



THE 20TH INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

On Demand Agenda

NASP

SWK 101

Strand: Classroom

Type: Skill Development

Supporting Implementation of Positive Behavioral Interventions and Support in the Classroom

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

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

BCBA/NASP

SWK 112

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

Type: Skill Development

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

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

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



Strand: Integration and Alignment


Type: Conceptual

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

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

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

Beginning PBS Sessions

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BCBA

Ted Carr Winner

A01

Strand: Integration and Alignment

Type: Skill Development

Setting the Stage for Successful Systems Change at the District Level

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

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

NASP

A02

Strand: Families and Parent Supports

Type: Research

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

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

Andy Garbacz, University of Wisconsin, Madison, WI

BCBA

B01

Strand: School-Wide Systems (Tier 1)

Type: Research

SRSS-IE Updates: An Important Tier 1 Practice for Detecting and Supporting Students

We share updated information on reliability of SRSS-IE scores and explain how to use data to inform Tier 1 instruction, empower teachers with low-intensity supports, and connect students to Tier 2 and 3 supports.

Kathleen Lane, Rebecca Sherod, University of Kansas, Lawrence, KS; Wendy Oakes, Arizona State University, Tempe, AZ

BCBA/NASP

B02

Strand: Classroom


Type: Research

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

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

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

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BCBA

C01

Strand: Individual Students and Tier 3

Type: Research

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

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

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

NASP

C02

Strand: Families and Parent Supports

Type: Research

Promoting Family-Centered Positive Behavior Support During Elementary School

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

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

BCBA/NASP

D01

Strand: Individual Students and Tier 3

Type: Conceptual

Improving the Effectiveness and Efficiency of Tier 3 Systems

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

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

BCBA/NASP

D02

Strand: Tier 2


Type: Skill Development

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

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

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

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BCBA

E01

Strand: Classroom and Tier 2

Type: Research

Elementary Educator Perceptions of Behavioral Intervention Effectiveness and Feasibility: A Nationwide Survey

Come explore the results of a nationwide survey capturing elementary educator perceptions of the effectiveness and feasibility of commonly used behavioral interventions. Educator preference for intervention resources may surprise you!

Kathleen Zimmerman, Elisabeth Malone, Kelsey Smith, Kathleen Lane, University of Kansas, Lawrence, KS; Lee Kern, Lehigh University, Bethlehem, PA

NASP

E02

Strand: School-Wide Systems (Tier 1)

Type: Conceptual

Making Equitable Decisions Requires Good Tools for Decision-Making

Data-based decision-making (DBDM) is a core feature of successful implementations of School-wide and classroom PBIS. This session will provide an overview of DBDM, the development of related data tools, and illustrate relevant applications of DBDM.

Mack Burke, Lisa Sanchez, Julia Couto, Baylor University, Waco, TX; Anna-Maria Hintz, Michael Paal, University of Oldenburg, Lower Saxony, Germany; Heather Hatton, University of Missouri, Columbia, MO; Lisa Bowman, Texas A&M University, College Station, TX; Richard Boon, University of Texas, San Antonio, TX

BCBA

F01

Strand: Integration and Alignment

Type: Research

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

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

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

BCBA/NASP

F02

Strand: Individual Students and Tier 3


Type: Skill Development

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

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

Rose Iovannone, University of South Florida, Tampa, FL

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BCBA

G01

Strand: School-Wide Systems (Tier 1)

Type: Conceptual

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

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

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

NASP

G02

Strand: Early Childhood

Type: Skill Development

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

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

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

BCBA

H01

Strand: Home and Community

Type: Conceptual

Expanding PBIS to new Areas: Alternative Settings and Prosocial Framework

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

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

NASP

H02

Strand: Mental Health


Type: Skill Development

Tier 2 Intervention and Progress Monitoring for Internalizing Behavior Concerns

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

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

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BCBA

I01

Strand: Home and Community

Type: Research

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

We will present three studies evaluating the use of tier-3 interventions to reduce challenging behavior in the home. The presentation includes information about the efficacy, feasibility, and social validity of in-person and telehealth parent coaching. *Charissa Richards, Amanda Borosh, Rose Mason, Eric Shannon, Purdue University, West Lafayette, IN; Stephanie Gerow, University of Las Vegas, Las Vegas, NV; Lisa Sanchez, Suzannah Avery, Tonya Davis, Emily Exline, Supriya Radhakrishan, Lindsey Swafford, Jacqueline Zambrano, Baylor University, Waco, TX; David Costotille, University of Oregon, Eugene, OR; Mandy Rispoli, University of Virginia; Charlottesville, VA; Qi Wei, University of Wisconsin, Whitewater, WI*

BCBA/NASP

I02

Strand: Tier 2

Type: Skill Development

Building Your Toolbox for Maximizing Student Engagement in Tier 2 Groups

Maximizing student engagement within Tier 2 small groups is critical for building target skills. Presenters will discuss and model a toolbox of small group facilitation strategies for school practitioners including leader-, group-, and student-level approaches. *Emily Barry, Sarah Fefer, University of Massachusetts, Amherst, MA; Shannon Suldo, University of South Florida, Tampa, FL*

BCBA

J01

Strand: Individual Students and Tier 3

Type: Skill Development

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

During this session, presenters will introduce the "Behavior Intervention Checklist" (BIC), a tool used to evaluate the completeness and quality of BIPs, a first step in developing awareness of high-quality, function based behavior supports. *Cheryl Light-Shriner, University of Illinois - Department of Special Education, Champaign, IL; Cassandra McConkey, Rantoul City Schools, Rantoul, IL*

NASP

J02


Strand: Mental Health

Type: Skill Development

Strategies for the Use and Integration of Universal Screening Scores

The purpose of this session is to outline strategies for using universal screening data. Emphasis will be placed on methods for integrating these scores with other data sources to inform student identification and intervention selection. *Stephen Kilgus, Katie Eklund, University of Wisconsin, Madison, WI; Nathaniel von der Embse, University of South Florida, Tampa, FL*

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BCBA

K01

Strand: IDD

Type: Skill Development

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

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

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

NASP

K02

Strand: Families and Parent Supports

Type: Research

Providing Positive Behavior Support Training to Families

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

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

BCBA/NASP

L01

Strand: Individual Students and Tier 3

Type: Research

Analysis of Behavior Support Plans for Students with Extensive Support Needs

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

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

NASP

L02

Strand: Tier 2


Type: Conceptual

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

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

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

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