBS. Data indicate these services had positive effects on fidelity of SWPBS and student outcomes.

Poster 154
Strands: Early Intervention; Families
Type: Research
Family-Based Positive Behavior Support for Young Children With Developmental and Behavioral Challenges
Kwang-Sun Blair, Miae Lee and Lise Fox, University of South Florida, Tampa, FL
This poster will provide participants with an understanding of current trends, issues, and future directions in the research of family-based PBS for young children. Results of a comprehensive analysis of journal articles will be introduced.

Poster 155
Strands: Early Intervention; Families
Behavioral Parent Training Intervention for Infants and Young Children With Feeding Disorders
Kwang-Sun Blair, Laura Kulikowski and Su-Je Cho, University of South Florida, Tampa, FL
This poster will provide participants with an understanding of issues of parental involvement and limitations of current studies on behavioral parent training intervention in addressing behavioral challenges of infants and young children with feeding disorders.

Poster 156
Strand: School-wide Systems
Supporting Sustainable Scale-Up With a Regional Coordinator Model
Heather R. Reynolds, North Carolina Department of Public Instruction, Raleigh, NC
Implementation infrastructure is critical to long-term sustainability. In North Carolina, PBS Regional Coordinators provide a link between state and school implementation efforts. Join us to discover the critical roles, duties, and attributes of these coordinators.

Poster 157
Strands: Training; School-wide Systems
A Consultative Model for Building Sustainable PBS Programs in Rural Schools
Julie Ton and John Wheeler, Tennessee Technological University, Cookeville, TN
The purpose of this poster will be to provide a comprehensive overview of how a university-based technical assistance project provides consultative behavioral supports aimed at building capacity to rural and underserved schools in Tennessee.

Friday's Conference Sessions

Friday at a Glance

MARCH 26, 2010

8:00 am – 5:00 pm	Registration/Information
8:30 am – 9:45 am	Session F
10:00 am – 11:15 am	Session G
11:30 am – 12:45 pm	Session H
12:45 pm – 2:00 pm	Lunch
2:00 pm – 3:15 pm	Session I
3:30 pm – 4:45 pm	Session J

Session F

8:30 AM – 9:45 AM

F1 — Park View

Strands: School-wide Systems; Mental Health
Type: Strategies/Tools

Interventions for Externalizing and Internalizing Behaviors at the Secondary and Tertiary Levels

Kimberly Vannest, Texas A&M University, College Station, TX

This session provides 39 evidence-based interventions for use in schools "on Monday morning" at the Tier 2 and Tier 3 levels; suggested timelines and steps for behavioral screening and progress monitoring.

F2 — Regency Ballroom A

Strands: Individual Student; Classroom
Type: Research

National Effectiveness Study of First Step to Success: Overview and Preliminary Outcomes

Carl Sumi and Michelle Woodbridge, SRI International, Menlo Park, CA

This presentation will describe First Step to Success, an early intervention program designed to help children with behavior problems and briefly discuss preliminary outcomes from the first three years of the National Effectiveness Study.

F3 — Regency Ballroom B

Strands: Middle & High School; School-wide Systems
Type: Strategies/Tools

Lessons From the Field: Implementation Strategies for PBS Excellence in High Schools

Jody Mimmack, Fruita Monument High School, Fruita, CO

In this session, participants will learn concrete strategies for successful implementation of SWPBS programming at the high school level.

F4 — Regency Ballroom E

Strands: Ethics, Policy and Best Practice in PBS; School-wide Systems
Type: Strategies/Tools

SWPBS Policy Implementation in LAUSD: Making it Happen

Laura Zeff and Nancy Franklin, Los Angeles Unified School District, Los Angeles, CA

This presentation will provide lessons learned and tools developed in the ongoing implementation of LAUSD's Discipline Policy: SWPBS. Participants will engage in learning strategies and, with an application activity, gather effective ideas and resources.

♦ F5 — Regency Ballroom F

Strands: Individual Student; Individual Supports
Type: Research

Case Studies in Implementing Tier 3 Teams to Support Behavior

Carol Davis, Annie McLaughlin, Penny Williams and Jarek Sierschynski, University of Washington, Seattle, WA

Teams offer many valued perspectives and unique qualities when implementing tertiary interventions in schools. This presentation will provide three case studies in implementing a team-based approach to supporting students with chronic and extensive needs.

♦F6 — Grand Ballroom A

Strands: Classroom; Training
Type: Strategies/Tools

Online Staff Development: Establishing Positive Behavior Supports in Elementary School Instructional Settings

Jeffrey Sprague, University of Oregon, Eugene, OR; Brion Marquez, Iris Media, Inc., Eugene, OR

This session will describe three modules of an online professional development program for elementary school staff members on how to apply positive behavior supports (PBS) in the classroom and other instructional settings.

F7 — Grand Ballroom B

Strands: Training; Ethics, Policy and Best Practice in PBS
Type: Conceptual

How to Structure District Coaching Support to Ensure Maximum Effectiveness of Implementation

Jane Nethercut and Semonti Basu, Austin Independent School District, Austin, TX

In this presentation, we will discuss the external coaching model utilized in Austin to ensure that service coordination occurs effectively and every campus has access to coaching expertise at the school-wide, classroom and student level.

F8 — Grand Ballroom C

Strands: School-wide Systems; Training
Type: Strategies/Tools

SWIS Facilitator Update

Celeste Rossetto Dickey and Megan Cave, University of Oregon, Eugene, OR

This session is intended for certified SWIS Facilitators and will include previews of the features of SWIS 5.0 and ISIS-SWIS The session will also provide current information on the SWIS website, online videos, and CICO-SWIS.

♦ F9 — *Invited Presentation* — Grand Ballroom F

Getting to Red and Yellow: Systems to Support Students With Behavioral Challenges

Cynthia Anderson, University of Oregon, Eugene, OR

Educators continue to struggle to work effectively with students with behavioral challenges. This presentation describes how schools and districts can build systems to support implementation of evidence-based interventions for students within the context of SWPBS.

