Agenda

18th INTERNATIONAL *virtual* CONFERENCE
ON POSITIVE BEHAVIOR SUPPORT

The Expanding World of PBS:

SCIENCE, VALUES, AND VISION

MARCH 17-19, 2021

SKILL-BUILDING WORKSHOPS, MARCH 16

APBS

ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

www.apbs.org

Agenda-at-a-Glance

IMPORTANT: Attendee Tech Checks will take place Monday, March 15: 11 am; 1 pm; 3 pm EST
Attendee Tech Checks will last 30 minutes per session. Please Sign into the conference platform during one of our Attendee Tech Checks to assure all technology is working properly prior to the beginning of the event.

TUESDAY MARCH 16	WEDNESDAY MARCH 17	THURSDAY MARCH 18	FRIDAY MARCH 19
A.M. **11 am – 2 pm** Pre-Conference Workshops *(Pre-registration required at an additional fee)*	**10:00 am – 11:30 am** General Session	**9:30 am** Networking Coffee with the APBS Board of Directors *(see page 4 for details)* **11 am – 12 pm** Breakout 5	**11 am – 12 pm** Breakout 9
P.M. **2:30 pm–3:30 pm** Open Forum with the APBS Board of Directors **4:00 p.m. – 5:00 pm** Networking Happy Hour with the APBS Board of Directors *(see page 4 for details)*	**12:00 pm – 1:00 pm** Breakout 1 **1:30 pm – 2:30 pm** Breakout 2 **3:00 pm – 4:00 pm** Networking Break/ Poster Session 1/Exhibits* **4:30 pm – 5:30 pm** Breakout 3 **6:00 pm – 7:00 pm** Breakout 4	**12:30 pm – 1:30 pm** Breakout 6 **2:00 pm – 3:00 pm** Networking Break/ Student Poster Session **3:30 pm - 4:30 pm** Breakout 7 **5:00 pm - 6:00 pm** Breakout 8 **6:30 pm** Student Network, Networking & Trivia *(Pre-registration required for trivia)*	**12:30 pm – 1:30 pm** Breakout 10 **2:00 pm – 3:00 pm** Networking Break/ Poster Session 2/ Film Festival **3:30 pm - 4:30 pm** Breakout 11

All times listed in Eastern Standard Time. Agenda is subject to change.

*Information about exhibitors will be available throughout the conference via the conference platform. In addition, exhibitors will be holding "office hours" during the networking break on Wednesday.

Note: All conference registrants will have access to all the 18th International Virtual Conference on Positive Behavior Support sessions via posted recordings for 6 months following the virtual conference.

Notes & General Information

WELCOME TO THE 18TH INTERNATIONAL *VIRTUAL* CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

Endorsement Policy
The presenters of the 18th International *Virtual* Conference on Positive Behavior Support are expressing their own opinions and findings that are not necessarily endorsed by the Association for Positive Behavior Support (APBS) or co-sponsors of this event. APBS and co-sponsors of this event assume no liability for loss or risk that may be incurred as a consequence to the use and application of any such facts and opinions. Similarly, the APBS and co-sponsors do not necessarily endorse any of the exhibits, products, and services presented at the conference.

Board Certified Behavior Analysts BCBA Type 2 Credits
The Association for Positive Behavior Support (APBS) designates this conference for a maximum of 18.5 continuing education unit hours (3 credit hours for workshops on Tuesday, March 16 plus a max of 15.5 credit hours for breakouts on March 17-19). Each attendee should claim only those credit hours that were actually spent in the educational activity (session and/or workshop).

Board Certified Behavior Analysts (Type 2 credits from the Behavior Analyst Certification Board) credits are the only continuing education credits available at the conference this year. Certified Behavior Analysts must verify attendance at all approved sessions. Hours of credit will be determined by the number of approved sessions the participant attends. If you are seeking BCBA Type 2 Credits, please be sure to attend the entire virtual session. Information regarding applying for credits will be available on the conference website.

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

Verification of Attendance
We are pleased to offer Certificates of Attendance to those participants needing verification that they're present at the conference. A total of 15.5 credit hours are available for the Plenary and Conference Sessions (Wednesday, March 17 through Friday, March 19, 2021). An additional 3 credit hours are available for the half-day workshops on March 16. Certificates of Attendance will be emailed to attendees following the conference.

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

FOLLOW US

- Conference Updates
- Photos and Videos
- Tips and Tricks
- Exclusive Resources

WWW.APBS.ORG

Session & Presentation Types / Strands

SESSION TYPES

Oral sessions are 60 minutes in length and will occur throughout the day March 17th through Friday. There may be one topic presented for the entire time, or there may be multiple topics and presenters during an oral presentation.

Three **Poster sessions** concentrating on Student Research and other topics will be held during the networking breaks on each of the three days of the conference. Posters and a brief presentation by the authors will be available throughout the conference. Authors will be available for questions during the poster sessions.

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

In an **Ignite session**, each presenter/proposal will receive from 5–10 minutes to present about one important aspect of their experience. Recordings of Ignite presentations will be available on demand throughout the conference.

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

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

PRESENTATION TYPES

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

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

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

CONFERENCE STRANDS

The breakout sessions for the 18th International *Virtual* Conference on Positive Behavior Support have been organized into strands again this year to help you find the presentations you are most interested in attending. These strands include:

Classroom (Tier II)
Presentations in this strand focus on how the principles and technology of PBS are implemented within classroom settings.

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

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

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

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

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

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

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

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

School-Wide Systems (Tier I)
Presentations in this strand highlight current work in school-wide positive behavior support. Emphasis is placed on efforts to "scale-up," implement and sustain PBS principles and technology across multiple schools in districts and states.

NETWORKING SESSIONS WITH THE APBS BOARD OF DIRECTORS

Join APBS board members for an informal networking session in your strand of interest.

TUESDAY 3/16 | 4 PM

Mental Health
(Susan Barrett, Joanne Cashman)

School-Wide Systems (Tier 1)
(Kent McIntosh, Heather George)

Individualized Student Supports (Tier III)
(Kent McIntosh, Heather George)

Equity
(Sara McDaniel, Satish Moorthy, Jessica Swain Bradway)

Home & Community/Parents & Families
(Laura Kern, Tim Moore)

THURSDAY 3/18 | 9:30 AM

Integration and Alignment
(Steve Goodman)

Classroom (Tier II)
(Shanna Hirsch, Allison Bruhn)

Early Childhood
(Lise Fox)

Intellectual and Developmental Disabilities
(Rachel Freeman, David Rothholz)

Agenda

Ignite (On Demand)

This session includes brief presentations that provide an entertaining, high level overview to Ignite your interest in a specific topic or strand. Please access these presentations at your convenience during or after the conference.

Coaching and Remote Technical Assistance Help Rural Idaho Schools Implement PBIS
This session details the results from year one of the RK-12 project, a research study examining scale-up of PBIS implementation in 40 rural Idaho schools. Data presented includes TFI and 70 administrator/PBIS coach interviews.
Hannah Calvert, Nate Anderson, Tate Castleton, Ashley Havlicak, Lindsey Turner and Teri Lewis, Boise State University, Boise, ID

Coaching with Fidelity
Coaching is important, but how do we structure those activities to be as impactful as possible? This presentation is a "how-to" for teaching, measuring, and reinforcing effective external coaching activities using Organizational Behavior Management strategies.
Kaci Fleetwood and Jodie Soracco, University of Nevada Reno, Reno, NV

Improving High School Student Behavior with CW-FIT
This presentation describes implementation of the CW-FIT classroom management system in high school contexts. Participants will learn the steps for implementation and considerations to promote sustainability with high school students and teachers.
Renee Speight, University of Arkansas, Fayetteville, AR

Link for Schools: A System to Prevent Violence
Link for Schools incorporates trauma-informed practices to intervene on mental and behavioral precursors of violence and mitigate its impacts among exposed youth. Initial findings show promising results in participant non-specific stress.
Stephanie Neff, Cedar Rapids Community School District, Cedar Rapids, IA; Cassidy Branch, Kelly Guinn and Karen Heimer, University of Iowa, Iowa City, IA; Marizen Ramirez, University of Minnesota, Minneapolis, MN

Paraprofessional-Delivered Interventions and Supports in Inclusive School Settings: A Systematic Literature Review
The purpose of this review was to summarize single-case intervention studies involving paraprofessional-implemented interventions in inclusive school settings for students with intellectual and developmental disabilities (IDD). Studies were synthesized to summarize study characteristics and quality.
Virginia Walker, Megan Carpenter, Melissa Tapp and Amy Clausen, University of North Carolina at Charlotte, Charlotte, NC; Jennifer Kurth and Elissa Lockman Turner, University of Kansas, Lawrence, KS

Parent Empowerment and PBS Dramatically Improved Family and Child's Quality of Life
This presentation details how family-centered positive behaviour support and a multi- element behaviour support plan, changed the life of a family struggling to support a child with significant behavioural and emotional challenges.
Christopher Finlay, CBI Consultants, Vancouver, British Columbia, Canada

PASS it Along: Embedding PBIS in Expanded Learning Programs
Positive-After-School-Supports (PASS) is an adaptation of PBIS for use in Expanded Learning programs. Presenters will share their story of scaling up with a training-of-trainers model. Interactive opportunities will be provided exploring modules and assessment tools.
Cristy Clouse and Barbara Kelley, CalTAC-PBIS, La Quinta, CA

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Ignite (On Demand)

Positive Classroom Behavior Support knowledge and self-efficacy of teachers in Taiwan
This session will present the development and the results of the survey on teachers' knowledge, implementation, and self-efficacy on positive classroom behavior support in Taiwan, as well as the implications for personnel training.
Pei-Yu Chen, National Taipei University of Education, Taipei, Taiwan; Li-Yu Hung, National Taiwan Normal University, Taipei, Taiwan

Tele-PBS; Results from the Delivery of a PBS Telepractice trial in Australia
This presentation will present policy and literature on the delivery of Positive Behaviour Support via telepractice, and the preliminary findings from the tele-PBS clinical trial being conducted in partnership with the University of Sydney, Australia.
Genevieve Johnsson, Autism Spectrum Australia, Sydney, New South Wales, Australia; Kim Bulkeley, The University of Sydney, Sydney, New South Wales, Australia

