Agenda

20th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

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

MARCH 29-APRIL 1, 2023
Jacksonville, FL

APBS

Agenda-at-a-Glance

WEDNESDAY MARCH 29	THURSDAY MARCH 30	FRIDAY MARCH 31	SATURDAY APRIL 1
A.M. **7:30 a.m. – 5 p.m.** Registration/Information **8:00 a.m. – 12:00 p.m.** Board of Directors Meeting **12:00 p.m. – 1 p.m.** Open Forum **8:30 a.m. – 12:30 p.m.** Pre-Conference Workshops *(Pre-registration required at an additional fee)*	**7 a.m. – 6 p.m.** Registration/Information **7:30 a.m. – 5 p.m.** Exhibits Open **8 a.m. – 9:15 a.m.** Welcome/General Session **9:45 a.m. – 10:45 a.m.** Session A **11:00 a.m. – 12:00 p.m.** Session B	**8 a.m. – 5 p.m.** Registration/Information **8:00 a.m. – 4 p.m.** Exhibits Open **8:30 a.m. – 9:30 a.m.** Session G **9:45 a.m. – 10:45 a.m.** Session H **11:00 a.m. – 12:00 p.m.** Session I	**8 a.m. – 9:30 a.m.** Registration/Information **8:30 a.m. – 12:30 p.m.** Half-Day Skill-Building Workshops *(Pre-registration required at an additional fee)*
P.M. **1 p.m. – 5 p.m.** Pre-Conference Workshops *(Pre-registration required at an additional fee)*	**12:00 p.m. – 1:15 p.m.** Lunch on Your Own **1:15 p.m. – 2:15 p.m.** Session C **2:30 p.m. – 3:30 p.m.** Session D **3:45 p.m. – 4:45 p.m.** Session E **5:00 p.m. – 6:00 p.m.** Session F **6:30 p.m. – 8 p.m.** Reception and Poster Session	**12:00 p.m. – 1:15 p.m.** Lunch on Your Own **1:15 p.m. – 2:15 p.m.** Session J **2:30 p.m. – 3:30 p.m.** Session K **3:45 p.m. – 4:45 p.m.** Session L	

Notes & General Information

Welcome To The Hyatt Regency Jacksonville Riverfront

Endorsement Policy
The presenters of the 20th International 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. The APBS and co-sponsors of this event assume no liability for loss or risk that may be incurred as a consequence to the use and application of any such facts and opinions. Similarly, the APBS and co-sponsors do not necessarily endorse any of the exhibits, products, and services presented at the conference.

Board Certified Behavior Analysts BCBA Type 2 Credits
Permission is being sought for Board Certified Behavior Analysts (Type 2 credits from the Behavior Analyst Certification Board). BCBA Type 2 CEU qualifying sessions require that a presenter meets the requirements to instruct for BCBA CEUs, that content of the presentation extends beyond the current BCBA Task List/BCaBA Task List and coursework required for sitting for certification exams, and be behavior-analytic in nature.

NASP CPD qualifying sessions require the presenter(s) to have training and/or experience qualifying them as experts in the subject matter, content aligns with the NASP Domains of Practice, and the instructional level is appropriate for credentialed school psychologists.

BCBA and NASP Credits will be offered at a flat rate--$50/$35 for APBS Members and $75/$45 for Non-Members Respectively.

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 were present at the conference. A total of 23.5 credit hours are available for the Plenary and Conference Sessions (Thursday, March 30 and Friday, March 31). An additional 3.5 credit hours are available for each of the half-day workshops on March 29 and April 1st. Certificates of Attendance will be emailed to attendees following the conference.

Room Locations
Please refer to the website www.apbs.org for further details about breakout session locations.

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 TYPES

Oral sessions are 60 minutes in length and will occur at various times during the conference on March 30th and 31st. There may be one topic presented for the entire time, or there may be multiple topics and presenters during an oral presentation.

The **Poster session** will be held in conjunction with the conference reception on Thursday, March 30th from 6:30 p.m. – 8 p.m. Posters will display a summary of the author(s) work. Authors will be available for questions during the poster session.

In an **Ignite session**, each presenter/proposal will receive from 5–10 minutes to present about one important aspect of their experience. A 60-minute time slot may include presentations from 7–10 different presenters arranged around a common theme.

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 20th International Conference on Positive Behavior Support have been organized into strands again this year to help you find the presentations you are most interested in attending. These strands include:

Classroom

Presentations in this strand focus on how the principles and technology of PBS are implemented within classroom settings for students with or without disabilities.

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.

Individual Students and Tier 3

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, health, quality of life 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.

Tier 2

Presentations in this strand focus on delivering interventions to individuals who require targeted supports in addition to universal supports and are at risk for developing more serious challenging behavior.

Agenda

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

NASP

📹 **SWK 101**	**City Terrace 7**

Strand: Classroom
Type: Skill Development
Supporting Implementation of Positive Behavioral Interventions and Support in the Classroom
Participants will gain knowledge and skills to enhance the implementation of Positive Behavioral Interventions and Support in the classroom and will explore free resources to support teachers in the application of five essential classroom practices.
Dama Abshier, Brooke Curtiss, Cat Raulerson, University of South Florida, Tampa, FL

SWK 102	**River Terrace 3**

Strand: Integration and Alignment
Type: Skill Development
Leading & Coaching School Teams for Effective Team-based, Data-driven Problem-Solving within MTSS
In this workshop participants will learn how to create and ensure optimal conditions for supporting school problem solving teams to engage in effective data-use practices across all three tiers with fidelity. Resources will be provided.
Brian Gaunt, University of South Florida, Tampa, FL

SWK 103	**City Terrace 12**

Strand: Equity
Type: Skill Development
Data-Driven Equity Decisions that are Out of this World
So, you want to center equity in PBIS? Now what? Participants will practice using office discipline referral data to identify vulnerable decision points and build equity-focused solutions that lead to equitable outcomes.
Katie Conley, Alan Cook, University of Oregon, Eugene, OR

SWK 104	**City Terrace 6**

Strand: School-Wide Systems (Tier 1)
Type: Skill Development
Engaging Educational Partners in PBIS Implementation in High Schools: Connect The Community
Developmentally, adolescents are eager to play a role in decision-making specific to their school and community experiences. We will explore student engagement and community connections and the benefits to implementing PBIS in High Schools.
Patricia Hershfeldt, Old Dominion University, Norfolk, VA; Ami Flammini, Midwest PBIS, Hillside, IL

SWK 105	**City Terrace 4**

Strand: IDD
Type: Skill Development
Person Centered Planning: Core Tier 1, 2, and 3 Interventions
This interactive workshop highlights 30 years of person-centered planning in PBS. Multiple case studies illustrate person-centered planning as core Tier 1, 2, and 3 interventions within early childhood settings, family contexts, schools, and community settings.
Paul Malette, CBI Consultants, Vancouver, British Columbia, Canada

☐ **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.**

![APBS](APBS logo)

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

BCBA
SWK 106   **City Terrace 9**
Strand: Mental Health
Type: Skill Development
Mind Full or Mindful?: Flexible Living in a Stressed Out World
Have you ever felt emotionally drained? Come participate in an in-depth encounter with Acceptance and Commitment Training (ACT), where you will learn to behave flexibility and appreciate the present moment even when faced with hardship.
Ashley Greenwald, University of Nevada, Reno, NV; Jodie Soracco, Virginia Commonwealth University, Richmond, VA

☐ **SWK 107**   **City Terrace 5**
Strand: Early Childhood
Type: Skill Development
Early Childhood is Key! Unlocking Implementation of PBIS in PreK settings
Implementing MTSS within preschool classrooms requires careful consideration of the selection of data decision making tools, interventions, and needed professional development. In this session, we discuss these considerations, resources, and ways to address challenges.
Lise Fox, Anna Winneker, Denise Binder, University of South Florida, Tampa, FL

Workshops - Wednesday 1:00 - 5:00 pm

SWK 110   **River Terrace 3**
Strand: Mental Health
Type: Skill Development
The Interconnected Systems Framework (ISF): Integrating Mental Health within the PBIS Framework
ISF integrates mental health into the PBIS framework creating a comprehensive social/emotional/behavioral system of support in schools. Examples, tools and installation resources for application at State, District and School levels will be highlighted.
Lucille Eber, Kelly Perales, Midwest PBIS Network, Hillside, IL; Susan Barrett, Old Dominion University, Norfolk VA

☐ **SWK 111**   **City Terrace 5**
Strand: School-Wide Systems (Tier 1)
Type: Skill Development
Connecting and Building Relationships Through Proactive Restorative Practice Circles
Participants will learn about proactive restorative practices, specifically affective statements, and circles. In this session, participants will get to participate in and practice the use of community-building circles.
Lauren Evanovich, Stephanie Martinez, University of South Florida, Tampa, FL

☐ **Beginning PBS Sessions**

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Workshops - Wednesday 1:00 - 5:00 pm

BCBA/NASP

📹 **SWK 112**   **City Terrace 7**

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

Type: Skill Development

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

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

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

☐ **SWK 113**   **City Terrace 9**

Strand: Classroom

Type: Skill Development

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

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

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

SWK 114   **River Terrace 2**

Strand: Tier 2

Type: Skill Development

Implementing a Systematic Tier 2 Framework: Adaptive Strategies Across K-12

The purpose of this workshop is to describe the Tier 2 Identification and Intervention Framework, highlight exemplar schools using the 5-step systematic tier 2 process for identification and intervention, and discuss adaptive strategies.