♦ BCBA Type 2 Credit ♦♦ BCBA – Ethics ❑ Beginning PBS Sessions

F10 **Grand Ballroom G**

Strands: Autism Spectrum Disorder and Aspergers Syndrome; Individual Student

Type: Strategies/Tools

Supporting Students With Autism Spectrum Disorders Using a School Consultation Model

Erin Berical, Jamie Caligure, Erica Davis, Jane Ann Worlock and Kristin Christodulu, The State University of New York at Albany, Albany, NY

This session will discuss the goals of the School Consultation Project, the basic process school teams participate in throughout the program, and data supporting the efficacy of the model at the student and professional level.

♦F11 **Grand Ballroom H**

Strands: Middle & High School; School-wide Systems

Type: Strategies/Tools

Student Voice Project for Middle School Students in PBIS Schools

Laura Riffel, University of Kansas, Lawrence, KS

Middle school students have definite ideas about how behavior should be taught, practiced, and rewarded. Seven middle schools in Olathe, Kansas participated in the Student Voice Project. Training will share lessons learned from this project.

F12 **Sterling Studio 9**

Strands: School-wide Systems; Ethics, Policy and Best Practice in PBS

Type: Research

The Impact of Data Sharing on the Accuracy of Staff Perceptions

Gita Upreti, Illinois PBIS Network, La Grange Park, IL; Carl Liaupsin and Corey Liebowitz, University of Arizona, Tucson, AZ

Decisions to refer students for special services and/or punitive consequences are often driven by teacher perceptions. This session will present results from an experimental study measuring staff perceptive accuracy under data-sharing and non-data-sharing conditions.

F13 **Mills Studio 3**

Strands: School-wide Systems; Training

Type: Strategies/Tools

Creating a Customized Social Skill Curriculum Based Upon Behavioral Data Collection

Lynne Galassi, Southern Illinois University–Carbondale, Carbondale, IL

Creating customized social skill lessons will aid your students/children in becoming more successful in their everyday interactions. Research strongly supports daily formalized and personalized social skill instruction much like we approach the teaching of academics.

♦F14 **Mills Studio 6**

Strands: Families; Individual Supports

Type: Strategies/Tools

Positive Family Intervention: Brightening Family Perspectives While Producing Positive Changes

Meme Hienemann, University of South Florida, Tampa, FL; Kristin Knapp-Ines, University at Albany, Albany, NY

This presentation uses case studies to illustrate an approach to negative self-talk as a barrier to PBS. The authors will provide background and procedures associated with Positive Family Intervention, which combines PBS and optimism training.

♦F15 **Sterling Studio 6**

Strands: Autism Spectrum Disorder and Aspergers Syndrome; Families

Type: Research

Comparing Effects of Clinical Versus Home-Based Training on Generalization of Parental Responses

Smita Mehta and Regina Crone, University of North Texas, Denton, TX

Utilizing a multiple-baseline design, this study will document the effects of Parent Training in a clinical vs. home environment on response generalization by parents and rate of problem behavior of three children with Autism.

F16 **Mills Studio 1**

Strands: Autism Spectrum Disorder and Aspergers Syndrome; School-wide Systems

Type: Strategies/Tools

Systemic Social Skills Instruction for Children With Autism Spectrum Disorders In Schools

Frank Sansosti, Kent State University, Kent, OH

The purpose of the presentation is to provide a framework for teaching social skills to children with autism spectrum disorders (ASD) within a systemic, multi-tiered approach. Strategies and suggestions for each tier will be provided.

F17 *Invited Presentation* **Mills Studio 8**

Community Support for Youth With Intellectual or Developmental Disabilities and Mental Illness

Phil Smith, Boggs Center – UMDNJ, New Brunswick, NJ

This interactive session will describe a pilot project to support youth with IDD and MI in community settings in the state of New Jersey, and will detail University-based Training and Technical Assistance offered through the program.

F18 **Mills Studio 7**

Strands: Individual Supports; Training

Type: Strategies/Tools

Positive Behavior Support for People With Disabilities With Senior Issues

Kelley Gordham, Oregon Intervention, Sherwood, OR; Dave Mackowski, State of Oregon, Department of Human Services, Salem, OR

Participants will receive an assessment utilized for seniors in Oregon. This assessment contains a comprehensive list of areas that should be addressed when supporting a person with disabilities who exhibits complications associated with aging.

Session G

10:00 AM – 11:15 AM

♦ G1 **Park View**

Strands: Academics; Targeted Group

Type: Strategies/Tools

Integrating Behavior and Academics at Tiers 2–3 of a School-wide Model

Rob Horner, University of Oregon, Eugene, OR; Steve Goodman, Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi), Holland, MI

This presentation will provide the logic of integrating both behavior and academics in a school-wide model of supports with an emphasis on Tier 2 and Tier 3. Examples and sample implementation tools will be provided.

Friday's Conference Sessions

G2 **Regency Ballroom A**
Strand: Training, School-wide Systems
Type: Strategies/Tools
Scaling PBS and RtI in Kentucky: Using Video Conferencing to Support Fidelity
Terrance Scott, Amy Lingo, Michael Abell and Regina Hirn, University of Louisville, Louisville, KY
This session will provide an overview of a video-conferencing system for training PBS/RtI in districts around the state of Kentucky. Examples of the video system, fidelity measures, and data outcomes will be presented.

♦ G3 **Regency Ballroom B**
Strands: Targeted Group; School-wide Systems
Type: Research
Five Years of Research/Practice With CCE, a Tier 2 Behavioral Intervention
Douglas Cheney and Lori Lynass, University of Washington, Seattle, WA
Results from the Tier 2, Check, Connect, and Expect program are presented to demonstrate the efficacy of this approach. Behavioral data from 18 schools are presented, along with recommendations for implementation in participant's schools.