The Effects of the Good Behavior Game on Students with Significant Disabilities
This session will present findings from a study exploring the effects of the Good Behavior Game (GBG) on students with significant disabilities in inclusive elementary classrooms. We will discuss implications and future directions for research.
Lyndsey Conradi, University of Hawaii, Honolulu, HI; Matt Jameson, Aaron Fischer, Rob O'Neill, Leanne Hawken and John McDonnell, University of Utah, Salt Lake City, UT

The Impact of a PBS Tier 2 Self-Management Intervention on Teacher-Student Relationships
This session will present the results of a study investigating the impact of a PBS Tier 2 self-management intervention on positive and negative teacher-student relationships in a middle school classroom.
Gretchen Scheibel and Howard Wills, University of Kansas, Lawrence, KS; Pei-Yu Chen, National Taiwan Normal University, Taipei, Taiwan

The Most Chaotic Time of Day: Electronic CICO Improves the Bus Ride
All educators know that the bus ride can be the most chaotic time of a student's day. Using an electronic Check-In-Check-Out Tier II intervention can reduce problem behaviors dramatically in a short period of time.
Sarah Heininger and Brittany Holt, University of Oklahoma, Norman, OK; Kathleen Randolph, University of Colorado Colorado Springs, Colorado Springs, CO; Janet Josephson, Millersville University, Millersville, PA

Using Performance Feedback to Increase Behavior Specific Praise at Equitable Rates
Participants will learn the evidence of behavior-specific praise (BSP), how to deliver performance feedback to increase BSP, and how data can be used to promote equitable delivery of BSP by race and gender.
Ashley Rila and Alex Pauls, University of Iowa, Iowa City, IA

Utilizing Social Media for Service Delivery: Behavioral and Educational Supports during COVID-19
The current evaluation analyzed the use of social media to provide behavior and social-emotional learning supports and strategies to caregivers during remote learning. Analyses targeted accessibility, including total content views per platform and audience demographics.
Ashley Coombs, Elizabeth Goldsmith, Armando Martinez, Anniette Maldonado, Morgan Hutchinson, Leanne Hawken, Aaron Fischer, Christina Hesley and Keith Radley, University of Utah, Salt Lake City, Utah

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Workshops - Tuesday 11:00 am - 2:00 pm

◆ ☐ SWK 101
Strand: School-Wide Systems (Tier I)
Bullying Prevention in Positive Behavior Support (BP-PBS)
This workshop will describe a functional approach to bullying prevention that gives students the tools to reduce bullying through the blending of PBIS, explicit instruction on effective responses to problem behavior, and consistent adult responses.
Scott Ross, California State University at Monterey Bay, Monterey Bay, CA

SWK 102
Strand: Classroom (Tier II)
Implementing a Systematic Tier 2 Framework: Adaptive Strategies Across K-12
The purpose of this workshop is to (1) describe the Tier 2 Identification and Intervention Framework (2) highlight schools using the 5-step systematic tier 2 process for identification and intervention, and (3) discuss adaptive strategies.
Sara McDaniel, University of Alabama, Tuscaloosa, AL; Allison Bruhn, University of Iowa, Iowa City, IA

◆ SWK 103
Strand: Integration and Alignment
Connecting and Building Relationships Through Proactive Community Building Restorative Practice Circles
Participants will learn about the proactive restorative practice of circles, specifically community building circles. In this session participants will get to participate in and practice the use of community building circles.
Lauren Evanovich and Stephanie Martinez, University of South Florida, Tampa, FL

◆ SWK 104
Strand: Integration and Alignment
Grappling with the Challenges of Practicing Behavior Analysis Ethically in the Community
Providing services to people with disabilities is a team sport. BCBAs often work with professionals other disciplines. We will discuss ethical dilemmas BCBAs face on multi-disciplinary teams and propose a problem-solving framework for addressing them.
Ilene Schwartz and Katy Bateman, University of Washington, Seattle, WA

◆ SWK 105
Strand: Individualized Student Supports (Tier III)
Simplifying the Competing Pathway Chart to Improve Understanding of Behavioral Function
Many terms in typical competing pathway charts are confounded by those who are not trained in applied behavior analysis. We have simplified the summary statement and resulting behavioral intervention plan into a vernacular free roadmap.
Laura Riffel, University of Kansas, Lawrence, KS

SWK 106
Strand: School-Wide Systems (Tier I)
Building Capacity for Effective Data-based Problem-solving Practices
Data-based decision-making practices are key to MTSS/PBIS. Lack of fidelity for problem-solving practices affects the quality/effectiveness of supports. This workshop will provide practical advice for building capacity for fidelity of data-based problem-solving practices.
Brian Gaunt, University of South Florida, Tampa, FL

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Workshops - Tuesday 11:00 am - 2:00 pm

SWK 107
Strand: Classroom (Tier II)
Utilizing a Classroom Coaching Guide to Enhance PBIS Implementation in the Classroom
Building capacity for classroom coaching at the district and school level is a critical feature of PBIS implementation and sustainability. This workshop will introduce a coaching process to support teachers' implementation of classroom PBIS practices.
Dama Abshier, University of South Florida, Tampa, FL

SWK 108
Strand: Equity
Centering Equity in PBIS through Culturally Sustaining Practices
During this session, participants will explore a framework that centers educational equity and culturally sustaining practices supportive of culturally and linguistically diverse students (CLDS) within PBIS Systems.
Ruthie Payno-Simmons, Michigan's MTSS Technical Assistance Center, Lansing, MI

SWK 109
Strand: Mental Health
Integrating Mental Health within School-wide PBIS at State/Regional and Local Levels
We describe the Interconnected Systems Framework (ISF) to integrate mental health and PBIS for a comprehensive system of behavioral/mental health supports in schools. Examples, tools and ISF Installation Guides will be highlighted.
Lucille Eber and Kelly Perales, Midwest PBIS Network; Susan Barrett, Center for Social Behavior Support, Old Dominion University, Norfolk, VA

SWK 110
Strand: IDD
Implementing a Three-Tiered PBS Model in Organizations Supporting People with IDD
Professionals across states who are working in organizations supporting people with disabilities will share how to use a three-tiered PBS model. Learn more about how to implement PBS at home, work, and in the community.
Rachel Freeman, University of Minnesota, Minneapolis, MN; Jennifer Jeffrey-Pearsall, Sheppard Pratt Health System, Baltimore, MD

◆ **SWK 201**
Strand: Families and Caregiver Supports
Structuring Homes: A Proactive, Universal Approach to PBS for Families
We will guide participants to design a Family PBS Plan using case studies and their personal experience. It will cover establishing expectations, structuring space and time, teaching and rewarding desired behavior, and monitoring outcomes.
Sarah Fefer, University of Massachusetts Amherst, Amherst, MA; Meme Hieneman, Home and Community PBS Network, Palm Harbor, FL

Open Forum - Tuesday 2:30 - 3:30 pm

APBS Open Forum
Each year as part of the APBS Annual Meeting, APBS Board Members conduct an Open Forum with APBS Members. All members are welcome and encouraged to attend!
APBS Board Members

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

THE 18TH INTERNATIONAL *VIRTUAL* CONFERENCE ON POSITIVE BEHAVIOR SUPPORT
MARCH 16-19, 2021

Networking Sessions - Tuesday 4:00 - 5:00 pm

Join APBS board members for an informal networking session in your strand of interest! Whether it's morning coffee or the afternoon happy hour, join board members and strand presenters to meet, discuss and learn!

Strand:	Facilitator(s):
Mental Health	Susan Barrett, Joanne Cashman
School-Wide Systems (Tier I)	Kent McIntosh, Heather Peshak George
Individualized Student Supports (Tier III)	Rose Iovannone
Equity	Sara McDaniel, Satish Moorthy, Jessica Swain-Bradway
Home & Community/Parents & Families	Laura Kern, Tim Moore

Home and Community Networking Session - Tuesday 5 - 7 pm

This networking session will provide an opportunity for the Home and Community PBS Network to share their activities and resources and for participants to engage in a discussion regarding issues and needs relevant to PBS in home and community settings.

General Session - Wednesday 10:00 - 11:30 am

☐
Strand: Integration and Alignment
Type: Conceptual
Research to Implementation: Discover What APBS Can Do For You
Hear testimonies from board members, professionals and families demonstrating how APBS is instrumental in supporting individuals, families, schools and organizations to improve the quality of life and positive outcomes from early childhood into adult life.
Kiki McGough, APBS Consultant, Denver, CO

Breakout Sessions #1 - Wednesday 12:00 - 1:00 pm

☐ **A01**
Strand: School-Wide Systems (Tier I)
Type: Conceptual
Leading is Believing: Learn How Superintendents Have Made PBIS a Priority
Effective leadership is critical to the successful implementation and sustainability of PBIS. Learn firsthand from some of Florida's top Superintendents who have made PBIS a priority and continue to positively impact their district.
Heather Peshak George, University of South Florida, Tampa, FL; Debra Pace, Osceola County Schools, Kissimmee, FL; Theresa Axford, Monroe County School District, Key West FL

◆ **BCBA Type 2 Credit** ☐ **Beginning SWPBS Sessions**

Breakout Sessions #1 - Wednesday 12:00 - 1:00 pm

B01
Strand: Classroom (Tier II)
Type: Conceptual
Tier 2: Critical Issues in Systems, Practices, and Data
While effective Tier 2 practices have been established, far less is known about the Tier 2 systems and data necessary to support feasible, sustained implementation. We highlight these issues and offer recommendations for moving forward.
Allison Bruhn, University of Iowa, Iowa City, IA; Sara McDaniel, University of Alabama, Tuscaloosa, AL

C01
Strand: Individualized Student Supports (Tier III)
Type: Skill Development
Strategies for Preventing the Need for Restraint and Seclusion
This session summarizes evidence-based strategies for dealing with escalating students in a manner to prevent the need for physical restraint, seclusion, or removal from the educational setting. Video examples will be provided to demonstrate practices.
Terrance Scott, Stanford Research Institute, Menlo Park, CA