Sara McDaniel, University of Alabama, Tuscaloosa, AL; Allison Bruhn, University of Iowa, Iowa City, IA

BCBA/NASP

SWK 115   **City Terrace 4**

Strand: Equity

Type: Skill Development

Discussing Race, Racism and Current Events with Students and Staff

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

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

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Workshops - Wednesday 1:00 - 5:00 pm

SWK 116   **City Terrace 6**
Strand: Families and Caregiver Supports
Type: Skill Development
We're Better When We're Together: Successful Family-School Partnerships with PBS
This interactive workshop will explore the Framework of National Standards for School Partnerships as the foundation for successful Family-School Partnerships. Families and professionals will action plan to address their diverse cultures and family structures.
Kiki McGough, APBS, Denver, CO; Karen Gifford, KOI Education, Phoenix, AZ

BCBA
☐ **SWK 117**   **City Terrace 12**
Strand: IDD, Individual Students and Tier 3
Type: Skill Development
Prevent-Teach-Reinforce (PTR) for Transition Aged Youth and Adults with IDD
Learn applications of a functional behavior assessment approach for transition age youth and adults with IDD in community and home settings. Included will be an overview, access to tools, case examples, and interactive activities.
Anne Malbica, University of Utah, Salt Lake City, UT; Rose Iovanonne, University of South Florida, Tampa, FL

Thursday 7:30 am

Grand Ballroom 3
Dr. Sara McDaniel will host a mindful "settle in". This practice will ground you, prepare you for the learning you will engage in, envision a successful conference for yourself, and leave you centered and focused. This brief practice will be accessible to all so just bring yourself and we will all settle in together.

Welcome/General Session - Thursday 8:00 - 9:15 am

☐ 🎥   **Grand Ballroom 4-8**
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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Session A - Thursday 9:45 - 10:45 am

BCBA **Ted Carr Winner** **Grand Ballroom 4**

📹 **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** **Grand Ballroom 5**

Strand: Families and Parent Supports
Type: Research
Family-School Partnerships to Promote Positive Behavior Support during Middle School
This session describes promoting positive behavior support through a family-school partnership intervention during middle school for students with behavior concerns. Strategies to strengthen home-school collaboration and integrate family-school partnerships within middle school will be reviewed.
Andy Garbacz, University of Wisconsin, Madison, WI

A03 **River Terrace 2**

Strand: Individual Students and Tier 3
Type: Skill Development
Teacher-Based Strategies to Prevent and De-Escalate Challenging Student Behaviors in the Classroom
This session presents proactive strategies for preventing predictable student escalations of the types of typical misbehaviors that result in school exclusion. Specific strategies will be demonstrated using video-based vignettes and interactive problem-solving.
Terrance Scott, University of Louisville, Louisville, KY

A04 **River Terrace 3**

Strand: Tier 2
Type: Skill Development
Behavioral Function: It's Not Just For Tier 3
It's a misconception that function is reserved for Tier 3 or students receiving special education services. We will describe and give examples of function embedded throughout all tiers to maximize effectiveness of behavior support.
Sarah Pinkelman, Western Michigan University, Kalamazoo, MI; Kathleen Strickland-Cohen, University of Utah, Salt Lake City, UT; Kelsey Morris, University of Missouri, Columbia, MO; Dylan Zimmerman, Utah State University, Logan, UT

☐ **Beginning PBS Sessions**

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

A05   **Clearwater**
Strand: Classroom
Type: Research
Traumasensitive Positive Behavior Support for Refugee Students in Inclusive Classrooms in Germany
We present a research project focusing on Traumasensitive PBIS for refugee students in inclusive classroom. We present first results of a qualitative interview study with teachers, parents, and students focusing on needs for Traumasensitive schools.
Gino Casale, Friedrich Linderkamp, Esheref Haxhiu, Eva Lembke, Tobias Becker, University of Wuppertal, Northrhine-Westphalia, Germany

A06   **St. Johns**
Strand: School-Wide Systems (Tier 1)
Type: Conceptual
Panel: How the DSFI Helps Sustain PBIS During a Workforce Shortage Crisis
Hear from a panel of superintendents, directors, and international experts on how to sustain capacity of personnel in a post-pandemic school system. Different stroke for different folks - all using the DSFI as the roadmap.
Daniel Gulchak, Arizona State University, Phoenix, AZ; Adam Leckie, Casa Grande Elementary School District, Casa Grande, AZ; Kent McIntosh, University of Oregon, Eugene, OR; John Speer, KOI Education, Phoenix, AZ; Corey Montaño, Dysart Unified School District, Dysart, AZ

A08   **Grand Ballroom 2**
Strand: Mental Health
Type: Research
The interconnected systems framework for school mental health and PBIS: Experimental Evidence
This session will describe findings from the first randomized controlled trial (RCT) on the Interconnected Systems Framework (ISF) for school mental health (SMH) and Positive Behavioral Interventions and Supports (PBIS).
Joni Splett, University of Florida, Gainesville, FL; Mark Weist, University of South Carolina, Columbia, SC; Nicholas Gage, WestEd, San Francisco, CA

□ **A09**   **Grand Ballroom 3**
Strand: Early Childhood
Type: Skill Development
Building Nurturing Relationships with Families of Preschoolers
Family recommended practices and standards are outlined in ECE as foundational for professionals. Join us to review standards, understand a tiered approach to building family relationships and create a tool to increase your family outcomes.
Cristina House, Sewall Child Development, Denver, CO; Kiki McGough, APBS, Denver, CO

□ **Beginning PBS Sessions**

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

A10	**Grand Ballroom 6**

Strand: IDD
Type: Skill Development
Using MTSS to Support Older Adults with IDD Across Tiers
Learn more about implementing a tiered model of PBIS with older adults with IDD. Person-centered practices at each tier is described including an example of a person-centered model for supporting older adults.
Stewart Shear, Devereux, Villanova, PA; Rachel Freeman, University of Minnesota, Minneapolis, MN; Margaret Moore, Center for Human Engagement, Huntington, VA

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

BCBA

📹 **B01**	**Grand Ballroom 4**

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**	**Grand Ballroom 5**

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

B03	**River Terrace 2**

Strand: Tier 2
Type: Skill Development
Using Student Voice to Enhance The Cultural Responsiveness of Tier 2 Interventions
We will discuss strategies to include student voice across common Tier 2 interventions: self-regulation, social skills, and feedback. Strategies include teaching students to determine problem and replacement behaviors, design key intervention components, and self-evaluate progress.
Sara Estrapala, Kimberly Selders, University of Missouri, Columbia, MO

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

☐ B04   **River Terrace 3**
Strand: School-Wide Systems (Tier 1)
Type: Skill Development
Lessons from School Leaders Supporting and Sustaining Positive Behavioral Interventions and Support
Participants in this session will hear from school administrators, along with a district leader, and state Technical
Assistance Specialist, about important lessons learned in their journey to support and sustain Positive Behavioral
Interventions and Support.
Dama Abshier, University of South Florida, Tampa, FL; Mandy Ellzey, Rylee Bryant, Michelle Miles, Volusia County Schools, Port Orange, FL; Lonnie Tidmarsh, Timbercrest Elementary School, Deltona, FL

B05   **Clearwater**
Strand: Integration and Alignment
Type: Conceptual
Aligning PBIS and Mental Health Supports with Discrete Event Simulation
Resource alignment is critical to integrating PBIS and school mental health supports. Learn how to utilize Discrete Event
Simulation software to align local school resources with intervention decisions, thus increasing the success of implementation.
Daijah Hines, Nathaniel von der Embse, University of South Florida, Tampa FL

B06   **St. Johns**
Strand: Mental Health
Type: Skill Development
Using Evidence-Based Interventions to Reduce Anxiety for Students & Staff Across the Tiers
This presentation will examine how to reduce students' and staff's anxiety within each tier of MTSS/PBIS framework. This will
include both assessment and progress-monitoring strategies that inform the use of evidenced-based interventions.
Stephanie St. Joseph, Robert Putnam, The May Institute, Randolph, MA

B07   **Grand Ballroom 1**
Strand: Equity
Type: Conceptual
We the People: Cultivating Equitable & Trauma-Informed PBIS Systems
How do we honor the human right to a safe and accessible environment for every learner? This session will describe the
intersection of equitable trauma-informed practices in a PBIS framework and contextual considerations for application.
Nikole Hollins-Sims, Ami Flammini, Midwest PBIS, Hillside, IL

B08   **Grand Ballroom 2**
Strand: Home and Community
Type: Conceptual
The Neurodiversity Movement and Positive Behavior Support: How well do they align?
What does the neurodiversity movement mean for PBS? We will articulate key concerns of the neurodiversity perspective,
examine how PBS aligns, and make recommendations for improving practice to improve meaningful and socially acceptable
outcomes.
Linda Bambara, Lehigh University, Bethlehem, PA; Ana Duenes, San Diego State University, San Diego, CA

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

BCBA

B09	**Grand Ballroom 3**

Strand: Individual Students and Tier 3

Type: Research

Are Function-Based Interventions for Students with Emotional/Behavioral Disorders Trauma Informed?

We conducted a systematic literature review and meta-analysis to explore the extent to which function-based interventions for students with emotional/behavioral disorders incorporated procedures consistent and inconsistent with trauma-informed care.

Marney Pollack, Blair Lloyd, Lilian Doyle, Gabrielle Crowell, Matthew Santini, Vanderbilt University, Nashville, TN

B10	**Grand Ballroom 6**

Strand: IDD

Type: Research

Teacher Preparation Focused on SWPBIS and Students with Extensive Support Needs

We will share results of a survey study examining special education teacher preparation practices related to SWPBIS and students with extensive support needs (i.e., severe disabilities) and describe implications for future research and teacher preparation.