G4 **Regency Ballroom E**
Strands: Individual Students; Individual Supports
Type: Strategies/Tools
Participatory Decision Making in Functional Assessments and Behavior Intervention Planning Meetings
Randall De Pry, University of Colorado at Colorado Springs, Colorado Springs, CO
Inclusion of methods that promote participatory decision-making during functional assessments and behavior intervention planning meetings will be reviewed. Data from a recently-developed intervention planning process will be shared that supports this approach.

♦ G5 **Regency Ballroom F**
Strand: Individual Student
Type: Research
Strategies for Decreasing Aggressive, Coercive Behavior: Prevention at Two Junctures
Kathleen Lane, Mary Crnobori, Regina Oliver and Wendy Oakes, Vanderbilt University, Nashville, TN
We present findings of a systematic literature review of two strategies to prevention aggression: the First Step to Success (FSS; Walker, Stiller, Golly, Kavanagh, Severson, and Feil, 1997) program and functional assessment-based interventions (FABI).

G6 **Grand Ballroom A**
Strands: School-wide Systems; Middle & High School
Type: Strategies/Tools
School-wide PBS: Administrative Leadership Make It Happen
Jeff Beiswinger, Columbia Public Schools, Columbia, MO
This session will address the journey of developing a system school-wide positive behavior support at West Junior High School and the steps administration followed to assure successful implementation.

G7 **Grand Ballroom B**
Strands: Individual Student; Multi-cultural
Type: Research
An Evidence-Based Approach to Tier 3: Using Brief-Experimental Analysis to Individually Tailor Interventions
Tracy Catalde, Chapman University College, Walnut Creek, CA; Michael Elium, University of the Pacific, Stockton, CA
Special education referral often stems from disruptive behavior rather then a suspected disability. Brief experimental analysis was used to tailor Tier 3 interventions for five culturally diverse participants. The outcomes and future implications will be shared.

♦♦ G8 **Grand Ballroom C**
Strands: Ethics, Policy and Best Practice in PBS; Research Topics and Grant Writing
Type: Research
Measuring Fidelity in Single-Subject Case Studies: Practical Approaches for Implementing Empirical Interventions
Shelley Clarke, University of South Florida, Tampa, FL; Michelle Duda, University of North Carolina – Chapel Hill, Carrboro, NC
This presentation will provide an overview of implementation fidelity from both a conceptual and practical viewpoint. Video case studies demonstrating implementation measures and instruction in how to develop fidelity tools for interventions will be shared.

G9 **Grand Ballroom F**
Strands: School-wide Systems; Targeted Group
Type: Conceptual
Effective Schools are Engaging Schools, Student Engagement Guidelines
Judy Maguire, Department of Education & Early Childhood Development (DEECD), Western Metropolitan Region, Melbourne, Victoria, Australia
This presentation will focus on a model of positive behavior support that places student engagement: cognitive, behavioral and emotional, as a key focus for school improvement at statewide, regional, network and individual levels.

♦G10 **Grand Ballroom G**
Strands: Autism Spectrum Disorder and Aspergers Syndrome; Individual Supports
Type: Research
Pre-Service Teacher Implemented Social Stories for Students With Autism in Inclusive Settings
Jeffrey Chan, Northern Illinois University, DeKalb, IL
Pre-service special education teachers were trained to systematically implement Social Stories for six students with autism spectrum disorders. Social skills and on-task behaviors that occurred in general education classrooms were targeted.

♦G11 **Grand Ballroom H**
Strands: Families; Community
Type: Strategies/Tools
Community and Family Involvement in Positive Behavior Support
Laura Riffel, University of Kansas, Lawrence, KS
This presentation will focus on ways to involve community and family members in SW-PBIS. Participants will receive two workbooks for completing in the session as they plan for ways to involve community and family members.

♦ BCBA Type 2 Credit ♦♦ BCBA – Ethics ❑ Beginning PBS Sessions

G12 **Sterling Studio 9**
Strands: Individual Supports; Training
Type: Strategies/Tools
Supporting People With Disabilities and Alzheimer's
Kelley Gordham, Oregon Intervention, Sherwood, OR
As the population goes through the aging process the people we support will be diagnosed with Dementia. This session will introduce Positive Behavior Support adapted for people with disabilities who have been diagnosed with Alzheimer's.

G13 **Mills Studio 3**
Strands: Early Intervention; Autism Spectrum Disorder and Aspergers Syndrome
Type: Research
Teaching Preschoolers With Autism to Play: Three Studies of Visual Support Interventions
Jamie Owen-DeSchryver, Grand Valley State University, Grand Rapids, MI
This session reviews three studies designed to support play skill development in preschoolers with ASD. Interventions that will be described and illustrated through video include: a standard prompting/reinforcement procedure, video modeling and play-based visual schedules.

G14 **Mills Studio 6**
Strand: Early Intervention
Type: Strategies/Tools
Tools for Informed Decision-Making: Effectively Implementing PWPBS in Early Childhood Settings
Deborah Carter, Boise State University, Boise, ID; Elizabeth Steed, Georgia State University, Atlanta, GA; Tina Pomerleau, New Hampshire Center for Effective Behavioral Interventions and Supports, Bedford, NH
Presenters will share tools for monitoring child outcomes and implementation of key features of PWPBS, and strategies for using these tools to make data-based decisions and informed practice in early childhood settings.

♦ G15 **Sterling Studio 6**
Strand: Mental Health
Type: Strategies/Tools
The OTHER Service Delivery Settings: PBS in Alternative Programs
Jennifer Jeffrey Pearsall and Barry McCurdy, Devereux Center for Effective Schools, King of Prussia, PA; Brandi Simonsen, University of Connecticut, Storrs, CT
Presenters will illustrate case-study examples of PBS in alternative schools, residential treatment facilities, and psychiatric hospitals. Fidelity and outcome data, unique needs of the setting, and future directions for the field will be discussed.