◆ **D01**
Strand: Integration and Alignment
Type: Skill Development
Yes it Can Be Done: Integrating Restorative Practices into Virtual Tier 1
Participants will learn about the possibilities and strategies for using restorative practices within a virtual learning environment. Participants will get to see these practices in action and identify ones that would fit their virtual setting.
Stephanie Martinez, Robyn Vanover and Lauren Evanovich, University of South Florida, Tampa, Fl

E01
Strand: Mental Health
Type: Skill Development
Mental Health in Schools: Expanding Your Team, Expanding Your Results
The Interconnected Systems Framework (ISF) is a process to integrate mental health and PBIS systems. This session will describe the steps a district takes to embed community partners, families and youth into a single system.
Susan Barrett, Old Dominion University, Norfolk, VA; Lucille Eber, Midwest PBIS, LaGrange, IL

☐ **F01**
Strand: Equity
Type: Skill Development
Black Lives Matter: Creating Just & Equitable Learning Environments for All
This session will highlight the intersection with the Black Lives Matter movement and establishing anti-racist learning environments. Participants will be given the opportunity to comment, ask questions, and/or make suggestions.
Tamika La Salle, University of Connecticut, Storrs, CT; Clynita Grafenreed, Region 4 Education Service Center, Houston, TX

◆**BCBA Type 2 Credit** ☐ **Beginning SWPBS Sessions**

Breakout Sessions #1 - Wednesday 12:00 - 1:00 pm

◆ G01
Strand: Early Childhood
Type: Skill Development
Using Coaching and Data Decision-tools to Improve Teacher Practices in Early Childhood
Early childhood coaches use data to increase teacher's use of evidence-based practices, improve implementation fidelity and, ultimately, child outcomes. This presentation describes coaching data-tools and uses case studies to demonstrate analysis identifying next steps.
Jolenea Ferro, Meghan von der Embse and Denise Binder, University of South Florida, Tampa, Fl

☐ H01
Strand: IDD
Type: Conceptual
Implementing a Three-Tiered Model of Person-Centered Practices and PBS in IDD Organizations
Person-centered practices are used to help build positive relationships between people and to support both children and adults with disabilities in achieving their best lives. Learn more about using person-centered practices within a three-tiered model.
Don Kincaid, University of South Florida, Tampa, FL; Rachel Freeman, University of Minnesota, Minneapolis, MN

I01
Strand: Home and Community
Type: Research
Gaining Competitive Employment for Adults with ASD: How and Why It Matters
We will describe Project SEARCH plus ASD Supports and the employment and independence outcomes observed. The session will include video examples and interactive discussion. Participants will discuss how to implement similar supports in their settings.
Carol Schall and Lauren Avellone, Virginia Commonwealth University, Richmond, VA

☐ J01
Strand: Family and Caregiver Supports
Type: Conceptual
Conversations Across the Table: Enhancing Family Life, Relationships and Partnerships Through PBS
This session will explore positive behavior support strategies families are using to proactively address challenges and enhance family routines, relationships and partnerships. Family participants will share diverse perspectives based on lifespan, family dynamics and culture.
Kiki McGough, APBS Consultant, Denver, CO

Breakout Sessions #2 - Wednesday 1:30 - 2:30 pm

◆ A02
Strand: School-Wide Systems (Tier I)
Type: Conceptual
Implementing PBIS in Challenging Environments: A 20-Year Perspective
This presentation will describe and examine the proximal and distal contextual factors that impede PBIS implementation in challenging educational environments, including urban, alternative and residential programs. Information and data on overcoming obstacles will be shared.
Barry McCurdy and Lisa Thomas, Devereux Center for Effective Schools, King of Prussia, PA

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Breakout Sessions #2 - Wednesday 1:30 - 2:30 pm

B02
Strand: Classroom (Tier II)
Type: Skill Development
Can Tier 1 Referral Data be Used at Tiers 2 and 3?
Many schools use referral data for Tier 1 progress monitoring, but could these data have more uses in SWPBIS? This session describes strategies to incorporate referral data into decisions at advanced tiers of support.
Katie Conley, University Of Oregon, Eugene, OR

◆ **C02**
Strand: Individualized Student Supports (Tier III)
Type: Skill Development
Integrate a Trauma-Informed Approach within Tier 3: Individualized Support for Internalizing Behavior
In this session we will discuss how to incorporate trauma-informed practices into individualized behavior support plans to more effectively address the needs of students who present symptoms of anxiety and depression.
Ami Flammini and Katie Pohlman, Midwest PBIS Network, Hillside, IL; Kathleen Strickland-Cohen, University of Oregon, Eugene, OR

☐ **D02**
Strand: Integration and Alignment
Type: Conceptual
The 5 W's of District-wide PBIS
District implementation of PBIS requires a renewed focus on sustainability. Learn about district-wide implementation through the 5 W's (who, what, when, where, and why) in this introduction of how to start building district capacity.
Kelsey Morris and Trisha Guffey, University of Missouri, Columbia, MO

E02
Strand: Mental Health
Type: Skill Development
Pivot to Remote Learning: Guidance on Adapting PBIS Foundations for Alternative Schools
Through the example of one alternative school, we share lessons learned and key recommendations for leveraging the PBIS framework to support novel learning contexts including guidance on conducting the Tiered Fidelity Inventory and Walkthrough remotely.
Luke Borowski, Katherine Clemens and Mary Donovan, Yale University, New Haven, CT; Katherine Meyers and Brandi Simonsen, University of Connecticut, Storrs, CT; Kate Dooley, University of Saint Joseph, West Hartford, CT

F02
Strand: Equity
Type: Research
Creating Predictable Host Environments to Support African American Male Students
The African American Male Resilience and Self Efficacy models a 3-year research grant funded by NIJ. With foundation of culturally relevant knowledge, schools are equipped to integrate systems for PBIS, Restorative Practices Culturally Responsive Instruction.
Jacqueline Peterson and Edwin Wilson, Charlotte Mecklenburg School, Charlotte, NC

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Breakout Sessions #2 - Wednesday 1:30 - 2:30 pm

□ G02
Strand: Early Childhood
Type: Conceptual
From Coaching to Implementation: Community Collaboration Supporting Inclusive Practices and PBIS
The presentation will provide stakeholders with a model which allows for coordinated services to successfully include children in early education programs. The presentation will include information on team development, maintenance, and recreation in communities.
Alison Mellott, Shippensburg University, Shippensburg, PA; Jessica Jenkins, Supporting Positive Environments for Children, York, PA

H02
Strand: IDD
Type: Conceptual
Life Course: A Person-Centered Planning Approach for Families
Key elements describing a family and person-centered framework called Charting the Life Course, will be introduced. This process is used to discover what a Good Life is as defined by a person and his/her family.
Barbara Brent, NASDDS, Phoenix, AZ; Nicole Duchelle, University of Minnesota, Minneapolis, MN

I02
Strand: Home and Community
Type: Skill Development
Positive Behavior Support for Families During Distance Learning
We will describe how we created video modules for parents showing them how to apply PBIS practices at home. We will also detail how we trained district social workers to use these videos with parents.
Ken Rugg and Sean Bollinger, San Juan Unified School District, Carmichael, CA

J02
Strand: Family and Caregiver Supports
Type: Conceptual
Coaching Caregiver Professional Development for behavior analysts: A Cascading Coaching Model
We conducted a single-case study with three behavior analysts using a training and coaching program. The purpose of this study was to examine the functional relation between the program and BCBAs' caregiver coaching practices.
James Lee and Hedda Meadan, University of Illinois at Urbana-Champaign, Champaign, Moon Chung, Stonehill College, Easton, MA

Student Panel - Wednesday 3:00 - 4:00 pm

Student Panel
APBS Student Network Panel: Adapting School-Based Research to the Online World
Come join the Student Network for an engaging panel of student and faculty researchers who have pivoted their school-based research methods and data collection procedures to virtual platforms. Successes and lessons learned will be shared.

◆ **BCBA Type 2 Credit**　□ **Beginning SWPBS Sessions**

Poster Session 1 - Wednesday 3:00 - 4:00 pm

Poster Session 1
Creating State-wide MTSS Collaboration & Sustainability Networks through Model of School of Demos
The APBS Virtual Poster Session is an interactive opportunity designed to allow attendees to discuss and ask questions related to the presentation. Posters and brief recorded overviews will be available throughout and after the conference. This Poster Session will feature several posters on topics related to School-wide PBS.

Creating State-Wide MTSS Collaboration & Sustainability Networks through Model of Demos
The Tennessee Behavior Supports Project provides training, technical assistance and networking using varying sustainability and growth practices for schools implementing an MTSS system of positive behavior supports and interventions for the state of Tennessee.
Michael Morrow, Miller Foutch, Jessica Eshbaugh, Jessica Ogburn, Ashlee Smethers and Tara Moore, The University of Tennessee, Knoxville, TN

How to Gather and Use Staff Input to Inform Tier I Implementation
Participants will define social validity, identify research-based rating scales and technology used to gather staff input data, and learn how to use data to inform implementation at the school, district, and state level.
Jason Gordon, The University of Tennessee Chattanooga, Chattanooga TN; Jessica Eshbaugh, Michael Morrow, Miller Foutch and Tara Moore, The University of Tennessee, Knoxville, Knoxville, TN

They're not Doing it Right: A Meta-analysis of Implementation Fidelity Interventions
Poor implementation fidelity is often blamed for inadequate student outcomes. In this presentation we will share and discuss the findings of a meta-analysis of school-based interventions to address implementation fidelity, including recommendations for improved success.
Christian Sabey, Brigham Young University, Provo, UT; Kade Downs, University of Arizona, Tucson, AZ

Virtual PBIS: How to Teach Behavior In-Person or in a Remote Setting
Learn how to adapt your PBIS approach to engage students who are learning remotely. With Virtual PBIS, educators can promote positive behavior and school climate in any setting.
Shawn Young, Classcraft, Sherbrooke, Quebec, Canada