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

Lunch Session - Thursday 12:00 - 1:15 pm

	City Terrace 5

Home and Community PBS (HCPBS) and IDD Networking Luncheon

We know that PBS is necessary in places outside of the classroom. Home and Community PBS Network and the IDD Ad Hoc Committee are partnering to host a casual lunch and networking meeting. HCPBS is a non-profit organization that is dedicated to using and enhancing PBS outside of schools in family homes and community setting across the lifespan. The goal of the IDD Ad Hoc Committee is to increase new APBS members who represent practitioners and family members supporting children and adults with IDD across the lifespan. Join us to learn more about our white papers, webinars, resources, family involvement and more! Members of the APBS Family work group will also share their activities.

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

BCBA

🎥 **C01**	**Grand Ballroom 4**

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

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

NASP

📹 **C02**   **Grand Ballroom 5**

Strand: Families and Parent Supports

Type: Research

Promoting Family-Centered Positive Behavior Support During Elementary School

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

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

C03   **River Terrace 2**

Strand: Tier 2

Type: Conceptual

Tier 2 Practices to Support Students with Internalizing Issues

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

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

C04-01   **Combined Session**   **River Terrace 3**

Strand: Classroom

Type: Skill Development

Intensifying Classroom-Based Supports Through the Use of Functional Contextual Thinking

This session describes the application of a practical approach for considering both the function and context of behavior to improve selection of interventions tailored to individual student needs.

Talida State, Montclair State University, Montclair, NJ; Barbara Mitchell, Kansas State University, Manhattan, KS; Imad Zaheer, St. John's University, Queens, NY

C04-02

Strand: Classroom

Type: Skill Development

Intensifications of Tier 1 Classroom Management Practices

Researchers will discuss how to adapt and intensify classroom management practices and interventions. Recommendations will be provided for how to intensify supports within Tier 1 practices for individual students' or class-wide needs.

Jessica Boyle, Joseph Wehby, Alyssa Van Camp, Vanderbilt University, Nashville, TN

☐ **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.**

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

☐ C05   **Clearwater**
Strand: Home and Community
Type: Conceptual
Supporting Academic and Social-Emotional Student Success Through Family-School Partnerships in PBIS Implementation
This session will address effective communication strategies to implement PBIS across settings (home, school and community) through family-school partnerships which will support both academic achievement as well as social-emotional success for families from diverse cultures.
Karen Gifford, KOI, Phoenix, AZ; Kiki McGough, APBS, Arvada, CO

C06   **St. Johns**
Strand: School-Wide Systems (Tier I1)
Type: Research
Principals as Ambassadors of Wellness: Leading PBIS Implementation to Fidelity
Findings and practical strategies will be shared from a recent research study conducted with staff and principals from Pennsylvania schools who met and/or maintained fidelity to universal PBIS over the last two years.
Becky Millspaugh, Montgomery County Intermediate Unit, Norristown, PA; Tina Lawson, PaTTAN, Malvern, PA

☐ C07   **Grand Ballroom 1**
Strand: School-Wide Systems (Tier 1)
Type: Skill Development
Increasing Teachers Use of Behavior Specific Praise: An International Exploration
In this presentation, we will explore similarities and differences of implementing behavior specific praise (BSP) in the United States and Japan. Researchers from Japan and the United States will present on the impact of BSP.
Kanako Otsui, Kindai University, Osaka, Japan; Ashley MacSuga-Gage, University of Florida, Gainesville, FL; Nicholas Gage, WestEd, San Francisco, CA

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

C08-01 **Combined Session** **Grand Ballroom 2**

Strand: Classroom

Type: Research

School-Based Personnel Providing Performance Feedback on Teachers' Classroom Management Skills

Learn how a school-based personnel can be trained to collect data, coach, and provide performance feedback to impact teachers' classroom management skills.

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

C08-02

Strand: Integration and Alignment

Type: Skill Development

The Use of Coaching Plans for Effective Systems Alignment

Come join our interactive session on Coaching Service Delivery Plans (CSDPs) to facilitate a coordinated and aligned infrastructure. CSDPs build coaching capacity around critical systems, concepts, and skills as well as progress monitor district improvement.

Jodie Soracco, Virginia Tiered Systems of Support - RIC, PPD, VCU, Richmond, VA; Corinne Wilson, Old Dominion University, Norfolk, VA

C09 **Grand Ballroom 3**

Strand: Early Childhood

Type: Research

Good Bones: Measuring Systemic Support For Program-wide Implementation in Early Childhood Settings

This presentation describes the development and validation of a tool to evaluate program-wide support for implementation of Positive Behavior Support and Pyramid Model in early childhood settings and reflections on the facilitators of systems implementation.

Christopher Vatland, Lise Fox, University of South Florida, Tampa, FL; Erin Barton, Mary Louise Hemmeter, Vanderbilt University, Nashville, TN

□ **C10** **Grand Ballroom 6**

Strand: IDD

Type: Skill Development

Establishing Statewide Policies and Procedures for PBS in the IDD Field

Two states are designing policies and procedures to guide effective PBS practices across the lifespan within the IDD field. These states will describe efforts to establish policies, TA infrastructure, standards, and funding for PBS

Robert Putnam, May Institute, Randolph, MA; Meg DePasquale, Maryland Department of Health, Developmental Disabilities Administration, Baltimore, MD; LaKeisha Harris, University of Maryland, Princess Anne, MD; Jennifer Jeffrey-Pearsall, Sheppard Pratt, Baltimore, MD; Janet George, Massachusetts Department of Developmental Services, Boston, MA

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

BCBA/NASP

📹 **D01** **Grand Ballroom 4**

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

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📹 **D02** **Grand Ballroom 5**

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

D03 **River Terrace 2**

Strand: School-Wide Systems (Tier 1)
Type: Skill Development
Youth Voice in PBIS: A Team Approach for Success
This panel will provide multiple perspectives on what it takes to develop and implement students' voice in SWPBIS. It will include perspectives from state, district and school personnel, as well, as from some students.
Betsy Lazega, Stephanie Martinez, University of South Florida, Tampa, FL; Sheri Weretka, The School District of Osceola County, Kissimmee, FL

D04 **Ted Carr Winner** **River Terrace 3**

Strand: Equity
Type: Skill Development
Reflections on Coaching: Enhancing Equity and Sustainability in Urban Schools
During this session, participants will explore how school culture and community context impact PBIS coaching methods. Implementation and sustainability in urban settings will also be examined using culturally responsive strategies and techniques.
Kristy Ritvalsky, Rutgers, The State University of New Jersey, Piscataway, NJ

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

D05   **Clearwater**
Strand: Integration and Alignment
Type: Skill Development
Piloting a Cascading Logic Model for Supporting District Level MTSS-B: Lesson Learned
MO SW-PBS will share lessons learned from a pilot of a state-wide Cascading Logic Model of support for district level MTSS-B focusing on internal capacity building to implement effective practices at building-wide and classroom levels.
Nanci Johnson, Gordon Way, Jody Baker, Neeley Beliveau, Chrissy Crolly, Daniel Rector, MO SW-PBS, University of Missouri, Columbia, MO

☐ **D06-01**   **Combined Session**   **St. Johns**
Strand: Integration and Alignment
Type: Research
Getting Started with Installing an Interconnected System Framework: Lessons Learned
State and district coaches will receive valuable insights from lessons learned as sites get started with readiness and early installation phases of the ISF. Examples and tools complementing the ISF Implementation Guide will be shared.
Brian Meyer, Katie Pohlman, Juan Lira, Midwest PBIS Network, Hillside, IL

D06-02
Strand: Mental Health
Type: Skill Development
Beyond Access: District Integration of PBIS and School Mental Health
This session will describe how integration of PBIS, and School Mental Health can help teams meet the social-emotional-behavioral health needs of all students. A district's experience with support of integrated approach will be shared.
Catherine Raulerson, University of South Florida, Tampa, FL; Kelly Perales, Midwest PBIS Network, Hillside, IL; Michele Johnson, Duval County Schools, Jacksonville, FL

D06-03
Strand: Integration and Alignment
Type: Skill Development
ISF – Installation And Getting Started With Implementation: One System of Delivery
To address the mental health needs of our students, we will present an overview of the Interconnected Systems Framework (ISF), an installation process, and a Memorandum of Understanding between the district/and mental health organizations.
Sheila Williams-White, Tamara Morrow, Michigan's Multi-Tiered System of Supports Technical Assistance Center, Holland, MI

BCBA
D07   **Grand Ballroom 1**
Strand: Home and Community
Type: Conceptual
Applying Positive Behavior Supports in Human Service Organizations across the Lifespan
How do you meaningfully implement PBS in a human service organization that works with individuals who require intensive supports? This presentation discusses how to best implement the research on PBS in an Adult Services setting.
Hannah Durepo, Victoria Gaudet, Aspire Living and Learning, Leominster, MA

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

☐ D08   **Grand Ballroom 2**
Strand: Equity
Type: Conceptual
Finding Barrugin: The Echidna Tells A Story, Embracing Cultural Responsiveness And Identity
A small idea transformed into a system-wide culturally responsive project: Engaging individual students, schools and the wider community to produce a deeper understanding of Aboriginal and Torres Strait Islander peoples' connection to country and identity.
Josephine Edwards, Tracey Christieson, Catholic Education Diocese of Parramatta, NSW, Australia

D09   **Grand Ballroom 3**
Strand: Integration and Alignment
Student PLC Professional Development Session 1: Building Supportive Connections to Uncover the Hidden Curriculum
Calling all students! Do you have questions about graduate school or the hidden academic curriculum? Join this interactive session to participate in collaborative conversation led by Dr. Erika McDowell. Students will have the opportunity to ask questions, share successes, voice concerns, and problem solve together!
Student Professional Learning Community

