Beginning PBS Sessions

This session will be recorded from the In-Person conference and housed in the conference platform for On-Demand viewing up to 90 days post conference.

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*
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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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<th>Strand</th>
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<th>Title</th>
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<tr>
<td><strong>BCBA</strong></td>
<td><strong>C01</strong></td>
<td>Individual Students and Tier 3</td>
<td>Research</td>
<td><strong>How to Implement Efficient and Effective Self-Monitoring Interventions Using I-Connect</strong>&lt;br&gt;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.&lt;br&gt;&lt;br&gt;<em>Gretchen Scheibel, Howard Wills, University of Kansas, Lawrence, KS</em></td>
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<tr>
<td><strong>NASP</strong></td>
<td><strong>C02</strong></td>
<td>Families and Parent Supports</td>
<td>Research</td>
<td><strong>Promoting Family-Centered Positive Behavior Support During Elementary School</strong>&lt;br&gt;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.&lt;br&gt;&lt;br&gt;<em>Andy Garbacz, University of Wisconsin, Madison, WI; Beth Stormshak, Laura Lee McIntyre, University of Oregon, Eugene, OR</em></td>
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<tr>
<td><strong>BCBA/NASP</strong></td>
<td><strong>D01</strong></td>
<td>Individual Students and Tier 3</td>
<td>Conceptual</td>
<td><strong>Improving the Effectiveness and Efficiency of Tier 3 Systems</strong>&lt;br&gt;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.&lt;br&gt;&lt;br&gt;<em>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</em></td>
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<td><strong>BCBA/NASP</strong></td>
<td><strong>D02</strong></td>
<td>Tier 2</td>
<td>Skill Development</td>
<td><strong>Promoting Student Well-Being in MTSS with a Tier 2 Positive Psychology Intervention</strong>&lt;br&gt;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.&lt;br&gt;&lt;br&gt;<em>Sarah Fefer, Emily Barry, Jacqueline Blass, University of Massachusetts, Amherst, MA; Shannon Suldo, Kristen Mahoney, University of South Florida, Tampa, FL</em></td>
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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

#### 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

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### 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

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### 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

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### 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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