Breakout Sessions #3 - Wednesday 4:30 - 5:30 pm

A03
Strand: School-Wide Systems (Tier I)
Type: Skill Development
District-wide Assessment Planning: Measure & Monitor Your Schools' PBIS Fidelity of Implementation
A foundational feature of SWPBIS is the commitment to ongoing assessment of implementation fidelity. PBIS Assessment and PBIS Evaluation allow districts to measure and monitor implementation. Results guide action planning, professional development, resources, and coaching.
Bert Eliason, University of Oregon, Eugene, OR

◆ **BCBA Type 2 Credit** ☐ **Beginning SWPBS Sessions**

Breakout Sessions #3 - Wednesday 4:30 - 5:30 pm

B03
Strand: Classroom (Tier II)
Type: Skill Development
Student Connection Coaches: A Tier II Intervention - Connecting Disengaged Students to School
This presentation provides an overview of the Student Connection Coach (SCC) position, utilized by York County School Division, to support students with attendance, chronic absenteeism, social-emotional, and behavior difficulties that impact student engagement.
Aaron Butler, York County School Division, Yorktown, VA

C03
Strand: Individualized Student Supports (Tier III)
Type: Research
Use of Exercise as an Intervention for Students With/At-risk for EBD
The outcomes of two studies examining the impact of an antecedent exercise intervention. Data indicated that the intervention resulted in increases in on-task behavior and reductions in disruptive behaviors. Implications for practice will be discussed.
Colleen Commisso, West Chester University, West Chester, PA; Lee Kern, Lehigh University, Bethlehem, PA

D03
Strand: Integration and Alignment
Type: Conceptual
Take your PBIS Trainer-Leader-Coach (TLC) Training ONLINE: Plan-Convert-Assess
Sustaining and scaling up PBIS Trainer-Leader-Coach capacity in a socially distant world is tough. Learn the components needed to create a quality online LMS that would make Dr. Sugai and Dr. Horner proud.
Daniel Gulchak, KOI Education, Phoenix, AZ; Yadira Flores, Scottsdale Unified School District, Scottsdale, AZ; Angel Jannasch-Pennell, Arizona K12 Center, Phoenix, AZ

☐ **E03**
Strand: Classroom (Tier II)
Type: Skill Development
Supporting Behavior and Academics: Instructional Choice in Research and Practice
Providing students with choices during instruction reduces problem behavior and increases academic engagement across a range of students and academic areas. This session shares results from a recent meta-analysis and provides recommendations for classroom implementation.
Sarah Wilkinson, University of Wisconsin-Parkside, Kenosha, WI

◆ **F03**
Strand: Equity
Type: Research
Antiracism and Functional Behavior Assessments
This study develops and evaluates course instruction to support pre-service teachers' understanding of antiracism and Functional Behavior Assessments (FBAs). Course instruction included traditional instruction and critical questions interrogating race and implicit bias in FBA development.
Kristen Buonomo, Olivia Enders and Rachel Robertson, University of Pittsburgh, Pittsburgh, PA

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Breakout Sessions #3 - Wednesday 4:30 - 5:30 pm

G03
Strand: Early Childhood
Type: Skill Development
Positive Behavior Intervention Guides for Early Learning Settings
Early childhood behavior support plans need to work across adults and environments. Our team will present a series of early childhood behavior intervention guides designed to help teams communicate and use evidence-based Tier 3 supports.
Alice Bravo, Elizabeth Kelly and Kathleen Artman Meeker, University of Washington, Seattle, WA

☐ **H03**
Strand: School-Wide Systems (Tier I)
Types: Skill Development
Creating a Rural School Community to Promote Durable Implementation of School-wide PBIS
Come learn how to use PBIS logic, implementation science and a regional cohort training model to support Tier 1 implementation in rural areas. Effective practices established to overcome barriers will be shared with participants.
Karen Robbie, Courtney Angelosante and James Artesani, University of Maine, Orono, ME

I03
Strand: School-Wide Systems (Tier I)
Type: Conceptual
Beyond ODRs: Utilizing Implementation Data for Practice Adoption Within the PBIS Framework
The School District of Philadelphia is moving beyond traditional student outcome data for TIPS meetings and utilizing an implementation science approach to evaluate Community Meeting installation and adoption in PBIS schools.
Steven Rufe and Kristina Popkin, The School District of Philadelphia, Philadelphia, PA; Ryan Fink, University of Pennsylvania, Philadelphia, PA

☐ **J03**
Strand: Family and Caregiver Supports
Type: Research
Building Capacity of Parents of Children with Autism in Mongolia, Low-Resource Setting
We provided Parent Peer Coaching program via telepractice with parents of children with autism in Mongolia using a multiple-probe design. The primary purpose was to build capacity of parents of children with autism in Mongolia.
James Lee and Hedda Meadan, University of Illinois at Urbana-Champaign, Champaign, IL

Breakout Sessions #4 - Wednesday 6:00 - 7:00 pm

A04
Strand: School-Wide Systems (Tier I)
Type: Skill Development
Charge! Striving Forward to Combat Adversity with SEL Enabled Resiliency
During these unprecedented times of disruption resiliency is essential for health and adaptable development. This session examines SEL skills that enable resiliency in students, guiding learning strategies to improve these skills within multi-tiered support frameworks.
Chris Huzinec, Pearson Clinical NA, Spring, TX; Daniella Maglione, Pearson Clinical NA, Lithia, FL

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Breakout Sessions #4 - Wednesday 6:00 - 7:00 pm

◆ **B04**
Strand: Classroom (Tier 2)
Type: Conceptual
Classroom Engagement Intervention: Overcome Implementation Barriers to Increase Classroom PBIS
The Classroom Engagement Intervention is a 10-14 day intervention delivered by a behaviorally trained paraeducator designed to provide immediate support to struggling elementary classrooms, decrease challenging behavior, and increase teacher implementation of classroom PBIS practices.
Tammy Goin and Kevin Smith, Folsom Cordova Unified School District, Rancho Cordova, CA; Jeffrey Kramer, California Department of Education, Sacramento, CA

C04
Strand: Individualized Student Supports (Tier III)
Type: Skill Development
Check & Connect: Monitor & Increase Students' Academic, Behavioral, Cognitive, and Affective Engagement
Presenters will share tools for effective Check & Connect (C&C) implementation. Assessments and online supports include a C&C readiness tool, online training modules, the Student Engagement Instrument, fidelity measures, and the C&C App.
Eileen Klemm and David Johnson, University of Minnesota, Minneapolis, MN

D04
Strand: Integration and Alignment
Type: Conceptual
Implementing Multi-Tiered System of Supports: Are we Making it too Complicated?
This presentation shares a large school division's strategic efforts to integrate academic, behavioral, and social/emotional frameworks within a Multi-Tiered System of Supports. Lessons learned and tips to promote successful integration will be provided.
Stefanie LaPolla, Lisa Fillipovich and Lindsay Orme, Loudoun County Public Schools, Ashburn, VA

E04
Strand: Classroom (Tier II)
Type: Skill Development
Layering More Intensive Interventions Onto Basic Check-In, Check-Out: Research And Practice
Check-In, Check-Out is a well-known Tier 2 intervention. A lesser-known strength of this practice is how well it pairs with more intensive supports. Learn how CICO can strengthen your entire Tier 2/Tier 3 system.
Kaitlin Bundock, Utah State University, Logan, UT; 00000000000000000000000Kimberli Breen, Affecting Behavior Change Inc., Chicago, IL; Leanne Hawken, University of Utah, Salt Lake City, UT

◆ **BCBA Type 2 Credit** ☐ **Beginning SWPBS Sessions**

Breakout Sessions #4 - Wednesday 6:00 - 7:00 pm

F04 – Combined Session

Strand: Equity
Type: Skill Development
Why Race Matters: Antiracist Universal Supports & Classroom Community
Milwaukee Public Schools is working to address disproportionality of disciplinary practices throughout the district using research-based best practices with the lens of creating antiracist classrooms and school communities ensuring everyone understands why race matters.
Jon Jagemann, Milwaukee Public Schools, Milwaukee, WI

Strand: Equity
Type: Conceptual
Implementing PBIS with a Native Voice: One State's Story
Native Voices is an implementation project guided by American Indian stakeholders looking to reconstruct the PBIS core components as an interconnected framework rooted in the teachings of Indigenous communities.
Dan Torrez and Clay Keller, Minnesota Department of Education, Roseville, MN; Govinda Budrow, Fond du Lac Tribal and Community College, Cloquet, MN

Strand: Equity
Type: Research
Exploring the Relationship between Teachers' Culturally Relevant Practice and Students' Classroom Behavior
As teachers strive to implement culturally relevant classroom practices, it is important to explore how to assess and support teachers' efforts, and consider the impact on student outcomes. Implications from recent research will be described.
Lindsay Fallon, University of Massachusetts-Boston, Boston, MA

G04
Strand: Integration and Alignment
Type: Skill Development
Making the Move from External Professional Development to Internal Professional Development
The ability to provide internal professional development is a critical step in building capacity and sustainability for school districts. Participants will review resources guiding them toward district-led professional development and internal coaches using current resources.
Lisa Powers and Trisha Guffey, University of Missouri, Columbia, MO

H04
Strand: IDD
Type: Conceptual
Person-Centered Planning and Positive Behavior Support
Presentations and discussion on how Positive Behavior Support integrates into effective implementation of Person-Centered Planning at the system, family and individual level. National collaboration with local technical assistance for supporting meaningful lives is the context.
David Rotholz, University of South Carolina School of Medicine, Columbia, SC; Bevin Croft, Human Resources Institute, Cambridge, MA; Barbara Brent, National Association of State Directors of Developmental Disabilities Services, Alexandria, VA

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Breakout Sessions #4 - Wednesday 6:00 - 7:00 pm

I04
Strand: Home and Community
Type: Skill Development
The Lifestyle Development Process-30 Years of Person and Family Centered PBS
This presentation uses video case studies of Person and Family Centered Positive Behavior Support (PFCPBS) applied in home, school, and community settings for 3 decades (1990-2020). The presentation highlights the Lifestyle Development Process (LDP).
Paul Malette, CBI Consultants, Vancouver, British Columbia, Canada

J04
Strand: Family and Caregiver Supports
Type: Skill Development
Quick Tips for Families: Supporting Home Implementation of PBIS
Supporting families in PBIS home implementation can seem daunting. Attend this session to learn how to prioritize elements of PBIS, present them in a manageable format, and leverage existing communication systems to distribute to families.
Shelby Cook and Victoria Perry, Tennessee Behavior Supports Project, Memphis, TN

Networking Sessions - Thursday 9:30 - 10:30 am

Join APBS board members for an informal networking session in your strand of interest! Whether it's morning coffee or the afternoon happy hour, join board members and strand presenters to meet, discuss and learn!