D10   **Grand Ballroom 6**
Strand: IDD
Type: Research
Effects of a Coaching Package on Teacher Delivery of Supported OTRs
In this session, presenters will describe a multi-component coaching package and the effects of this intervention on teacher implementation of supported OTRs (OTR, communication support, prompt) for students with ESN during small group instruction.
Melissa Tapp, Catawba College, Salisbury, NC; Andy Masud, Virginia Walker, Robert Pennington, University of North Carolina, Charlotte, NC

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

BCBA

🎥 E01   **Grand Ballroom 4**
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

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

NASP
📹 **E02**   **Grand Ballroom 5**
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

NASP
☐ **E03**   **River Terrace 2**
Strand: Mental Health
Type: Research
Integrating School Mental Health: Lessons Learned from Three Federal Model Demonstration Projects
Sites funded to improve coordinated delivery of a tiered continuum of evidence-based social, emotional, and behavioral supports in middle/high schools will share initial lessons learned in preparing implementation, addressing organizational issues, and recruiting partners.
Heather George, University of South Florida, Tampa, FL; Joni Splett, University of Florida, Gainesville, FL; Kelly Perales, Midwest PBIS Network, Hillside, IL; James Sinclair, University of Oregon, Eugene, OR

E04   **Ted Carr Winner**   **River Terrace 3**
Strand: School-Wide Systems (Tier 1)
Type: Research
Implementing Advanced Tiers With Fidelity: Effects for Students With and Without Disabilities
We will review and discuss the effects and implications of implementing advanced tiers of SWPBIS with fidelity for all students (Study 1) and students with disabilities (Study 2) in 588 California schools.
Nicolette Grasley-Boy, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS; Nicholas Gage, WestEd, Gainesville, FL; Jesse Fleming, University of Virginia, Charlottesville, VA

☐ **E05**   **Clearwater**
Strand: Families and Parent Supports
Type: Conceptual
Creating Opportunities for Family Engagement in Diverse Communities When Implementing PBIS
Panelists will explore successful strategies for family engagement in PBIS implementation in a multi-tiered system of support. Panelists will address challenges and recommendations across urban and rural settings setting, addressing economic, language and cultural considerations.
Laura Kern, APBS, Tampa, FL; Kiki McGough, APBS, Arvada, CO

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

E06	**St. Johns**

Strand: Equity
Type: Skill Development
Creating and Sustaining Culturally Responsive PBIS: It starts with YOU!
There is a need for sustainability around culturally responsive practices yet there are challenges around competency with practitioners. Providing support, through planning and action, will allow staff to implement with fidelity, from an equitable mindset.
Erika McDowell, University at Buffalo, Buffalo, NY

E07	**Grand Ballroom 1**

Strand: Home and Community
Type: Skill Development
"You Didn't Deserve That". Healthy Relationships for Adults and Teens with IDD
The research from LEAP, a healthy relationships curriculum for adults and teens with IDD will be reviewed. Presenters will discuss future directions to promote healthy relationships and strategies to create healthy boundaries.
Molly Dellinger-Wray, Virginia Commonwealth University, Richmond, VA

E08	**Grand Ballroom 2**

Strand: Individual Students and Tier 3
Type: Skill Development
Fostering Resilience to Support Our Most Vulnerable Youth
Considering an intervention designed to help youth improve their ability to cope and foster resilience? Learn about a strength-based, youth-driven intervention to engage youth to overcome feelings of hopelessness and achieve positive outcomes.
Kathryn Francoeur, JoAnne Malloy, UNH Institute on Disability, Durham, NH

BCBA
E09	**Grand Ballroom 3**

Strand: Early Childhood
Type: Research
Unlocking Successful Tier 3 Supports for Young Children: Collaboration is the Key!
Challenging behavior often emerges in early childhood, impeding child success across settings. A Tier 3 process used by family-school teams for intervention development and implementation will be described, complemented by a case study, and testimonials.
Mara "Shelley" Clarke, Anna Winneker, University of South Florida, Tampa, FL

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

E10-01	**Combined Session**	**Grand Ballroom 6**

Strand: IDD
Type: Conceptual
Improving Positive Behaviour Support Responsiveness in UK Cultural Contexts
Historically, PBS has been often perceived as a crisis intervention model in the UK mainly applied in IDD services. Recent reconceptualisation addresses this misinterpretation, presenting a refreshed view that supports socially valid and equitable outcomes.
Sarah Leitch, Edwin Jones, BILD, Birmingham, West Midlands, United Kingdom

E10-02
Strand: IDD
Type: Research
Outcomes Matter: Designing Value Based Care at the State Level
Missouri is the first state to integrate evidence-based strategies into a payment model for service providers. Presenters will share value-based waiver payments that promote implementation of PBS, competitive employment, staff retention, health, safety, and more.
Rhiannon Evans, Lucas Evans, Kathleen Deppeler, Nicole Jones, Department of Mental Health, State of Missouri, Jefferson City, MO

E10-03
Strand: IDD
Type: Research
Collaboration and Capacity Building: Establishing PBS Systems in the IDD Field.
Leaders from the MD Developmental Disabilities Administration and the UMD Eastern Shore will discuss innovative efforts to develop pre-service PBS training to prepare the workforce for supporting individuals in residential, employment, and community settings.
Meg DePasquale, Terrence Proctor, Maryland Department of Health, Developmental Disabilities Administration, Baltimore, MD; Bryan Gere, Department of Rehabilitation, School of Pharmacy and Health Professions, University of Maryland Eastern Shore, Princess Anne, MD

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

BCBA

📹 **F01**		**Grand Ballroom 4**

Strand: Integration and Alignment
Type: Research
Once more, with feeling: Examining multiple facets of intervention implementation
In this presentation we focus on contemporary, multifaceted conceptualizations of implementation. Presenters will share findings from a systematic review of function-based intervention implementation in schools and share approaches for measuring implementation within a problem-solving framework.
Evan Dart, Christopher Vatland, Chelsea Salvatore, University of South Florida, Tampa, FL; Natalie Romer, WestEd, Tampa, FL

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

BCBA/NASP

📹 **F02**   **Grand Ballroom 5**

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

F03   **Ted Carr Winner**   **River Terrace 2**

Strand: Tier 2

Type: Research

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

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

Angus Kittelman, Mimi McGrath Kato, University of Oregon, Eugene, OR

F04-01   **Combined Session**   **River Terrace 3**

Strand: Classroom

Type: Skill Development

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

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

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

F04-02

Strand: Classroom

Type: Research

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

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

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

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

F05   **Clearwater**
Strand: School-Wide Systems (Tier 1)
Type: Conceptual
The PBIS Evaluation Blueprint: Choosing Measures and District-Level Planning
This session will describe example measures of reach, process, capacity, fidelity, and outcomes described in the PBIS Evaluation Blueprint and examples of district evaluation planning procedures and schedules from districts at various stages of implementation.
Katie Conley, Alan Cook, University of Oregon, Eugene, OR; Bethany Nichols, Pittsfield Public Schools, Pittsfield, MA; Jan Neureuther, Oxford Hills School District/MSAD 17, South Paris, ME

NASP
F06   **St. Johns**
Strand: Equity
Type: Skill Developments
Key Practices to Support Social, Emotional, and Behavioral Development in the Classroom
This discussion will examine specific praise and concise error corrections through a culturally relevant mindset, as theorized by Gay and Ladson-Billings, for Black students identified as ED.
Mara Power, University of Connecticut, Storrs, CT; Mya Kelley, Clemson University, Clemson, SC; Kimberly Sellers, University of Missouri, Columbia, MO; Ambra Green, University of Texas, Arlington, TX

F07-01   **Combined Session**   **Grand Ballroom 1**
Strand: Mental Health
Type: Conceptual
Educators Need Support Too: A District's Journey to Improving Educators' Mental Health
Educators are experiencing unprecedented rates of burnout, necessitating innovative means of support. We present (a) a case study of a district in crisis, and (b) findings of an intervention employing an on-demand digital wellness tool.
Ashley Rila, Gerta Bardhoshi, Allison Bruhn, Scanlon Center for School Mental Health, Iowa City, IA

F07-02
Strand: Mental Health
Type: Skill Development
Teachers' Wellbeing: Sounding the Alarm and Pointing to Solutions
Concerning numbers of teachers report stress and burnout. This presentation describes the use of MTSS framework to organize a continuum of wellness supports for teachers and practical examples from two schools implementing wellness initiatives.
Talida State, Montclair State University, Montclair, NJ, Imad Zaheer, St. John's University, Queens, NY; Emily Barry, University of Massachusetts, Amherst, MA; Rachel Quellette, Yale School of Medicine, New Haven, CT; Miranda Zahn, University of South Dakota, Vermillion, SD

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

F08   **Grand Ballroom 2**
Strand: Equity
Type: Research
Longitudinal Changes in Discipline Disparities Within Three Variations of SW-PBIS
This presentation will review findings from a longitudinal study on disparities in discipline referrals. Learn about how disparities develop across the elementary years and how PBIS, school mental health supports, and interconnected systems impact disparities.
Kristen Figas, Katherine Perkins, Mark Weist, University of South Carolina, Columbia, SC; Joni Splett, University of Florida, Gainesville, FL; Colleen Halliday, Medical University of South Carolina, Charleston, SC; Kelly Perales, Midwest PBIS Network, Hillside, IL; Elaine Miller, University of Kansas, Lawrence, KS