♦G16 **Mills Studio 1**
Strands: Early Intervention; Autism Spectrum Disorder and Aspergers Syndrome
Type: Strategies/Tools
Preservice Use of the Teaching Tools for Young Children With Challenging Behavior
Bobbie Vaughn and Sylvia Diehl, University of South Florida, Tampa, FL
This research project was conducted by preservice speech pathologists using Teaching Tools for Young Children (TTYC) in a University Preschool with two children who have problem behavior. Improvements to TTYC will be highlighted.

G17 *Invited Presentation* **Mills Studio 8**
Supporting Adults With ASD in the Workplace Using Positive Behavior Support
Carol Schall, Virginia Commonwealth University, Richmond, VA
This session presents a review of the PBS practices that assist individuals with ASD to become independent at work. Participants will discuss implementation considerations for use in the workplace and review future research recommendations.

G18 **Mills Studio 7**
Strands: Autism Spectrum Disorder and Aspergers Syndrome; Individual Students
Type: Strategies/Tools
Increasing Prosocial Skills: Using Embedded Video Within a Social Story
Victoria McMullen and Grace Francis, Webster University, St. Louis, MO
This case study investigated the effects that creating and viewing a multi-dimensional Social Story had on increasing the social skills use of a nine-year-old female with high-functioning autism during outdoor recess.

Session H
11:30 AM – 12:45 PM

♦H1 **Park View**
Strands: Middle & High School
Type: Research
Positive Behavior Support and High School Implementation Research Study: School-wide Applications
Hank Bohanon, Loyola University of Chicago, Chicago, IL
This project was designed to use Positive Behavior Support (PBS) as a framework for the implementation of three levels of PBS in high school settings.

H2 **Regency Ballroom A**
Strands: Classroom; Training
Type: Research
PBIS in the Classroom: Five Programs Strengthening the Social Behavioral Classroom Environment
Jeanne Poduska, American Institutes for Research, Washington, DC; Brion Marquez, IRIS Media, Eugene, OR; Patricia Jennings, Penn State University, State College, PA; Elisa Shernoff, University of Illinois at Chicago, Chicago, IL; Sandee McClowry, New York University, New York, NY
Evidence-based classroom level strategies are needed to supplement school-wide implementation of PBS. We present five programs which provide teachers strategies and programs to strengthen the classroom environment and support their use of PBS.

H3 **Regency Ballroom B**
Strands: Middle & High School; Targeted Group
Type: Strategies/Tools
Targeted Interventions at the High School Level: Systems, Interventions and Lesson Learned
Maria Agorastou and JoAnne Malloy, Institute on Disability/ University of New Hampshire, Durham, NH
This session will focus on the Targeted level at the high school. Successful interventions for high school students that are culturally and age appropriate and pre- and post-intervention data and successful strategies will be discussed.

Friday's Conference Sessions

♦ H4 **Regency Ballroom E**
Strands: School-wide Systems; Targeted Group
Type: Strategies/Tools
District-wide Sustainability During Change in Leadership For Tiers 1 and 2
Michelle White, University of South Florida, Tampa, FL; Sheryl Alvies and Pamela Bruening, Collier County School District, Naples, FL
The action planning process and data-based decision-making used in a Florida school district to sustain district wide support of PBS for Tiers 1 and 2 during a time of leadership change will be reviewed.

H5 **Regency Ballroom F**
Strand: Individual Supports
Type: Strategies/Tools
Five Years of Function-Based Interventions Designed and Implemented by School Personnel
Jolenea Ferro, John Umbriet and Carl Liaupsin, University of Arizona, Tucson, AZ
This presentation analyzes 200 function-based interventions developed and implemented by school personnel. Intervention results, barriers or strengths that contributed to a successful outcome, and tools that helped expedite their successes are discussed.

♦ H6 **Grand Ballroom A**
Strands: Classroom; Training
Type: Strategies/Tools
Combining Academic and Behavioral RtI Practices in Grades K – 3
Brion Marquez, Iris Media, Inc., Eugene, OR; Jeffrey Sprague, University of Oregon, Eugene, OR
This session will describe an interactive professional development program based on the Response to Intervention (RtI) approach and its core components (e.g., problem-solving strategy; three tiers of intervention; and integrated data collection assessment system).

H7 **Grand Ballroom B**
Strand: Targeted Group
Type: Strategies/Tools
Building a Tier 2 System in an Elementary School: Lessons Learned
Tina Windett and Julie Arment, Columbia Public Schools, Columbia, MO; Tim Lewis and Linda Bradley, University of Missouri, Columbia, MO
This session will describe the lessons learned while developing a "doable" and durable school-wide system to provide support for students needing Tier 2 interventions. Team structure, planning process and professional development plan will be shared.

H8 **Grand Ballroom C**
Strand: School-wide Systems
Type: Research
Improving PBS Implementation in Urban Schools Using a Structural School Reform Process
Amy McCart, University of Kansas, Lawrence, KS; Jeong Hoon Choi, Louisiana Tech University, Ruston, LA
Features of a School-wide Applications Model which includes SWPBS as one of its guiding principles will be discussed including the fidelity and sustainability of the model and its impact on academic/social achievement among students.

H9 *Invited Presentation* **Grand Ballroom F**
Universal Behavioral Screening Using SWPBS Expectations
Mack Burke, John Davis and Cole Davis, Texas A&M University, College Station, TX
This presentation will provide an overview of how schools can turn their SWPBS expectations into a brief universal screener for identifying behavioral risk. Examples of three elementary schools using the procedure will be provided.

♦H10 **Grand Ballroom G**
Strands: School-wide Systems; Ethics, Policy and Best Practice in PBS
Type: Conceptual
Data-based Decision Making Cultures: Four Assumptions
Ronnie Detrich, Wing Institute, Oakland, CA
Data-based decision is fundamental in assuring students benefit from educational services. To realize these benefits four assumptions must be true. This session will examine these assumptions and the extent to which they are true.