Strand:	Facilitator(s):
Integration and Alignment	Steve Goodman
Classroom (Tier II)	Shanna Hirsch, Allison Bruhn
Early Childhood	Lise Fox
IDD	Rachel Freeman, David Rotholz

Breakout Sessions #5 - Thursday 11:00 am - 12:00 noon

A05
Strand: School-Wide Systems (Tier I)
Type: Skill Development
Using PBIS Strategies and Tools to Engage Student Voice in Secondary Schools
Student voice is a critical feature of PBIS in secondary schools and facilitates culturally responsive practices. Learn about tools and strategies to leverage student voice, understand student experiences, and engage all in change efforts.
Laura Feuerborn and Kathleen Beaudoin, University of Washington Tacoma, Tacoma, WA; Ashli Tyre, Seattle University, Seattle, WA

◆ **BCBA Type 2 Credit**　　☐ **Beginning SWPBS Sessions**

Breakout Sessions #5 - Thursday 11:00 am - 12:00 noon

☐ **B05**
Strand: Classroom (Tier 2)
Type: Skill Development
A Logic for Positive Reinforcement as Part of Effective Classroom Management Practices
This session provides a research-based logic for the use of positive reinforcement as part of both instruction and classroom management. Responses to typical objections will be discussed using logic and research to rebut myths.
Terrance Scott, Stanford Research Institute, Menlo Park, CA

C05
Strand: Individualized Student Supports (Tier III)
Type: Skill Development
Innovative Ways to Support Students with Intensive Intervention During the Global Pandemic
This session will focus on implementing intensive intervention during the pandemic. Both success stories and lessons learned from key stakeholders will be discussed. Adaptable resources developed for in-person and remote learning will be shared.
Steve Goodman, Michigan MTSS Technical Assistance Center, Holland, MI; Lee Kern, Lehigh University, Bethlehem, PA; Joseph Wehby, Vanderbilt University, Nashville, TN

☐ **D05**
Strand: Integration and Alignment
Type: Conceptual
PBIS and Aligned Initiatives: How do We Make This All Fit Together?
This presentation gives an overview of how agencies collaborate to support school and district teams to use PBIS to successfully align initiatives in a cohesive rather than competitive framework.
Mary Hunt and Eric Kloos, Minnesota Department of Education, Roseville, MN; Kris Lofgren, Minnesota Department of Human Services, St. Paul, MN; Joanne Cashman, APBS Consultant, Alexandria, Virginia

◆ **E05**
Strand: Mental Health
Type: Conceptual
Applying Multi-tiered logic in Situating Suicide Prevention within the PBIS Framework
This session will highlight the situation of mental health literacy and suicide prevention within the PBIS framework. Guidance will be provided concerning prevention - intervention - and postvention at the district and school building levels.
Tim Knoster and Danielle Empson, McDowell Institute, College of Education at Bloomsburg University, Bloomsburg, PA

◆ **F05**
Strand: Equity
Type: Research
An Equity-focused PBIS Approach for Increasing Racial Equity in School Discipline
This presentation will describe and share results from Project ReACT, a federally-funded project to address discipline disproportionality within a PBIS framework. The presenters will provide details of ReACT implementation and share school and classroom strategies.
Kent McIntosh, University of Oregon, Eugene, OR; Tabathia Baldy, Colquitt County Schools, Moultrie, GA; Sara McDaniel, University of Alabama, Tuscaloosa, AL

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Breakout Sessions #5 - Thursday 11:00 am - 12:00 noon

☐ **G05**
Strand: Early Childhood
Type: Conceptual
Eliminating the Use of Exclusionary Discipline Practices in Preschool Programs
Data indicate that exclusionary discipline begins early with preschool suspension and expulsion and disproportionality occurring at alarming rates. Join us to discuss how to eliminate the use of exclusionary practices using PBIS within preschool programs.
Lise Fox and Myrna Veguilla, University of South Florida, Tampa, FL; Mary Louise Hemmeter, Vanderbilt University, Nashville, TN

H05
Strand: IDD
Type: Conceptual
Support and Supervision for Behaviour Support Practitioners using a PBS Framework
An overview of an approach to support and supervision of behaviour support practitioners that implements a PBS framework and measures competency and skill development.
Jessica Degrassi, Autism Spectrum Australia, Sydney, NSW, Australia

☐ **I05**
Strand: Home and Community
Type: Skill Development
Using the Application of PBS to Integrate Individuals into Community Settings
This presentation is a panel discussion illustrating several case studies which have used the systematic methods of positive behavior support to integrate individuals with chronic and intense problem behaviors into their communities in meaningful ways.
Tahra Cessna, Lindsay Hauer, Shane Spiker and Holly Downs, PBS Corporation, Stuart, FL

J05
Strand: Family and Caregiver Supports
Type: Research
Measuring Family Well-Being: A Call to Action
This session shares the findings of a review of the family well-being literature and its measures. Discussion will include the family well-being measures available and the call to create a more inclusive measure.
Emily Baton, Laura Kern and Heather George, University of South Florida, Tampa, FL

Breakout Sessions #6 - Thursday 12:30 - 1:30 pm

☐ **A06**
Strand: School-Wide Systems (Tier I)
Type: Research
Fidelity of Implementation and School-Wide Positive Behavior Support: What Do We Know
Fidelity of implementation is a critical component of school-wide positive behavior support (SWPBS). This session will provide an overview of fidelity, describe tools for evaluating fidelity, and review 20+ years of fidelity research.
Nicholas Gage, Skylar McCain, Belinda Peters and Amanda Haedo, University of Florida, Gainesville, FL

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Breakout Sessions #6 - Thursday 12:30 - 1:30 pm

◆ **B06**
Strand: Classroom (Tier II)
Type: Skill Development
Supporting Effective Classroom Management: Low-Intensity Strategies for Universal Delivery
This session will highlight the need for low-intensity supports for classroom management and describe supports viable for universal implementation. Preliminary results of a universal support package on both teacher and student outcomes will be shared.
Brittany Zakszeski, Lyndsie Erdy and Lisa Thomas, Devereux Center for Effective Schools, King of Prussia, PA

C06
Strand: Individualized Student Supports (Tier III)
Type: Skill Development
Providing Individualized Supports to Students With Racial Trauma Through Conversations on Race
Learn how educators can deliver individualized supports that facilitate conversations on racial trauma and other race-related topics to help students of color deal with trauma. Session will include focus group footage with student/teacher voices.
Naomi Brahim, Jefferson County Public Schools, Louisville, KY; Damien Sweeney, Kentucky Department of Education, Frankfort, KY

D06
Strand: Integration and Alignment
Type: Conceptual
Scale Up 101: PBIS Integration and Alignment for Districts and States
This symposium focuses on School-Wide Positive Behavioral Interventions and Supports when scaled in two early-adopting states, and how systems of supports (e.g., academics, mental health) are integrated and aligned with school-wide and advanced tier PBIS.
Elise Pas, Johns Hopkins University, Baltimore, MD; Jennifer Jeffrey-Pearsall, Sheppard Pratt Health System, Baltimore, MD; Erin Chaparro, University of Oregon, Eugene, OR

E06
Strand: Mental Health
Type: Conceptual
Mental Health & PBIS: Regional Collaboration and Capacity Building
A panel of NW region collaborators share an ongoing effort across four states to meet the needs of students and support their well-being by leveraging resources and building a common way of work using MTSS core features.
Kelcey Schmitz and Eric Bruns, University of Washington, Seattle, WA; Susan Barrett, Old Dominion University, Norfolk, Virginia; Justyn Poulos, Washington Office of Superintendent of Public Instruction, Olympia, WA; Jessica Swain-Bradway, Northwest PBIS Network, Portland, OR; Kurt Hatch, Association of Washington School Principals, Olympia, WA; Katie Bubak-Azevedo, Idaho State Department of Education, Boise, ID

F06
Strand: Equity
Type: Skill Development
YOU: Unpacking your role in Equity and Anti-Racism within PBIS
During this session, participants will unpack their own work, as it relates to racial justice, anti-racism, and equity work. Examining one's lens and how it manifests in daily PBIS implementation will be discussed.
Erika McDowell and Michael Farrell, The School District of Philadelphia, Philadelphia, PA

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Breakout Sessions #6 - Thursday 12:30 - 1:30 pm

☐ ◆ **G06**
Strand: Early Childhood
Type: Research
A Precorrection Intervention to Teach Behavioral Expectations to Young Children
This presentation will discuss findings from a feasibility study that examined the impact of a social-emotional intervention on teacher and student behavior for students at risk for preschool suspension.
Charis Wahman, Michigan State University, East Lansing, MI; Eric Anderson, Ohio State University, Columbus, OH

H06
Strand: IDD
Type: Research
Involvement of Students with Severe Disabilities in SWPBIS: Administrator and Educator Perspectives
The purpose of this interview study was to explore how school administrators, general education teachers, and special education teachers perceive the involvement of students with severe disabilities in SWPBIS.
Virginia Walker, Megan Carpenter and Ann Mickelson, University of North Carolina at Charlotte, Charlotte, NC; Sheldon Loman, Portland State University, Portland, OR; Kristin Lyon, University of Kansas, Lawrence, KS

I06
Strand: Home and Community
Type: Conceptual
Building Capacity: Policy and Person-Centered Positive Behavior Support Practices in Minnesota
We review the effect of policy changes on positive supports in Minnesota, person centered positive behavior support approaches for individual to group interventions, and building sustainable positive practices within systems by examining real examples and data.
Elizabeth Harri-Dennis, Stacie Enders, Amber Maki and Mary Piggot, Minnesota Department of Human Services, St. Paul, MN

☐ **J06**
Strand: Family and Caregiver Supports
Type: Research
Effects of Online Behavior Modules for Parents in Korea, a pilot RCT
We developed a series of online training modules on behavioral principles and conducted a randomized controlled trial with 88 parents of children with autism in Korea. Significant differences between groups were found.
James Lee and Hedda Meadan, University of Illinois at Urbana-Champaign, Champaign, IL

◆ **BCBA Type 2 Credit** ☐ **Beginning SWPBS Sessions**

Student Poster Session - Thursday 2:00 - 3:00 pm

Student Poster Session

The APBS Virtual Poster Session is an Interactive opportunity designed to allow attendees to discuss and ask questions related to the presentation. Posters and brief recorded overviews will be available throughout and after the conference. This Poster Session will feature several posters presented by APBS Student Members. These posters are all in competition for the Ted Carr Poster Awards.