BCBA
F09   **Grand Ballroom 3**
Strand: Home and Community
Type: Conceptual
Filling the Gap: Securing State Funding for Adults Receiving HCBS
Participants will learn strategies for collaboration with state agencies to improve PBS funding for adults with challenging behavior in residential settings. Presenters will explain the proposal process, program evaluation, and securing ongoing funding commitment.
Victoria Frazier, Emily Nalker, Dungarvin Supported Living, LLC, Lakewood, WA

F10-01   **Combined Session**   **Grand Ballroom 6**
Strand: IDD
Type: Skill Development
Caregivers Need Support Too: Self-Practice Improves Emotional Regulation for Individuals with IDD
Learn how residential staff supporting individuals with IDD and challenging behavior improve the emotion regulation of the people they support while decreasing their own stress through self-practice, modeling and coaching mindfulness, self-regulation and values-based living.
Christie Seligman, Ted Ryle, Richelle Futch, Green Zone Training and Consultation Group, LLC, Olympia, WA

☐ **F10-02**
Strand: IDD
Type: Skill Development
PBS Staff Training in the IDD Field
Two organizations will share approaches and resources to support adult learning. One will focus on supporting DSPs with implementation of positive behavior in residential and employment settings, the second will focus on supporting social learning.
Jennifer Jeffrey-Pearsall, Sheppard Pratt, Baltimore, MD; Christine Downs, May Institute, Randolph, MA; Tanya Misgen, Dani Dunphy, University of Minnesota, Minneapolis, MN

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

Poster 101
Strand: Classroom
Type: Skill Development
Preliminary Examination of How Teachers Practice PBS in Their Classrooms
We developed a checklist to assess how far teachers are implementing PBS-aligned practices in classrooms. Participating teachers assessed their daily practice, and the items that were most and least practiced were identified.
Kanako Otsui, Kindai University, Higashi-Osaka, Japan; Noriko Hirasawa, Gifu University, Gifu, Japan; Kazuki Niwayama, Wataru Noda, Osaka Kyoiku University, Osaka, Japan; Yoshihiro Tanaka, Osaka Shoin Women's University, Higashi, Osaka, Japan; Ken'ichi Ohkubo, Kio University, Kitakatsuragi-gun, Nara, Japan

Poster 102
Strand: Tier 2
Type: Research
Applying Multi-Tiered Support for Professional Development to Targeted Student Interventions
This presentation will discuss results from a study that evaluated the effectiveness of multi-tiered support for PD on teachers' treatment fidelity of a Tier 2 behavioral support. Future research and implications will also be discussed.
Jacqueline Viotto, Mark Samudre, University of South Carolina, Columbia, SC; Nicolette Grasley-Boy, University of Kansas, Lawrence, KS

Poster 103
Strand: Classroom
Type: Research
Disruptive Behaviors in Classroom: Perspectives of School Teachers in Taiwan
Teachers' viewpoint of disruptive behavior in the classroom and encountering frequency are surveyed by 637 elementary and secondary teachers in Taiwan. The findings will be discussed and indicate the needs of teacher professional support.
Li-Yu Hung, Fang-Mei Liao, Lun-Jui Chang, National Taiwan Normal University, Taipei, Taiwan

Poster 104
Strand: Classroom
Type: Skill Development
Strategies to Intensify Positive and Constructive Feedback
In this presentation, we will discuss optimizing feedback to include essential components, how feedback is a culturally responsive practice, and strategies practitioners can use to intensify feedback delivery for students who struggle.
Sara Estrapala, University of Missouri, Columbia, MO; Ashley Rila, University of Iowa, Iowa City, IA

☐ **Poster 106**
Strand: Early Childhood
Type: Research
Positive Behavior Support (PBS) in Finnish Early Childhood Education and Care
This study presents the development of Finnish PBS ProVaka in early childhood education and care (ECEC). A randomized controlled trial shows the efficacy of the intervention and qualitative analysis illuminates the longitudinal progress of development.
Anne Karhu, Noora Heiskanen, Hannu Savolainen, University of Eastern Finland, Joensuu, Finland; Vesa Närhi, University of Jyväskylä, Finland

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Poster Session - Thursday 6:30 pm - 8:00 pm
Poster 107 Strand: Early Childhood Type: Skill Development **Social-Emotional Learning Integrated With Shared-Book Reading Practices: Outcomes for Urban Young Children** A manualized SEL shared book reading intervention program was implemented with urban young children. Results showed explicit SEL and literacy approaches were associated with children's greater SEL learning, affective knowledge, and letter and word knowledge. *Karen Stoiber, Alex Smith, University of Wisconsin, Milwaukee, WI*
Poster 108 Strand: Equity Type: Conceptual **Get Into It: Immersive Experiences to Prepare Culturally Relevant Teachers** It is critical for preservice teachers to learn to use culturally relevant teaching practices. We will provide specific examples and summarize the benefits of using mixed-reality simulations to teach Culturally Relevant Teaching Practices. *Mya Kelley, Shanna Hirsch, Olivia Durham, Andrea Chavez, Abi Morton, Kasey Griggs, Samantha Scott, Logan Qualls, Clemson University, Clemson, SC*
Poster 109 Strand: Equity Type: Skill Development **The Impact of Implicit Bias on Student Discipline** Awareness of implicit bias affects equitable learning environments and discipline decisions every day. Understanding how to recognize and evaluate unspoken biases are critical in achieving a better school culture and climate, home, and community. *Michele Flowers, Clayton County Public Schools, Jonesboro, GA*
Poster 110 Strand: Equity Type: Research **Including individuals with disabilities in social validity assessments: A review** This poster will highlight a recent review on the inclusion of individuals with disabilities in social validity assessments. Descriptive statistics, factors that impact inclusion and exclusion, and the importance of inclusion will be presented. *Rachelle Huntington, Northern Arizona University, Flagstaff, AZ; Natalie Badgett, Jakob McIntosh, Angela Mann, University of North Florida, Jacksonville, FL; Kaitlin Greeny, Alice Bravo, Beth Kelly, University of Washington, Seattle, WA; Roxanne Bristol, University at Hawaii at Manoa, Honolulu, HI; Young Hee Byun, Madelynn Park, University of Virginia, Charlottesville, VA*
Poster 111 Strand: Equity Type: Conceptual **Collecting and Using Referral Data to Maximize Equity and Inclusion** This session will explore the role of systematic reporting and analysis of referral data in identifying and addressing disproportionality, especially for historically marginalized racial, ethnic, and exceptionality subgroups. Practical strategies and examples will be provided. *Alan Cook, Katie Conley, University of Oregon, Eugene, OR*

☐ **Beginning PBS Sessions**

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Poster Session - Thursday 6:30 pm - 8:00 pm
Poster 112 Strand: Equity Type: Research **An Analysis of Teachers' Equity in Classroom Management Practices** This poster will share results from an empirical research project examining discipline disproportionality, emphasizing early interactions such as the use of evidence-based classroom management practices, teacher characteristics, and attitudes. *Sara Izzard, Maria Santiago-Rosario, John Gallo, Kent McIntosh, University of Oregon, Eugene, OR; Stephanie St. Joseph, May Institute, Randolph, MA; Kathleen Strickland-Cohen, University of Utah, Salt Lake City, UT*
Poster 113 Strand: Equity Type: Research **National Patterns of Vulnerable Decision Points in School Discipline** With a national sample of 992 schools with substantial racial disparities in office discipline referrals, this study explored how specific discipline decision situations contributed to each school's overall racial discipline disparities. *Sean Austin, University of Oregon, Eugene, OR*
Poster 114 Strand: Families and Parent Supports Type: Research **Engaging Families in a Tier 2 Intervention to Promote Student Well-Being** To understand and improve family-school partnerships within school-based interventions, presenters will share data about frequency, acceptability, motivations, and barriers for caregiver engagement in a Tier 2 positive psychology intervention, and suggest methods to increase partnerships. *Sarah Fefer, Hallie Lothrop, University of Massachusetts, Amherst, MA; Shannon Suldo, Nicolette Bauermeister, University of South Florida, Tampa, FL*
Poster 115 Strand: Families and Parent Supports Type: Skill Development **Effective Collaboration with Families to Support Students with Emotional Disturbance** The purpose of this presentation is to describe effective collaborative practices with families to support students with emotional disturbance. Attendees will learn how to cultivate family partnerships through implementation of a variety of useful practices. *Julie Fogt, Centennial School of Lehigh University, Bethlehem, PA*
Poster 116 Strand: Home and Community Type: Conceptual **A City-Wide Application of Positive Behavior Support** Kettering, Ohio implemented PBIS across the entire city, involving government agencies, schools, and business. This presentation details the process of recruitment and involvement of all stakeholders and provides information on important outcomes. *Terrance Scott, University of Louisville, Louisville, KY; Mary Beth O'Dell, Kettering Parks and Rec, Kettering, OH; Carrie Hennessy, Kari Basson, Kettering Schools, Kettering, OH*