H11 **Grand Ballroom H**
Strand: Individual Student
Type: Strategies/Tools
Transforming the Tier 3 Process: We're in It for the Long Haul
Stephanie Martinez, Kathy Christiansen and Rose Iovannone, University of South Florida, Tampa, FL; Maryann Nickel, Monroe County School District, Key West, FL
This presentation is an overview of a district-level action planning process used with eight pilot school districts in Florida to restructure their Tier 3 process. Come hear the personal experience of one district's participation.

H12 **Sterling Studio 9**
Strands: Classroom; Middle & High School
Type: Strategies/Tools
Using Tier 1 Positive Behavior Support Strategies to Meet K–12 Benchmark Standards
Janet Fisher, Eastern Michigan University, Ypsilanti, MI
This presentation will provide a widely tested and integrated approach to manage up to 90% of low level behaviors. This has been demonstrated as an effective tool in creating an orderly climate in the classroom.

H13 *Combined Session* **Mills Studio 3**
Type: Strategies/Tools
Action Planning at the District and Campus Levels Ensures Fidelity and Sustainability
John Thoms, Noah Diggs and Martha Mahan, Austin Independent School District, Austin, TX
Austin Independent School District PBS Coaches will share their most recent data and a number of regularly refined planning and assessment tools that guide district wide implementation.

Strands: School-wide Systems; Middle & High School
Type: Research
Effects of Teacher-to-Teacher Written Praise on Teachers' Perceptions of School Community
Julie Peterson Nelson and Paul Caldarella, Brigham Young University Positive Behavior Support Initiative, Provo, UT
An experimental study with a waitlist control group comparing two junior high faculty showed teacher-to-teacher praise notes significantly improved teachers' perceptions of their competence, relationships with one another, and school community. Social validity was high.

♦ BCBA Type 2 Credit ♦♦ BCBA – Ethics ❑ Beginning PBS Sessions

H14 *Invited Presentation* **Mills Studio 6**

Fostering a Social Child: the Transactional Benefits of Parent-Delivered Pivotal Response Treatment

Ty Vernon, Yale Child Study Center, New Haven, CT

This empirical study provides an overview of Pivotal Response Treatment and describes its application to increasing the social engagement and behavior of young children with autism. The transactional effects on parent engagement are also explored.

♦H15 **Sterling Studio 6**

Strands: Autism Spectrum Disorder and Aspergers Syndrome; Classroom
Type: Strategies/Tools

Keys to Learning: Using PBS to Teach Students With Autism to Participate

Anne Katona-Linn and Tina Lawson, Pennsylvania Training and Technical Assistance Network, Harrisburg, PA

Key principles of Positive Behavior Support and Instruction will be illustrated to shift the focus from training students with Autism from "being compliant" to developing the learner's participation skills in a variety of instructional conditions.

H16 **Mills Studio 1**

Strands: School-wide Systems; Training
Type: Strategies/Tools

Implementation of PBIS in Three French Language School Boards, Eastern Ontario, Canada

Carl Bouchard and Normand St-Georges, Université du Québec en Outaouais (UQO), Gatineau, Québec, Canada

We will share the implementation process of PBIS as well as the support systems created to ensure sustainability within the three school systems. Supervisory system established to coordinate implementation and training efforts will be described.

H17 **Mills Studio 8**

Strands: Positive Behavior Supports for Adults; Mental Health
Type: Research

Positive Behavior Support for Individuals With Traumatic Brain Injury

Carol Schall and Molly Dellinger-Wray, Virginia Commonwealth University, Richmond, VA

In this session, we will review the challenges encountered and outcomes observed when implementing the tertiary model of PBS for individuals with Traumatic Brain Injury. We will present our preliminary research findings regarding this topic.

H18 **Mills Studio 7**

Strands: Individual Student; School-wide Systems
Type: Strategies/Tools

Universal and Targeted Level Supports Within a Combined Academic/Behavioral Response-to-Intervention Model

Brenda Scheuermann, Texas State University, San Marcos, TX; Cheryl Roitsch, Rhea Prasek, Deanna Herrmann, Laura Motal, Laura Pustejovsky, Tala Allen, Robin Crowell, Jennifer Bullard, Dawn Korenek, Lura Faye Motley and Carolyn Gordon, El Campo I.S.D., El Campo, TX

This session describes a rural district's combined academic/behavioral response-to-intervention initiative implementing Universal and Targeted level supports. The session describes processes and interventions, project data, and use of Behavior Managers for assisting with Targeted level supports.

PANEL
1:00 PM – 3:15 PM

I15 *Panel* **Sterling Studio 6**

Scaling-up PBS Implementation: Different Journeys to the Same Destination

Don Kincaid and Heather Peshak George, University of South Florida, Tampa, FL; Lucille Eber, Illinois PBS Network, Chicago, IL; Susan Barrett, Sheppard-Pratt Health System, Baltimore, MD

PBIS collaborators will discuss the essential features, processes and practices necessary to scale-up PBS with fidelity in districts and states. Examples across multiple states will be shared.

SESSION I
2:00 PM – 3:15 PM

I2 **Regency Ballroom A**

Strands: Multi-cultural; School-wide Systems
Type: Strategies/Tools

Culturally Competent School Wide Positive Behavior Support: From Theory to Evaluation Data

Tary Tobin and Claudia Vincent, University of Oregon, Eugene, OR

A theoretical framework for culturally competent school wide positive behavior support (PBS) is explained and illustrated. Data from process and outcome evaluations of PBS implementations in culturally diverse schools in the US will be presented.