5 Critical Evidence-Based Features of Classroom Management
Attendees will identify 5 critical evidence-based features for effective classroom management to help establish a strong foundation of Tier 1 support, utilize tools for assessing these practices and make data-driven decisions for tailored professional development.
Kaci Ellis, Rachel Kaplan and Brittany Batton University of Florida, Gainesville, FL

Barriers and Facilitators for PBIS Tier 2 Implementation
Using interview data from eight participants, we will outline barriers and facilitators to PBIS Tier 2 implementation. Results include considerations on teacher, administrator and student buy-in; the framework; logistical barriers; and, the benefits of support.
Carlson Coogler, Sara McDaniel and Kelly Guyotte, The University of Alabama, Tuscaloosa, AL

Culturally and Ethnically Diverse Caregivers' Experiences with Challenging Behavior
Culturally and ethnically diverse parents completed the Parenting Young Children questionnaire and provided a list of five behaviors they found to be challenging. Data were analyzed to identify similarities and differences among groups.
Stacy McGuire, Rebecca Folkerts, Nicole Adams and Hedda Meadan, University of Illinois, Urbana-Champaign, Champaign, IL

Increasing Staff Retention Through Use of the Pyramid Model
This presentation highlights the practices embedded in Pyramid Model implementation which can support retention within the early childhood education workforce. Participants will be offered practical strategies to support teacher retention.
Alison Mellott, Shippensburg University, Shippensburg, PA

It's About Quality: Training Preservice Teachers to Enhance Behavior Specific Praise
Increased praise and use of the 4:1 ratio are associated with a positive classroom climate. This research investigates the effects of training, including goal setting, on teacher acquisition and fluency of quality Behavior Specific Praise.
Stephanie Snyder, Robin Drogan and Stephanie Gardner, Bloomsburg University, Bloomsburg, PA

Student Choice Interventions: A Meta-Analysis of Current Literature
Student choice is a useful intervention to improve behavior of students with and at-risk for disabilities. Researchers will present findings from a meta-analysis on student choice, with a focus on utilizing choice in classrooms.
Eleanor Hanock, Alyssa Van Camp and Joseph Wehby, Vanderbilt University, Nashville, TN

◆ **BCBA Type 2 Credit** ☐ **Beginning SWPBS Sessions**

Breakout Sessions #7 - Thursday 3:30 - 4:30 pm

A07
Strand: School-Wide Systems (Tier I)
Type: Research
Enhancing Family-School Collaboration in PBIS
This presentation will describe the Family-School Collaboration in PBIS (FSC-PBIS) framework. FSC-PBIS provides a structured approach to embed high-impact, culturally-responsive family-school collaborative strategies within Tier 1 PBIS systems and practices.
Andy Garbacz, University of Wisconsin-Madison, Madison, WI

B07
Strand: Classroom (Tier II)
Type: Research
Effects of Race, Behavior Type, and Special Education Label on Educators' Judgment
This presentation will discuss the results of an experimental survey on the impact of student's race, type of problem behavior, and a label of behavior disorders on educators' judgment for interventions and personnel.
Shu-Chen Tsai and Terrance Scott, University of Louisville, Louisville, KY; Todd Haydon, University of Cincinnati, Cincinnati, OH; William Hunter, University of Memphis, Memphis, TN

C07
Strand: Individualized Student Supports (Tier III)
Type: Research
Serving Students with EBD during COVID-19: Understanding the Landscape of Service Delivery
We report on a survey of over 500 special educators and related service providers to understand the social, emotional, and behavioral supports provided to students with Emotional/Behavioral Disorders (EBD) during the COVID-19 pandemic shutdowns.
Hannah Morris Mathews, University of Florida, Gainesville, FL; Sara McDaniel, University of Alabama, Birmingham, AL; Shanna Eisner Hirsch, Clemson University, Greenville, SC; Allison Bruhn, University of Iowa, Iowa City, IA

D07
Strand: Integration and Alignment
Type: Research
High School Implementation: Supporting College and Career Readiness Through PBIS
PBIS can be leveraged to support college and career readiness (CCR) for high school students. We will provide concrete examples of how to integrate CCR within PBIS based on current measurement and intervention research projects.
Allison Lombardi, Jennifer Freeman and Graham Rifenbark, University of Connecticut, Storrs, CT; Laura Kern, University of South Florida, Tampa, FL

☐ ◆ **E07**
Strand: Classroom (Tier II)
Type: Research
Frequent Reminders of Classroom Rules: A First-pass Intervention Option for Problem Behavior?
We will present findings from studies examining the effects of providing brief, daily reminders of classroom rules to address problem behaviors. Results have implications for selection of first-pass, easy interventions before selecting more intensive strategies.
Tara Moore, University of Tennessee, Knoxville, TN; Jason Gordon, University of Tennessee, Chattanooga, TN

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Breakout Sessions #7 - Thursday 3:30 - 4:30 pm

F07
Strand: Equity
Type: Skill Development
Centering Equity within Tier 1 PBIS: Examples from a Statewide Training Curriculum
Looking to improve discipline equity but unsure how to get started? Come and practice a few of the activities one state uses to guide PBIS teams in their development of culturally responsive Tier 1 strategies.
Therese Sandomierski and Brooke Curtiss, Florida PBIS Project, Tampa, FL

G07
Strand: Early Childhood
Type: Skill Development
PBIS in the Preschool Classroom: Coaching Teachers to Fidelity of Implementation
Classroom coaching is effective in enhancing teachers' skill implementation; however, a more streamlined approach in preschools is needed for greater efficiency. A coaching model to improve preschool teachers' fidelity to PBIS strategies will be presented.
Rachel Eisenberg and Lyndsie Erdy, Devereux Center for Effective Schools, King of Prussia, PA

H07
Strand: IDD
Type: Research
Implementation of Systemic Positive Behaviour Supports in an Adult Disability Service
Presentation of research achievements to date in developing and implementing a systemic model of PBS in a residential service for adults with disabilities in Ireland. Intervention involves competency based online training and onsite coaching
Deirdre Kearney, Trinity College Dublin, Dublin, Ireland

I07
Strand: Home and Community
Type: Skill Development
Why Don't You See Me?: Enlightening the Workplace Through Customized Employment
This presentation highlights evidence-based practices of customized employment such as systematic instruction used in combination with PBS principles to find and maintain paid inclusive employment for two individuals presenting their multiple disabilities and challenges differently.
Taylor Markell, CBI Consultants, Burnaby, British Columbia, Canada

☐ **J07**   **THIS IS A 2-HOUR SESSION**
Strand: Family and Caregiver Supports
Type: Skill Development
Voices Around the World: Behavioral Support to Families in Africa and Asia
Researchers in Kenya, Korea, Mongolia, and Taiwan will present studies of their work on behavioural support to families of children with special needs, with a focus on cultural considerations in the delivery of services.
Joseph Athiende, Queensland University of Technology, Brisbane, Queensland, Australia; Li-Yu Hung, National Taiwan Normal University, Taipei, Taiwan Province, Taiwan; James Lee and Hedda Meaden, University of Illinois at Champaign-Urbana, Champaign, IL; Joseph Lucyshyn, University of British Columbia, Vancouver, British Columbia, Canada

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Breakout Sessions #8 - Thursday 5:00 - 6:00 pm

A08
Strand: School-Wide Systems (Tier I)
Type: Conceptual
Aligning State and District use of Data and Decision-Making Practices
This session will illustrate cohesive and strategic data-based decision-making practices at both the state and district level for addressing PBIS implementation for scale-up and improved outcomes.
Betsy Lazega and Brian Gaunt, University of South Florida, Tampa, FL; Sheri Weretka and Ashley Pierce, Osceola County School District, Kissimmee, FL

B08
Strand: Classroom (Tier II)
Type: Skill Development
Strengthening Your Tier 2 Implementation: Using Fidelity Measures for Tier 2 Interventions
Assessing the fidelity of Tier 2 implementation and interventions is difficult! Participants will participate in a TFI Action Planning meeting and will develop a Tier 2 fidelity evaluation plan for their school, district or region.
Nadia Sampson and Jessica Daily, University of Oregon, Eugene, OR

◆ **C08**
Strand: Individualized Student Supports (Tier III)
Type: Research
Behavior and Mental Health Specialists' Perspectives on Interdisciplinary Collaboration for Intervention
We interviewed behavior and mental health specialists to learn about their experiences collaborating with each other. We discuss their perspectives as they relate to interdisciplinary intervention to support students with behavioral and/or social-emotional needs.
Marney Pollack, Blair Lloyd Vanderbilt University, Nashville, TN

D08
Strand: Integration and Alignment
Type: Research
Analysis of School Discipline for Substance Possession in Schools Implementing PBIS
This study uses a national dataset of office referrals to determine to what extent exclusionary discipline is used in cases of substance possession, and to what extent it is used differentially by substance type.
Sean Austin, University of Oregon, Eugene, OR