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Poster Session - Thursday 6:30 pm - 8:00 pm
☐ **Poster 117** Strand: Individual Students and Tier 3 Type: Research **The Effect and Feasibility of a Virtual Token Economy During Reading Tutoring** We used a withdrawal design with three participants to evaluate the effects of a token economy on engagement and disruptive behavior during virtual reading tutoring. We evaluated the feasibility and social validity of the intervention. *Sage Pickren, Elizabeth Peters, Vanderbilt University, Nashville, TN*
Poster 118 Strand: Individual Students and Tier 3 Type: Research **Using a Performance Diagnostic Tool to Improve Teachers' Implementation of Behavioral Intervention** This study piloted the use of a performance diagnostic assessment to identify and address specific barriers to special education teachers' effective implementation of an evidence-based behavioral intervention through the delivery of individualized professional development packages. *Amanda Borosh, Mehreen Hassan, David Ray Miranda, Purdue University, West Lafayette, IN*
Poster 119 Strand: Individual Students and Tier 3 Type: Skill Development **A Systematic Review and Meta-Analysis of NC Interventions for Young Children** Engage in a discussion about the compelling findings of a meta-analysis examining noncompliance (NC) interventions for young children. Although NC interventions were effective, assessments and procedures did not always lead to children acquiring new skills. *Elisabeth Malone, Kathleen Zimmerman, Sean Joo, University of Kansas, Lawrence, KS*
Poster 120 Strand: Integration and Alignment Type: Research **A Meta-Analysis on Behavioral Support Training and General Education Teacher Implementation** This presentation provides results from a meta-analysis on single-case research design studies that evaluated the effectiveness of teacher training on their implementation of behavioral support strategies. Key investments for professional development will be discussed. *Mark Samudre, Lauren LeJeune, Jacqueline Viotto, University of South Carolina, Columbia, SC; Eric Anderson, Bowling Green State University, Bowling Green, OH; Matthew Brock, Ohio State University, Columbus, OH*
Poster 121 Strand: Integration and Alignment Type: Skill Development **Training Paraeducators to Accurately Collect Data** This session will review a randomized control trial that evaluated the accuracy and skill generalization of data collection practices of paraeducators. Following digital training, authentic data collection occurred in schools to assess skill transfer. *Kary Zarate, University of Illinois Urbana, Champaign, IL*

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Poster Session - Thursday 6:30 pm - 8:00 pm
Poster 122 Strand: Integration and Alignment Type: Research **MTSS in Secondary Schools: Examining Changes in Implementation Practices Over Time** This study examines the changes in MTSS implementation practices of six secondary schools approximately two years after MTSS training and compares the changes in MTSS implementation practices between PBIS-trained and non-trained secondary schools. *Abril Rangel-Pacheco, Amanda Witte, Rebecca Overfield, Linnea Swanson, University of Nebraska, Lincoln, NE*
Poster 123 Strand: Integration and Alignment Type: Research **The Impact of COVID-19 on Trauma-Informed School Intervention Research** This poster reviews research conducted on the efficacy of multi-tiered systems of support trauma-informed interventions in K-12 schools in the US on student social, emotional and/or behavioral outcomes through a systematic review. *Liam Davis-Bosch, Pitzer College, Claremont, CA; Dawn Graham, Sierra Hightower, Ohio University, Athens, OH*
Poster 124 Strand: Integration and Alignment Type: Research **Validating a Measure Assessing Implementation of District PBIS Systems** This poster session will present novel research examining the structural and convergent validity of the District Systems Fidelity Inventory (DSFI). The DSFI is used by district teams to measure nine aspects of district PBIS systems. *Angus Kittelman, Kent McIntosh, University of Oregon, Eugene, OR; Sterett Mercer, The University of British Columbia, Vancouver, Canada; Kelsey Morris, Heather Hatton, University of Missouri, Columbia, MO*
☐ **Poster 126** Strand: Integration and Alignment Type: Research **Reviewing 20 plus-years of PBS: Content Analysis of Journals, Conferences, and Newsletters** This session describes results of a content analysis of PBS as a field through review of 20 plus-years of permanent products (journals, conferences, newsletters). Discussion on what's missing and future direction will be provided. *Imad Zaheer, Lauren Moskowitz, St. John's University, Queens, NY; Talida State, Montclair State University, Montclair, NJ; Sarah Fefer, University of Massachusetts, Amherst, MA; Chelsea Grant, Nurturing Environments Institute (NEI), Bethlehem, PA; Lee Kern, Lehigh University, Bethlehem, PA; Joseph Lucyshyn, University of British Columbia, Vancouver, Canada*

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Poster Session - Thursday 6:30 pm - 8:00 pm
☐ **Poster 127** Strand: Integration and Alignment Type: Conceptual **Meet the Minnesota Positive Behavior Support Network!** The Minnesota Positive Behavior Support Network was established to bring leaders in positive behavior support from across the state together to collaborate and encourage interagency collaboration. This network's presentation includes information regarding their unique system for uniting agencies across the lifespan to provide PBS to constituents in a variety of setting, contexts, and formats. *Rachel Freeman, Tanya Misgen, Danielle Dunphy, University of Minnesota Institute on Community Integration, Minneapolis, MN; Dan Torrez, Tamarah Jackelen, Eric Kloos, Minnesota Department of Education, Minneapolis, MN; Stacy Danov, Minnesota Department of Human Services Disability Services Division, Minneapolis, MN; Govinda Budrow, Fond du Lac Tribal and Community College, Cloquet, MN*
Poster 128 Strand: Mental Health Type: Research **The Relationship Between Extracurricular Activities and Self-Esteem Among Bullying Victims with Disabilities** Using the National Crime Victimization Survey, this study analyzes the relationship between extracurricular involvement and self-esteem among adolescents with disabilities who reported being victims of bullying. *Kaycee Bills, Fayetteville State University, Fayetteville, NC*
Poster 129 Strand: Mental Health Type: Research **Cognitive-Behavioral Therapy for Students with Emotional and Behavioral Disabilities: A Systematic Review** This systematic review presents and synthesizes key findings of research studies to answer the following question: Does school-based cognitive-behavioral therapy (CBT) effectively reduce the externalizing behaviors of students with emotional and behavioral disabilities (EBD)? *Skyler McCain, University of Florida, Gainesville, FL*
Poster 130 Strand: Mental Health Type: Research **Mindfulness, Self-regulation, Momentary Affect and Cognition: Ecological Momentary Assessment Among College Students** The study applied Ecological Momentary Assessment (EMA) to examine the temporal associations between momentary mindfulness and self-regulation levels with emotional and cognitive outcomes, within young adults' natural environments. *Abhishek Aggarwal, Jongwon Lee, Allison Tracy, Shan Qiao, Xiaoming Li, Chih-Hsiang Yang, University of South Carolina, Columbia, SC*

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

☐ Poster 131
Strand: School-Wide Systems (Tier 1)
Type: Research
Positive Behavior Support in French-speaking Belgium: a Novelty and a Challenge
In French-speaking Belgium, PBS is little known and implemented. The results of the implementation of PBS in a school will be presented. Ways to improve the implementation of PBS in various contexts will be suggested.
Marie Bocquillon, Christophe Baco, University of Mons, Hainaut, Belgium

☐ Poster 132
Strand: School-Wide Systems (Tier 1)
Type: Conceptual
Implementation of PBIS in a High School Setting: The First Year
The Student Services Team assists a school with the initial rollout of PBIS. The presentation includes an overview of the model, implementation process, data analysis, and scale-up procedures.
Kristin Kladis, Matthew Douglas, Judge Memorial Catholic High School, Salt Lake City, UT

Poster 133
Strand: School-Wide Systems (Tier 1)
Type: Research
Evaluating the Impact of ADOS-2 Usage on District-Level ASD Incidence Rates
The use of the ADOS-2 may explain for the overrepresentation of students labeled with ASD in schools.
Tatianna Zambrano, University of Florida, Gainesville, FL

☐ Poster 135
Strand: School-Wide Systems (Tier 1)
Type: Research
The Impact of Multitiered Systems of Support on Attendance
In this poster presentation, we will describe two studies exploring the effects of multitiered systems of support (MTSS) in California. Overall, we found that high schools implementing MTSS had fewer chronically absent students.
Nicholas Gage, WestEd, San Francisco, CA

Poster 136
Strand: School-Wide Systems (Tier 1)
Type: Research
PBIS in Georgia Schools: Comparing the Discipline Data of School Systems
This poster session will provide discipline data from school systems in Georgia comparing the discipline data of those systems using PBIS and those that do not.
Craig Whedon, Lauren Flanagan, Mainstay Academy, Griffin, GA; Wendy Whedon, Crescent Elementary, Griffin, GA

Poster 137
Strand: School-Wide Systems (Tier 1)
Type: Research
School Climate Before and During the COVID-19 Pandemic
From a national sample of public schools, multi-level modeling investigated how elementary student perception of school climate has changed throughout the COVID-19 pandemic, and how school and district-level factors relate to this change.
John Gallo, Geovanna Rodriguez, Kent McIntosh, Gina Biancarosa, University of Oregon, Eugene, OR

☐ **Beginning PBS Sessions**

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Poster Session - Thursday 6:30 pm - 8:00 pm
Poster 139 Strand: Classroom Type: Research **Using a Whole-Class Preference Assessment to Design an Effective Group Contingency** This presentation will describe research and procedures for designing a whole-class preference assessment to choose reinforcers for increasing desired student behavior within the context of an independent group contingency. *Lauren LeJeune, Mark Samudre, University of South Caroline, Columbia, SC; Amber Fluharty, Greenville County Schools, Greenville, SC*
Poster 140 Strand: Early Childhood Type: Research **The Effect of Break Type on Engagement during Massed Trial Instruction** Breaks are often provided when teaching discrete skills to young children. We examined the effect of break type (play alone vs responsive play) on child engagement and skill acquisition during massed trial instruction. *Kelsey Smith, Kathleen Zimmerman, University of Kansas, Lawrence, KS; Jennifer Ledford, Vanderbilt University, Nashville, TN*
☐ **Poster 141** Strand: Equity Type: Conceptual **A Framework for Fostering Administrative Support for Eliminating Corporal Punishment in Schools** This presentation highlights the prevalence of corporal punishment in America, summarizes its negative impact, and equips student advocates with strategies based on counseling theory to help them implement school-wide and system-level changes in relevant areas. *Makayla Brown, Celina Palma Flores, Laura Mitchel, Alexander Vazquez, University of Alabama, Tuscaloosa, AL*
Poster 142 Strand: Families and Parent Supports Type: Research **A Secondary Prevention Model of Family-Centered Positive Behavior Support** While FCPBS has been well-studied at the tertiary intervention level, no studies have examined a secondary tier approach. Study results of a group-delivered parent training program for families of children with Down syndrome are discussed. *Susan Fawcett, Down Syndrome Resource Foundation, Burnaby, BC, Canada; Joseph Lucyshyn, University of British Columbia, Vancouver, Canada*
Poster 143 Strand: Mental Health Type: Skill Development **Feel Your Best Self: An Educational Toolkit to Support Emotional Well-Being** Feel Your Best Self is a free toolkit using fun puppetry in learning strategies to calm yourself, catch your feelings, and connect with others. It can complement existing elementary classroom activities and strengthen family collaborations. *Sophie Hall, Sandra Chafouleas, Emily Wicks, Emily Iovino, University of Connecticut, Storrs, CT*