I3 **Regency Ballroom B**

Strand: Classroom
Type: Strategies/Tools

Keeping Them on the Edge of Their Seats: Moving Beyond Classroom Management

Karen Childs and Stephanie Martinez, University of South Florida, Tampa, FL

Explicit teaching and reinforcement of rules and procedures can reduce the likelihood of problem behaviors. Participants will discover strategies for boosting student engagement in classroom activities building on the link between behavior and curriculum/instruction.

I4 **Regency Ballroom E**

Strand: Ethics, Policy and Best Practice in PBS
Type: Conceptual

Articulating Positive Behavior Supports as Accommodations for Large-Scale Assessment

Candace Baker, Texas A&M International University, Laredo, TX

This presentation will discuss the need for positive behavior support strategies as allowable accommodations for large-scale assessment. The presenters will discuss the analogous relationship between PBS strategies and accommodations.

I5 **Regency Ballroom F**

Strands: School-wide Systems; Ethics, Policy and Best Practice in PBS
Type: Conceptual

Scaling-up Through Challenging Economic Times: Lessons Learned from Colorado Positive Behavior Support

Erin Sullivan and Cyndi Boezio, Colorado Department of Education, Denver, CO; Randall De Pry, University of Colorado, Colorado Springs, Colorado Springs, CO

This presentation reports data representing the implementation efforts of Colorado Positive Behavior Support over the past seven years along with action items for increasing the state's capacity to strategically grow and sustain in the future.

Friday's Conference Sessions

I6 **Grand Ballroom A**
Strand: School-wide Systems
Type: Research
PBS in an Urban School District: Evidence Measures Impacting the Bottom Line
Michael Elium and Tracy Catalde, University of the Pacific, Stockton, CA
The presentation will employ data in describing evidence that details the financial impact of successful implementation, and the strategic use of these data measures in keeping PBS as a district priority.

♦I7 **Grand Ballroom B**
Strands: Positive Behavior Supports for Adults; Mental Health
Type: Strategies/Tools
Seclusion Reduction Through Functional Analysis-based Behavior Plans
Greg Handel and Sean Markey, Advocates, Inc., Framingham, MA
The use of seclusion was virtually eliminated for three patients in an in-patient setting following the implementation of behavior plans designed from individualized functional analysis assessments.

I8 **Grand Ballroom C**
Strands: Mental Health; Middle & High School
Type: Strategies/Tools
Implementing PBIS in an Alternative High School and Mental Health Settings
Joe Bynum and Nicole Randick, Abraxas Youth and Family Services, Woodride, IL
This session will discuss challenges and strategies in implementing PBIS across an array of alternative high school settings. Systematic adaptations to specific settings including therapeutic day schools, residential treatment, and gender specific will be presented.

I9 **Grand Ballroom F**
Strands: School-wide Systems; Academics
Type: Strategies/Tools
FOCUS on Success: Implementation of a School-wide Program for Positive Behavior Systems
Robin Heiser and Tim Tyrell, National Louis University, Chicago, IL;
The presenters wish to share their experience in the development and implementation of an approach to utilizing PBIS in a K–8 setting through the integrated skills of problem-solving, working together, appreciating differences, and effective communication.

I10 **Grand Ballroom G**
Strands: Community; Mental Health
Type: Strategies/Tools
PBS in Other Community Settings: Not Just for Kids
Kelley Gordham, Lee Savage and Julia DeViney, Oregon Intervention, Sherwood, OR
PBS (including crisis intervention) has been applied in a multitude of non-traditional settings in Oregon. This effort discusses a coordinated cross-discipline and cross-population approach administered under a single banner.

♦ I11 **Grand Ballroom H**
Strands: Early Intervention; Targeted Group
Type: Research
Antecedent-based Interventions for Young Children At-Risk for EBD
Kristy Park, George Mason University, Fairfax, VA; Terry Scott, University of Louisville, Louisville, KY
Following structural analysis procedures, a withdrawal design was used to investigate the effectiveness of function-based antecedent interventions to decrease disruptive behavior and increase on task behavior for three children enrolled in Head Start classrooms.

I12 **Sterling Studio 9**
Strand: Autism Spectrum Disorder and Aspergers Syndrome
Type: Strategies/Tools
Increasing Treatment Plan Mastery Through Data Based Decision Making
Lynette Johnson and Lisa Marshall, Grafton, Winchester, VA
This session will describe how an agency for individuals with severe disabilities and significant behavior challenges used data to increase quality programming and implement an agency-wide PBS from the top of the triangle.

I13 **Mills Studio 3**
Strands: Mental Health; Individual Supports
Type: Strategies/Tools
P.B.I.S: A System of Care Approach in Alternative and Mental Health Settings
Tom Kalke, Hillside Family of Agencies, Rochester, NY
The presentation will highlight the successes, challenges, and innovations implementing PBIS across a diverse system of care serving children and youth from pre-school age through adolescence with varying challenges and disabilities.

I14 **Mills Studio 6**
Strands: Training; Academics
Type: Research
Increasing Praise and Student Response Opportunities With Fluency Training for Paraprofessionals
Breda O'Keeffe, University of Connecticut, Storrs, CT; Timothy Slocum, Utah State University, Logan, UT
Fluency training for paraprofessionals resulted in increases in presentation rates, praise, and decreased variability in positive to negative comments ratios in a multiple baseline design across participants.

I16 **Mills Studio 1**
Strand: Targeted Group
Type: Strategies/Tools
SNAP (Stop Now And Plan) – A Tier 3 Intervention in Norwegian PBIS Schools
Signe Kjelsrud and Morten Hendis, Torshov Resource Centre, Oslo, Norway
Students with typically >6 major ODR's in Norwegian PBIS schools are provided the cognitive behavioral program SNAP. This presentation will give an introduction to the SNAP manual and meetings, and demonstrations of student coaching.