E08
Strand: Classroom (Tier II)
Type: Research
Self-Regulation for High School Students: A Comparison of Goals and Self-Monitoring
In this presentation, I will (a) describe current practice in high school self-regulation interventions, (b) describe results of a self-regulation intervention study, and (c) methods for implementing self-regulation interventions.
Sara Estrapala, University of Missouri, Columbia, MO

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Breakout Sessions #8 - Thursday 5:00 - 6:00 pm

F08
Strand: Equity
Type: Skill Development
Reliable Metrics to Measure and Monitor Disproportionality
To address disproportionate outcomes within our organizations, we must first be able to acknowledge that those outcomes exist. Reliable metrics provide evidentiary data for informed decision making. Learn to access and use these assessment resources.
Bert Eliason, University of Oregon, Eugene, OR

G08
Strand: Integration and Alignment
Type: Skill Development
A Journey to Implementing a System of Supports
This presentation shares considerations and strategies for moving from siloed academic, behavioral, and social-emotional supports to an integrated model. Considering the complexity of the change process, participants will be provided with lessons learned.
Stefanie LaPolla, Loudoun County Public Schools, Ashburn, VA

H08 – Combined Session

Strand: Equity
Type: Research
Equity in Reducing Exclusionary Disciplinary Actions: A Districtwide Case Study
This presentation uses the evaluation of a SWPBIS program to illustrate a systemic approach to reducing disciplinary actions including identifying implicit bias, applying restorative justice, and integrating disproportional discipline data in a school's practices.
Chris Huzinec, Pearson Clinical, Spring, TX

Strand: Equity
Type: Skill Development
Pre-correction Strategy Training Integrating Evidence-Based Technologies and Fidelity Tools for Preservice Teachers
Novice teachers feel less competent with behavior management due to inadequate training and limited opportunities applying universal supports. This session highlights a pre-correction strategy training provided to pre-service teachers integrating evidence-based technologies and fidelity tools.
Robin Drogan and Stephanie Gardner, Bloomsburg University, Bloomsburg, PA

Strand: Equity
Type: Skill Development
Bus Safety & Equity: Virtual PBIS PD for Drivers and Monitors
Disruptive behavior on the bus can bring transportation to a screeching halt! See training protocols, systems and outcomes on training for 500+ drivers/monitors that reduced referrals and increase equity. Learn virtual PD strategies too!
Ruth Reynoso and Daniel Gulchak, KOI Education, Phoeinx, AZ

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Breakout Sessions #8 - Thursday 5:00 - 6:00 pm

☐ **I08**
Strand: Home and Community
Type: Conceptual
Integrating Positive Behavioral Support and Psychiatric Treatment in Community Based Care
This session will challenge the notion that behavioral support will only work if and when someone is psychiatrically stable. Presenters will highlight the importance of the coordination of psychiatric and behavioral treatment and support.
Stacy Nonnemacher, Pennsylvania Office of Developmental Programs, Harrisburg, PA; Michael Murray, Penn State Health, Hershey, PA

J08
Strand: Individualized Student Supports (Tier III)
Type: Research
Development and Evaluation of a Functional Assessment for Bullying Behavior
Function-based support interventions have rarely been used to address bullying-behaviors of individual students. The student-informed Functional Behavior Assessment for Bullying-Behavior in Schools will be described along with case studies showing its usefulness.
Lindsey Slattery, University of South Florida, Tampa, FL

Breakout Sessions #9 - Friday 11:00 am - 12:00 noon

A09
Strand: School-Wide Systems (Tier I)
Type: Research
Straight from the Source: Youth Perspectives on Schoolwide Positive Behavior Supports
We will present findings from a multi-school, qualitative study addressing middle school students' perspectives on Schoolwide Positive Behavior Supports and their recommendations for engaging other students more actively in these programs.
Melissa Hine and A. Dia Davis, Vanderbilt University, Nashville, TN; Blair Lloyd, Vanderbilt University, Nashville, TN

B09
Strand: Classroom (Tier II)
Type: Research
Remote Classroom Management: What we are Doing and Recommendations for Practice
Remote instruction (i.e., online teaching) has increased across schools and introduced new challenges to classroom management. This session will present findings from a research study focused on what classroom management practices teachers are implementing online.
Kelsey Morris, University of Missouri, Columbia, MO; Shanna Hirsch, Clemson University, Clemson, SC; Kathleen Strickland-Cohen, University of Oregon, Eugene, OR

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Breakout Sessions #9 - Friday 11:00 am - 12:00 noon

◆ C09
Strand: Individualized Student Supports (Tier III)
Type: Skill Development
Prevent-Teach-Reinforce: An Individual Behavior Intervention Process Feasible for School Implementation
Using case examples, PTR will be described, emphasizing core features for feasible implementation in authentic schools. Tools for implementing PTR and for delivering professional development to train coaches, will be shared for participant immediate use.
Rose Iovannone, University of South Florida, Tampa, FL

D09
Strand: Integration and Alignment
Type: Conceptual
Integration and Alignment Within Schools and Community Partnerships Utilizing a MTSS Framework
As schools seek to expand inter-agency, community partnerships to better meet student academic, psycho-social, and physical health needs, this presentation reviews integration and alignment of these partnerships utilizing a MTSS framework and case examples.
Megan Garton, Cornell University, Ithaca, NY; Elizabeth Anderson, Binghamton University, Binghamton, NY

E09
Strand: Mental Health
Type: Skill Development
PBIS Resilience: Implementing Under Stress of a National Pandemic
This presentation will highlight implementation examples of PBIS critical elements adapted for virtual learning during the pandemic school closure. Enhancements fostering educator, family and student relationships to overcome stressors will be illustrated through case examples.
Catherine Raulerson, Dama Abshier and Brooke Curtis, University of South Florida, Tampa, FL

☐ F09
Strand: Equity
Type: Conceptual
Equity in Practice: APBS Science, Values, and Vision -- Perspectives from Equity Leaders
The APBS Equity Panel features perspectives from current and former Board Members, and distinguished researchers and practitioners in the field. Important APBS initiatives and actions are ensuring that Equity is central to all future directions.
Satish Moorthy, New York City Department of Education, Brooklyn, NY; Jessica Swain-Bradway, Northwest PBIS Network, Eugene, OR; Sara McDaniel, University of Alabama, Tuscaloosa, AL

G09
Strand: Early Childhood
Type: Skill Development
Addressing Equity Early: Data Tools for Early Childhood and Preschool Programs
Using data is critical for driving equitable implementation of PBS in Early Childhood programs. This session will look at setting up structures for meaningful data collection along with technical assistance specific to equity.
Anna Winneker, Myrna Veguilla and Jolenea Ferro, University of South Florida, Tampa, FL

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Breakout Sessions #9 - Friday 11:00 am - 12:00 noon

☐ **H09**
Strand: Home and Community
Type: Conceptual
Maryland's Statewide PBIS Implementation Efforts for Supporting People with IDD
This presentation describes how Maryland is avoiding the train and hope model by organizing a statewide technical assistance infrastructure for implementing PBS within organizations supporting people with IDD in residential and employment settings.
Rachel Freeman, University of Minnesota, Minneapolis, MN; Meg DePasquale, Maryland Developmental Disabilities Administration, Baltimore, MD; Jennifer Jeffrey-Pearsall, Sheppard Pratt Health System, Baltimore, MD

◆ **I09**
Strand: Home and Community
Type: Skill Development
Integrating the Lifestyle Development Process and PTR via Telehealth with Community Agencies
This session highlights a telehealth adaptation of Prevent-Teach-Reinforce with two adolescents with autism in staffed homes. Trauma informed PBS practices and person-centered planning are included. Behavioural, Qol, contextual fit and social validity outcomes are shared.
Ben Reiman and Paul Malette, CBI Consultants Ltd., Burnaby, British Columbia, Canada

J09
Strand: Family and Caregiver Supports
Type: Skill Development
Developing PBIS Tip Sheets For Families: A Discussion On Development And Dissemination
This presentation will include review and discussion on the Family School Community Alliance's (FSCA) approach to developing and disseminating PBIS tip sheets for family audiences to be made available for use in the field.
Devon Minch, University of North Carolina at Chapel Hill, Chapel Hill, NC; Andy Garbacz, University of Wisconsin-Madison, Madison, WI; Emily Baton and Laura Kern, University of South Florida, Tampa, FL

Breakout Sessions #10 - Friday 12:30 - 1:30 pm

A10
Strand: School-Wide Systems (Tier I)
Type: Conceptual
Make an Impact: Using Data Dashboards to Tell Your PBIS Story
Learn about data dashboards with PBIS Early Warning System elements that examine indicators of effective PBIS. School and district level dashboards will be demonstrated with implications for continuous improvement and data-based decision-making will be discussed.
Karen Elfner and Nichole Fintel, University of South Florida, Tampa, FL

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Breakout Sessions #10 - Friday 12:30 - 1:30 pm

B10
Strand: Classroom (Tier II)
Type: Conceptual
High School Implementation of Advanced Tiers: Facilitating and Limiting Factors
Lessons learned from initial implementation of Advanced Tiers of support across four high schools will be shared, including 1) the importance of Tier 1 foundations, 2) a community of practice, and 3) alignment across efforts.
Katherine Meyer and Susannah Everett, University of Connecticut, Storrs, CT; Marcie Handler, Broad Reach Consulting, Boston, MA

C10
Strand: Individualized Student Supports (Tier III)
Type: Research
Parent Perspectives of BIP Implementation for Students with Disabilities During Remote Instruction
The purpose of this study was to interview parents to explore how behavior intervention plans (BIPs) were implemented when schools transitioned to remote learning due to the COVID-19 pandemic.
Virginia Walker, Ann Mickelson and Melissa Tapp, University of North Carolina at Charlotte, Charlotte, NC; Reeem Muharib, Texas State University, San Marcos, TX

D10
Strand: Integration and Alignment
Type: Conceptual
Building Resilience in Youth through Creative Collaboration
This session highlights creative collaboration between mental health and schools to support young people with intensive needs. Multiple perspectives in system-level planning and adapting interventions to engage young people during remote times will be discussed.
Kathryn Francoeur, Institute on Disability, UNH, Durham, NH; Nicole Quinn, Seacoast Mental Health Center, Portsmouth, NH