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

☐ **BCBA**

🎥 **G01**   **Grand Ballroom 4**

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**   **Grand Ballroom 5**

Strand: Early Childhood
Type: Skill Development
PBIS in Preschool: Practices for Promoting Social, Emotional, and Behavioral Outcomes
A key element of PBIS is the use of evidence-based practices. Join this session to learn about preschool social, emotional, and behavioral teaching practices and resources for implementation.
Meghan von der Embse, Lise Fox, Denise Perez Binder, Anna Winneker, University of South Florida, Tampa, FL

G03   **River Terrace 2**

Strand: Tier 2
Type: Skill Development
Tier 2 Teaming: Improving the Efficiency and Effectiveness of Targeted Interventions
Ineffective targeted interventions? This session will assess current systems for monitoring intervention integrity. In addition, tools to assist in establishing structures for problem solving conversations to improve implementation of tier 2 interventions will be offered.
Katie Pohlman, Diane LaMaster, Sara Teeter, Midwest PBIS Network, Hillside, IL

G04   **River Terrace 3**

Strand: Integration and Alignment
Type: Research
District-wide outcomes from bullying prevention programming embedded within schoolwide PBIS
This presentation will overview findings of a district-wide initiative to integrate bullying prevention and PBIS. Specific findings related to grade level and lessons learned will be highlighted.
Sara McDaniel, University of Alabama, Tuscaloosa, AL; Rhonda Neese, University of Oregon, Eugene, OR

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

G05-01	**Combined Session**	**Clearwater**

Strand: Mental Health
Type: Skill Development
Screen to Intervene: Data-driven PBS and Mental Health Integration
Is your PBS and mental health supports effective? Best practices for data-driven integration of mental health and PBS will be described. Guidance and resources are provided to evaluate Tier I, establish base-rates, and facilitate intervention.
Joseph Latimer, Nathaniel von der Embse, University of South Florida, Tampa, FL

G05-02
Strand: Mental Health
Type: Conceptual
Targeted Mental Health Support in High Schools: Barriers and Opportunities
Mental health needs are prominent among adolescents, yet service delivery can be challenging in high schools. This session will describe considerations for developing mental health supports and the development of a novel Tier 2 program.
Brittany Zakszeski, University of Delaware, Newark, DE; Laura Rutherford, Jennifer Francisco, Janna Sanders, Devereux Center for Effective Schools, Villanova, PA; Kristy Ritvalsky, Stuart Luther, Ann Murphy, Sean Karyczak, Alicia Lukachko, Northeast and Caribbean Mental Health Technology Transfer Center, Piscataway, NJ

BCBA

G06		**St. Johns**

Strand: Families and Parent Supports
Type: Conceptual
The Value of Positive Behavior Supports for Diverse Families in the Home
This presentation will review three projects which support families in utilizing positive behavior supports at home. Participants will learn to identify funding and collaborators for family-centered projects, along with tips for working with diverse parents.
Lauren Brown, Christine O'Flaherty, Emily Spurlock, Jessica Adge, Diane Thorkildson, Janice Lee, University of Nevada, Reno, NV

G07		**Grand Ballroom 1**

Strand: Individual Students and Tier 3
Type: Research
Exiting Special Education: A State Longitudinal Analysis of Students with EBD
Little is known about how many students receiving special education services for emotional and behavioral disorders (EBD) are exited from special education and if student characteristics predict exiting. This study explored these issue.
Nicholas Gage, WestED, San Francisco, CA

☐ **Beginning PBS Sessions**

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

☐ **G08**	**Grand Ballroom 2**

Strand: Home and Community
Type: Conceptual
Enhanced System of Care for Neurodiverse People in Secure Settings
We will provide an overview of the unit accommodations, policy development, results from a staff survey along with examples of successful patient outcomes from the new referral system and Neurodevelopmental Residential Treatment Unit.
Lucas Malischak, Cynthia Wright, Department of Corrections, Harrisburg, PA; Stacy Nonnemacher, National Association for State Directors of Developmental Disabilities Services, Alexandria, VA

G09	**Grand Ballroom 3**

Strand: Individual Students and Tier 3
Type: Skill Development
Individualized Implementation: Initial Training and Ongoing Support for Tier 3 Strategies
Using online resources as examples, this symposium describes strategies to guide team-based implementation of student support, including self-directed training modules and guided feedback for function-based interventions, tailored to educators' level of skill and expertise.
Scott Spaulding, Mischa McManus, Carol Davis, University of Washington, Seattle, WA

G10	**Grand Ballroom 6**

Strand: IDD
Type: Conceptual
Supporting students with disabilities within a PBIS framework using high-leverage practices
This session introduces an approach for embedding high leverage practices for students with disabilities into multi-tiered systems of support. We will share examples of practices at each tier that promote effective differentiated practice for schools.
Kelsey Morris, Lisa Powers, University of Missouri, Columbia, MO; Laura Kern, University of South Florida, Tampa, FL; Kathleen Strickland-Cohen, University of Utah, Salt Lake City, UT

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

BCBA

🎥 **H01**	**Grand Ballroom 4**

Strand: Home and Community
Type: Conceptual
Expanding PBIS to new Areas: Alternative Settings and Prosocial Framework
This presentation explains what core features the Setting-wide PBIS and the Prosocial framework have in common and describes three different examples of PBIS or Prosocial implementation in alternative settings, with the challenges they encounter.
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

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

NASP

📷 **H02**   **Grand Ballroom 5**

Strand: Mental Health
Type: Skill Development
Tier 2 Intervention and Progress Monitoring for Internalizing Behavior Concerns
Growing numbers of students are presenting with signs and symptoms of internalizing disorders. This session will describe Tier 2 interventions and progress monitoring tools for addressing internalizing needs in schools.
Katie Ecklund, Stephen Kilgus, University of Wisconsin, Madison, WI; Brittany Zakszeski, University of Delaware, Newark, DE; Evan Dart, University of South Florida, Tampa, FL; Elizabeth Banks, Boys Town, Washington, DC; Timothy Parks, Aperture Education, Buffalo, NY

H03   **River Terrace 2**

Strand: Classroom
Type: Skill Development
Group Contingencies: Harnessing the Power of Positive Peer Influence
Have more than one student who needs positive behavior supports? Come learn how group contingencies can efficiently support small and large groups of students, including full classrooms. Learn a new skill you can use immediately!
Scott Fluke, Olathe Public Schools, Olathe, KS

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

H04-01 Combined Session River Terrace 3
Strand: Classroom
Type: Skill Development
Implementing Evidence-Based Classroom PBIS Strategies: A Training/Coaching Series for PBIS Teams
This session focuses on clearly defining and teaching the desired behavioral skills throughout the various routines within the classroom school day. Participants will walk away with strategies to implement classroom systems to strengthen PBIS.
Tynara Blount, Tianna Bilal, Sean Kelly, Kendall Mullen, School District of Philadelphia, Philadelphia, PA

H04-02
Strand: Classroom
Type: Conceptual
Classroom PBIS Group Coaching: Grow restorative relationships, reduce stress, assure implementation fidelity
An engaging learning opportunity which details a group coaching model used to deliver high fidelity implementation of classroom PBIS. Learn to support overall health and development of staff through proactive restorative circles through group coaching.
Vickie Swanson, Ottawa Area Intermediate School District, Holland, MI; Kiana Longnecker, Muskegan Area Intermediate School District, Muskegon, MI

H04-03
Strand: Classroom
Type: Skill Development
Peer Coaching as an Intervention to Improve Universal Classroom Management Strategies
This presentation will focus on how to use reciprocal peer coaching to increase teachers' use of tier one classroom management strategies in early childhood and K-12 classrooms.
Christina Noel, Jessica Torelli, Kaitlin Morris, Western Kentucky University, Bowling Green, KY; Adrienne Golden, Vanderbilt University, Nashville, TN

H05 Clearwater
Strand: School-Wide Systems (Tier 1)
Type: Conceptual
Leveraging Contextual Fit to Promote PBIS Implementation Across a Rural State
Come learn about how (state) addressed the need to provide educators, schools, and districts with training and coaching in PBIS by leveraging state, district, and school level systems while embracing what made each context unique.
Karen Robbie, University of Connecticut, Storrs, CT; Courtney Angelosante, University of Maine, Orono, ME; Sarah Wilkinson, University of Southern Maine, Gorham, ME; Tracy Whitlock, Ann-Marie Adamson, Maine Department of Education, Augusta, ME