♦ BCBA Type 2 Credit ♦♦ BCBA – Ethics ❑ Beginning PBS Sessions

Saturday's Skill-Building Workshops

I17 *Combined Session* **Mills Studio 8**
Strand: Autism Spectrum Disorder and Aspergers Syndrome
Type: Research
Improving Problem Behavior by Assessing and Treating Biological Setting Events
Lauren Adamek, Lauren Moskowitz and Emile Mulder, Stony Brook University, Stony Brook, NY
Biological setting events increase the likelihood that problem behavior will occur. By using an Avoid, Mitigate, Cope treatment model, the impact of biological setting events can be minimized, and problem behavior will decrease.

Strands: Autism Spectrum Disorder and Aspergers Syndrome; Families
Type: Strategies/Tools
Parent Implemented-Intervention for Children With Autism: Positive Behavior Supports at Home
Dawn Hendricks, Virginia Commonwealth University, Richmond, VA
With parent-implemented intervention, parents use individualized intervention practices with their child for skill acquisition in the home environment. This session describes the steps of parent-implemented intervention and how PBS practices are integrated successfully.

I18 **Mills Studio 7**
Strands: Autism Spectrum Disorder and Aspergers Syndrome, Training
Type: Conceptual
Increasing Capacity of Schools to Develop Effective Programs for Students With ASD
Kristin Christodulu and Erin Berical, SUNY University at Albany, Albany, NY
This presentation outlines a model of training that assists school teams in building capacity to develop effective programs for students with ASD. The model combines training with technical assistance to help teams develop quality programs.

Session J
3:30 PM – 4:45 PM **Structured Networking**

J1 *Invited Presentation* **Park View**
Premiering the PBIS Film Festival: Celebration of an Emerging Practice
Michael Kennedy, University of Kansas, Lawrence, KS; Eileen Baker, University of Delaware, Newark, DE; Jessica Swain-Bradway, University of Oregon, Eugene, OR
The PBIS Film Festival is a forum for schools to submit their homegrown PBS videos to be shared and swapped with fellow PBS schools, and to be judged in several categories for prizes!

J2 **Regency Ballroom A**
Classroom
Brandi Simonsen

J3 **Regency Ballroom B**
Tier 1
Don Kincaid and Heather Peshak George

J4 **Regency Ballroom E**
Tier 2 and 3
Susan Barrett and Cindy Anderson

J5 **Regency Ballroom F**
Adult
Lisa Fleisher

J7 **Grand Ballroom B**
Website
Margaret Moore

J8 **Grand Ballroom C**
Networks
Jennifer Zarcone and Hank Bohanon

J9 **Grand Ballroom F**
Standards of Practice
Fredda Brown

J10 **Grand Ballroom G**
Families
Bobbie Vaughn and Shari Krishnan

Half-Day Workshops

Morning Session
8:30 AM – 12:30 PM

SWK 101 **Grand Ballroom B**
SWPBS: Universal Level Administrator Training
Stephanie Martinez and Michelle White, University of South Florida, Tampa, FL
Administrative support is vital for successful implementation of School-wide Positive Behavior Support. This workshop will inform administrators of what their roles and responsibilities will be during the implementation of PBS for their school.

♦ SWK 102 **Regency Ballroom B**
Positive Behavior Support and Response to Intervention for Behavior
Don Kincaid and Therese Sandomierski, University of South Florida, Tampa, FL
Participants will learn about data-based decision-making, problem-solving, student identification, progress monitoring, and critical elements of support that must be evident across a three-tiered positive behavior support/response to intervention for behavior system.

♦ SWK 103 **Grand Ballroom A**
Prevent-Teach-Reinforce Model: A Tier 3 Behavior Intervention That Really Works!
Rose Iovannone and Kathy Christiansen, University of South Florida, Tampa, FL
This workshop will describe a teacher-friendly research supported process conducted with 200 school-based teams. Participants will learn PTR steps, view student case examples, and obtain tools that have been proven useful to school teams.

SWK 104 **Regency Ballroom F**
The Behavior Education Program (BEP): Steps for Implementation
Joan Schumann, University of Utah, Salt Lake City, UT
This workshop includes a brief overview of the BEP, a Tier-2 intervention, followed by the step by step process for implementation. Participants from a variety of school settings are welcome and encouraged to attend!

SWK 105 **Grand Ballroom C**
Tools for Developing A Comprehensive Evaluation Template
Heather Peshak George and Karen Childs, University of South Florida, Tampa, FL; Cynthia Anderson, University of Oregon, Eugene, OR
This workshop will familiarize participants with the new Benchmarks for Advanced Tiers (BAT) and other tools to develop a comprehensive evaluation template addressing behavior support across tiers with application at state, district, and/or school levels.

(continued on next page)

♦ BCBA Type 2 Credit ♦♦ BCBA – Ethics ❑ Beginning PBS Sessions

Saturday's Skill-Building Workshops

SWK 106 **Grand Ballroom F**
Social Skills Instruction at the Elementary Level
Lori Newcomer, University of Missouri, Columbia, MO
Social competence is a key component to success in school. This half-day workshop focuses on methods, procedures, guidelines, resources and recommended best practices for assessing and teaching social skills at the elementary level.

♦ **SWK 107** **Grand Ballroom G**
Supporting Adults With Problem Behaviors in the Community
Keri Weaver and Freya Koger, Lehigh University, Bethlehem, PA
A half-day workshop designed to teach basic skills in functional assessment, support plan development, and evaluation for adults with problem behaviors who live in the community.

Half-Day Workshop

Afternoon Session
1:00 PM – 5:00 PM

SWK 108 **Grand Ballroom F**
Social Skills Instruction at the Secondary Level
Lori Newcomer, University of Missouri, Columbia, MO
Social competence is a key component to success in school. This half-day workshop focuses on methods, procedures, resources and recommended best practices for assessing and teaching social skills at the middle and high school level.

♦ **SWK 109** **Grand Ballroom G**
Telling is Not Training: Effective Strategies for Training Support Staff
Rick Albin, University of Oregon, Eugene, OR
The capacity to train staff is an essential element of a systems approach to positive behavior support. This workshop provides strategies and guidelines for embedding staff training capacity within support agencies.