E10
Strand: Mental Health
Type: Skill Development
Positive Mental Health: Reaching Adolescents Through Social Media
Promoting positive mental health is critical during adolescence. The purpose of this presentation is to share different strategies to more easily reach adolescents in order to enhance their commitment to positive mental health.
Carl Bouchard, Université du Québec en Outaouais, Gatineau, Québec, Canada

☐ F10
Strand: Equity
Type: Skill Development
Scaling-up PBIS in Big Ways: Stories from Two Large Urban School Districts
This presentation will examine the ways in which district teams, informed by data, evolve and support the capacity of schools to manage implementation and move toward both improved PBIS fidelity and student outcomes.
Kate Emmons, Diana Bledsoe and Alex Berg, Osseo Area Schools, Osseo, MN; Erin Metz, LaNisha Paddock and Paul Richardson, Saint Paul Public Schools, Saint Paul, MN; Eric Kloos, Minnesota Department of Education, Roseville, MN

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Breakout Sessions #10 - Friday 12:30 - 1:30 pm

◆ G10
Strand: Early Childhood
Type: Skill Development
PBIS-EI: Promoting Prosocial Skills and Addressing Challenging Behaviors in Very Young Children
We will describe the practices and tools early interventionists can use to build the competence and confidence of caregivers in supporting the social-emotional development and addressing challenging behaviors in their very young children.
Erin Barton and Ashley MacNish, Vanderbilt University, Nashville, TN; Angel Fettig and Shawna Harbin, University of Washington, Seattle, WA

☐ H10
Strand: Integration and Alignment
Type: Research
How to Build Self-Determination Skills Within Students with Emotional Behavior Disorders
Self-determination leads to successful outcomes for students with disabilities. Students with EBD often have poor outcomes. Come learn strategies to incorporate self-determination into daily lessons, resulting in positive academic and behavioral outcomes for these students.
Christina Gushanas, Sam Houston State University, Huntsville, TX; Sandy Smith, Southeast Missouri State University, Cape Girardeau, MO

☐ I10
Strand: Home and Community
Type: Skill Development
Utilizing PBIS to meet federal CMS HCBS Rule and COVID-safe guidelines
PBIS is relevant across the lifespan and includes person-centered thinking and self-determination strategies. Self-Advocates will share a synopsis of PBIS plans detailing positive behavior change in their lives meeting HCBS & COVID safe guidelines.
Scott Shepard, Toby Bazan and Jereth Suede, Avenues Supported Living Services, Valencia, CA, USA

◆ J10
Strand: Family and Caregiver Supports
Type: Research
Stakeholder Participation in the Functional Assessment and Behavior Intervention Planning Process
This presentation will provide three examples of meaningful stakeholder inclusion in the ABA intervention process and will showcase both the benefit of this inclusion and a discussion on the future directions. Stakeholders include Parents, Teachers
Rachelle Huntington, University of Hawaii, Honolulu, HI; Katie Greeny, University of Washington, Seattle, WA; Natalie Badgett, University of Virginia, Charlottesville, VA

Student Panel - Friday 2:00 - 3:00 pm

Student Panel
APBS Student Network: Navigating Changes in the Job Search Process
Entering the job market during a global pandemic? Join the Student Network in learning from colleagues just completing the job search process as well as from people who served on hiring committees this past year.

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Poster Session 2 - Friday 2:00 - 3:00 pm

Poster Session 2
Perspectives of School & District Representatives Implementing MTSS
The APBS Virtual Poster Session is an interactive opportunity designed to allow attendees to discuss and ask questions related to the presentation. Posters and brief recorded overviews will be available throughout and after the conference. This Poster Session will feature several posters on topics related to School-wide PBS.

Building State Capacity for MTSS for School Improvement
Session provides opportunity for state level leaders and others who depend on state level support to learn about RI's experiences and strategies for state capacity development for MTSS to support student health and learning.
Rosemary Reilly-Chammat, Samantha Brinz, Kristen and Petrarca, Rhode Island Department of Elementary and Secondary Education, Providence, RI

Implementing Advanced Tiers with Fidelity: Effects on Disciplinary Exclusions in California
This poster will present a study in which we compared student discipline outcomes for 588 California schools implementing multiple tiers of SWPBIS with fidelity to those only implementing Tier 1 with fidelity.
Nicolette Grasley-Boy, Juniper Gardens Children's Project, Kansas City, KS; Nicholas Gage, University of Florida, Gainesville, FL; Michael Lombardo and Lucas Anderson, Placer County Office of Education and California PBIS Coalition, Auburn, CA

Important Voices: Designing a Family Collaboration Tool to Enhance Family-School Partnerships
Using an iterative design, we partnered with families and educators to develop a family-school collaboration tool that facilitates active family participation in the behavior support process for young children.
Kathleen Meeker, Scott Spaulding, Carol Davis, Jarek Sierschynski and Elizabeth Kelly University of Washington, Seattle, WA

Perspectives of School and District Representatives Implementing Multi-Tiered Systems of Behavior Support
We will present findings from a survey examining the perspectives of school and district team members on implementation of multi-tiered systems of behavior support. We will address implications for strengthening technical assistance for leadership teams.
Brooke Shuster, Blair Lloyd, Dia Davis and Tara Axelroth, Vanderbilt University, Nashville, TN

Supporting Virtual Learning Using Tier 1 Data-based Decision Making
This session, will explore the types of data necessary to support Tier 1 implementation in virtual learning environments, provide suggestions for adapting DBDM practices to virtual environments, and illustrate this process with a case example.
Heather Hatton and Sara Estrapala, University of Missouri, Columbia, MO

Film Festival - Friday 2:00 - 3:00 pm

Film Festival
The goal of the Film Festival is to collect and share videos from a wide range of schools, districts, and countries. This lighthearted competition recognizes films that demonstrate the core PBIS principles and meet technical video production standards. Please join us to vote for the PBIS films of the year!

◆ **BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Breakout Sessions #11 - Friday 3:30 - 4:30 pm

A11
Strand: School-Wide Systems (Tier I)
Type: Skill Development
Commitment Issues: Supporting Staff Across a Range of Intentions to Implement SWPBIS
This session describes the theory and experience of using the PBIS Action and Commitment Tool to provide differentiated support for staff based on their level of commitment to implement SWPBIS.
Kevin Filter, Minnesota State University, Mankato, MN; Brooke Wagner, University of Nevada, Reno, NV

◆ **B11**
Strand: Classroom (Tier II)
Type: Skill Development
Train and Coach: Supporting Educators' Implementation of Trauma-Informed Practices
Coaching is key for supporting staff's implementation of trauma-informed practices in the classroom. An in-depth look at one trauma-informed coaching model will be provided, including a discussion of skills targeted and tools used.
Lyndsie Erdy and Brittany Zakszeski, Devereux Center for Effective Schools, King of Prussia, PA

D11
Strand: Integration and Alignment
Type: Skill Development
Georgia's PBIS Endorsement: A Report from the Field
In this report from the field of educator preparation, presenters from two universities review the implementation of Georgia's new PBIS endorsement, programs of study, student profiles, and outcomes on state-approved course assessments.
Rob Sumowski, Georgia College and State University, Milledgeville, GA; Kymberly Harris, Georgia Southern University, Statesboro, GA

E11
Strand: Classroom (Tier II)
Type: Skill Development
Adapting Tier 2 Interventions to Enhance Student Success
Malleable features of Tier 2 interventions (e.g., student characteristics, classroom context, and student response) can be adapted to increase effectiveness. Attendees will learn how to maintain integrity of Tier 2 interventions while making needed adaptations.
Brittany Sterrett, Virginia Commonwealth University, Richmond, VA; Caitlyn Majeika, American Institute of Research, Boston, MA; Alison Bruhn, University of Iowa, Iowa City, IA; Sara McDaniel, University of Alabama, Tuscaloosa, AL

☐ **F11**
Strand: Equity
Type: Skill Development
Coaching Cultural Responsiveness of SWPBIS in Urban Implementation to Enhance Disciplinary Equity
This session will discuss building district coaching capacity to support Cultural Responsiveness of SWPBIS. An overview of current practices within Philadelphia schools to increase discipline equity and applying a culturally responsive framework will be discussed.
Erika McDowell and Rashida Alexander, The School District of Philadelphia, Philadelphia, PA; Laura Rutherford, Devereux Center for Effective Schools, King of Prussia, PA

◆**BCBA Type 2 Credit**   ☐ **Beginning SWPBS Sessions**

Breakout Sessions #11 - Friday 3:30 - 4:30 pm

G11
Strand: School-Wide Systems (Tier I)
Type: Skill Development
Do Students With 6+ Referrals Skew Our Tier 1 Data?
This session explores common questions about use of referral data and a method for using referral data strategically to identify and prioritize system-level problems while maintaining the spirit of inclusion and Tier 1 (all students).
Katie Conley, University of Oregon, Eugene, OR

H11
Strand: IDD
Type: Skill Development
Enhancing Quality of Life by Teaching Abuse Prevention to Adults with IDD
The findings of an abuse prevention intervention will be discussed including key components of the: curriculum, training model implemented, evaluation tools developed, data collection strategies, and outcomes for participants.
Molly Dellinger Wray and Parthy Dinora, Virginia Commonwealth University, Richmond, VA

☐ **J11**
Strand: Families and Caregiver Supports
Type: Skill Development
Let's Hear from the Youth! Implementing Positive Behavior Support in Home/Community
Two unique pre-teens will share their experiences with Positive Behavioral Supports at home. The youth, and their parents, will engage in a facilitated dialogue about youth voice, effective strategies, and quality of life for all.
Kimberli Breen, Affecting Behavior Change, Chicago, IL; Orion Pascual, Pascual Family, Chicago, IL; Karen Gifford, KOI Education, Phoenix AZ; Alejandra Gifford, Gifford Family, Phoenix, AZ, Kiki McGough, APBS Consultant, Denver, CO

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