Full-Day Workshops

8:30 AM – 4:30 PM

♦ **SWK 110** **Regency Ballroom A**
Writing Behavioral Intervention Plans Based on Functional Behavior Assessment: Using Data Proactively
Laura Riffel, University of Kansas, Lawrence, KS
Participants will receive a new book on the many different ways to collect data with worksheets they can take back and use. We will also go through the entire process for a BST.

SWK 111 **Regency Ballroom E**
PBS Videos 101: Learn to (and Actually) Write-Film-Produce Your Own Video!
Michael Kennedy, University of Kansas, Lawrence, KS
In this session, participants will learn to collaboratively create videos featuring local 'actors' that teach expectations and introduce PBS systems. Attendees will use authentic data to write scripts and film scenes that address identified problems.

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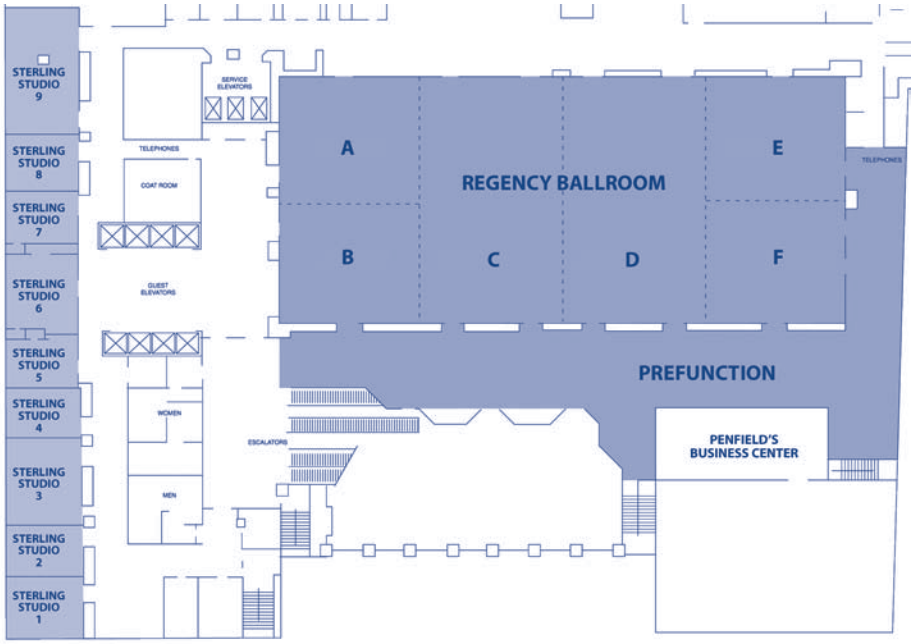
My Personal Conference Agenda

Thursday, March 25, 2010		
Time	**Session Name/Number**	**Location**
8:00 am	Welcome/Keynote Session	Grand Ballroom A
9:30 am Session A		
11:00 am Session B		
12:15 pm	Lunch Break – APBS Open Forum	
1:30 pm Session C		
3:00 pm Session D		
4:30 pm Session E		
6:30 pm	Reception/Poster Session	Grand Ballroom D
Friday, March 26, 2010		
Time	**Session Name/Number**	**Location**
8:30 am Session F		
10:00 am Session G		
11:30 am Session H		
12:45 pm	Lunch Break	Grand Ballroom C
2:00 pm Session I		
3:30 pm Session J		
Saturday, March 27, 2010		
Time	**Session Name/Number**	**Location**
8:30 am Half-Day Skill-Building Workshops		
8:30 am Full-Day Skill-Building Workshops		
1:00 pm Half-Day Skill-Building Workshops		

Notes

Hotel Floor Plan



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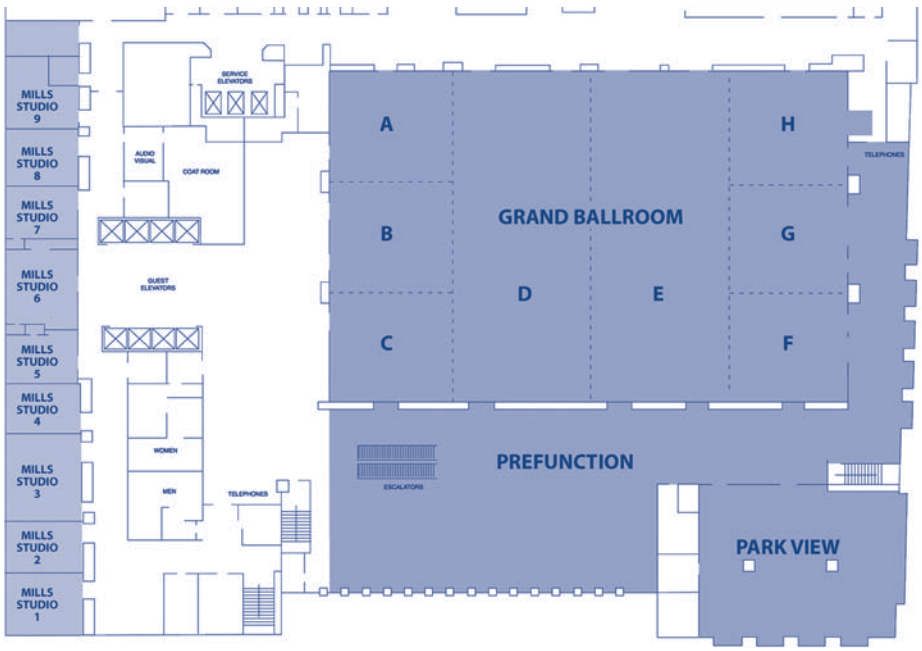

FOURTH FLOOR

EIGHTEENTH FLOOR

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