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

H06   **St. Johns**
Strand: Families and Parent Supports
Type: Skill Development
Building and Implementing School-Wide Systems to Promote Family-School Collaboration Within PBIS
Attend this session to understand how to implement and integrate family-school collaboration practices and systems with school-wide PBIS. Leave with the knowledge, skills, and key resources to support your school's family-school collaboration efforts.
Eliza Godfrey, Gina Benarek, Andy Garbacz, University of Wisconsin, Madison, WI; Rachel Santiago, University of Missouri, Columbia, MO

☐ **H07**   **Grand 1**
Strand: School-Wide Systems (Tier 1)
Type: Skill Development
High Impact Engagement Strategies
In this session, we will examine whole school, targeted, and intensive approaches that can be used by staff to build trust, co-create positive learning environments, engage authentically with learners, and repair fractured student-staff relationships.
Shiralee Poed, The University of Queensland, Brisbane, Australia

BCBA
☐ **H08**   **Grand Ballroom 2**
Strand: Individual Students and Tier 3
Type: Research
Building a Virtual Community of Practice For Special Educators Through Project ECHO
Project ECHO (Extension Community Healthcare Outcomes), an innovative and web-based approach initially developed to support healthcare providers, was adapted to connect and support special educators learn about behavioral interventions. Come learn about the ECHO Model.
Shanna Hirsch, Catherine Griffith, Clemson University, Clemson, SC; Hannah Mathews, University of Florida, Gainesville, FL; Alexis Walker, Greenville County Schools, Greenville, SC

☐ **H09**   **Grand Ballroom 3**
Strand: Integration and Alignment
Type: Conceptual
APBS 2023 Network Ignite Session
Seven APBS Networks will share information about their unique organizations. Come connect with Minnesota PBS, High School PBS, PBSA Asia, Georgia, Japan, NWPBIS, and PBS Europe while learning about national and international PBS work!
PBSA Asia - Dianna Yip, Founder PBSA Asia; Minnesota -Dan Torrez & Tamarah Jackelen & Eric Kloos, MN Department of Ed, Govinda Budrow, Fond du Lac Tribal and Community College, Rachel Freeman, University of Minnesota Institute on Community Integration; High School - Pattie Hershfeldt, Old Dominion University; GaPBS - Chris Williams, Instructional Coach Newton County GA/GaPBS President and Kymberly Harris, Georgia Southern University; Kazuki Niwayama Osaka Kyoiku University & Kanako Otsui; NWPBIS - Jessica Swain-Bradway, Executive Director NWPBIS; PBS Europe - Presenters TBD; APBS Network Consultant - Ashley MacSuga-Gage, University of Florida

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

H10-01 **Combined Session** **Grand Ballroom 6**

Strand: IDD

Type: Skill Development

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

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

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

H10-02

Strand: IDD

Type: Research

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

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

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

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

BCBA

📹 **I01** **Grand Ballroom 4**

Strand: Home and Community

Type: Research

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

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

Charissa 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** **Grand Ballroom 5**

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

☐ I03 River Terrace 2
Strand: Integration and Alignment
Type: Conceptual
Come Learn about the Association for Positive Behavior Support 2023 Practice Guidelines
In 2007 the APBS Board adopted the Positive Behavior Support Standards of Practice: Individual Level. The Board recently approved a new set of Practice Guidelines. In this session, we will discuss the new Practice Guidelines.
Sara McDaniel, University of Alabama, Tuscaloosa, AL; Shanna Hirsch, Clemson University, Clemson, SC; Margaret Moore, WVAPBS Network, Huntington, WV; Alejandro Gallego, Southside ISD, San Antonio, TX

I04-01 Combined Session River Terrace 3
Strand: Integration and Alignment
Type: Skill Development
Ready, Set, Go: Lessons Learned Preparing Schools To Implement Proactive Restorative Practices
This presentation will share how one district prepared school-based teams to integrate Proactive Restorative Practices within the PBIS framework. Training resources and enhanced readiness steps used to prepare school-based teams will be highlighted.
Robyn Vanover, University of South Florida, Tampa, FL; Frances Basich, Michael Kanusky, The School District of Palm Beach County, Palm Beach, FL

I04-02
Strand: Integration and Alignment
Type: Skill Development
Level UP! Supporting Student Behavior With PBIS and Restorative Practices
Become familiar with restorative practices and how utilization can enhance the PBIS framework and implementation in schools. Participants will practice circles and walk away with tools to begin RP at their perspective schools.
Michele Flowers, Clayton County Public Schools, Jonesboro, GA

I04-03
Strand: Integration and Alignment
Type: Conceptual
Blending of Universal MTSS-B and Restorative Justice Practices at a High School
This session will demonstrate one high school's journey of integrating MTSS-B and Restorative Justice by redefining universal expectations through the RJ lens to promote academic success and social emotional wellness for youth.
Margie Borawska, Tim Herbert, Concord High School, Concord, NH

I06 St. Johns
Strand: Families and Parent Supports
Type: Research
Enhancing Family Engagement in Positive Behavior Interventions and Supports: A Pilot Study
Enhancing Family Engagement in Positive Behavior Interventions and Supports (PBIS) sought to increase family engagement in PBIS by directly including families in setting school-wide expectations. The results from this pilot study will be discussed.
Laura Kern, Lauren Evanovich, Emily Baton, University of South Florida, Tampa, FL

☐ **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.**

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

I07-01	**Combined Session**	**Grand Ballroom 1**

Strand: Individual Students and Tier 3
Type: Research
Supporting Children and Youth who Engage in Self-harm: The Role of PBS
This presentation will discuss progress towards improving outcomes for children and youth who engage in non-suicidal self-harm with meta-analytic data on intervention effects across types, dose, settings, interveners, as well as potential mediators and moderators.
Rachel Freeman, Jessica Simacek, Adele Dimian, Seunghee Lee, Vena Holub, University of Minnesota, Minneapolis, MN

107-02
Strand: Mental Health
Type: Skill Development
Integrating PBS and Cognitive Behavioral Therapy for Anxiety in ASD and ID
Describes the multi-method assessment of anxiety in children with autism spectrum disorder, particularly those with intellectual disability, and corresponding multicomponent intervention plans, integrating PBS and CBT, to treat anxiety and challenging behavior for these children.
Lauren Moskowitz, Imad Zaheer, St. John's University, Queens, NY

I08		**Grand Ballroom 2**

Strand: Equity
Type: Research
A 20-Year Systematic Review of Demographic Reporting of Stakeholders in Single-Case Studies
A 20-year review of reported demographics for essential stakeholders in single-case research with students with or at-risk for emotional behavior disorders. We present reported demographics for stakeholders, trends in reporting, and discuss future directions.
Ashley Rila, Allison Bruhn, Seth King, University of Iowa, Iowa City, IA

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

I09-01	**Combined Session**	**Grand Ballroom 3**

Strand: IDD
Type: Research
SWPBIS and Students with Extensive Support Needs: A Scoping Review
We will share the results of a scoping review examining the current research literature on SWPBIS and students with extensive support needs (i.e., severe disabilities) and describe implications for practice, policy, and future research.
Virginia Walker, Holly Johnson, University of North Carolina, Charlotte, NC; Lyndsey Conradi, University of Hawaii, Honolulu, HI; Kathleen Strickland-Cohen, University of Utah, Salt Lake City, UT

☐ I09-02
Strand: IDD
Type: Research
Assessing the involvement of students with extensive support needs in SWPBIS
The purpose of the current project is to determine the extent to which students with extensive support needs participate in SWPBIS and their participation is mediated by placement in general versus special education settings.
Jennifer Kurth, Alison Zagona, University of Kansas, Lawrence, KS; Virginia Walker, University of North Carolina, Charlotte, NC; Sheldon Loman, Portland State University, Portland, OR

NASP

I10		**Grand Ballroom 6**

Strand: Individual Students and Tier 3
Type: Skill Development
Progress Monitoring Tier 3 Interventions Using Google Sheets: Learn the ProMo Flow
Organize progress monitoring data today! Learn to quickly collect daily/weekly/monthly data for EZ analysis and team decision-making. One spreadsheet for ALL programs/students/interventions - get your team on the same page! Free.
Daniel Gulchak, Arizona State University, Phoenix, AZ; Yadira Flores, Scottsdale Unified School District, Scottsdale, AZ; Angel Jannasch-Pennell, KOI Education, Phoenix, AZ

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

BCBA

🎥 J01		**Grand Ballroom 4**

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

☐ **Beginning PBS Sessions**

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

NASP

🎥 **J02**   **Grand Ballroom 5**

Strand: Mental Health
Type: Skill Development
Strategies for the Use and Integration of Universal Screening Scores
The purpose of this session is to outline strategies for using universal screening data. Emphasis will be placed on methods for integrating these scores with other data sources to inform student identification and intervention selection.
Stephen Kilgus, Katie Eklund, University of Wisconsin, Madison, WI; Nathaniel von der Embse, University of South Florida, Tampa, FL

J03   **River Terrace 2**

Strand: Tier 2
Type: Skill Development
Culturally Responsive Behavior Support for Black Male Learners In an Underserved Community
This study examined an intervention approach to promote resilience and well-being through developing social and behavioral competencies that result in observable changes in behavior in Black male learning children.
Aaron Campbell, Dana Pantenaude, Pennsylvania State University, State College, PA; Elyse Calhoun, University of Oregon, Eugene, OR; Mack Burke, Baylor University, Waco, TX

🔲 **J04**   **River Terrace 3**

Strand: School-Wide Systems (Tier 1)
Type: Skill Development
Improving MTSS Implementation Through Innovative Professional Learning
York County School Division illustrates how they improved fidelity of MTSS implementation through innovative professional development, leveraging principles of adult learning and PBIS. Participants will collaborate to reflect how examples presented can improve their practices.
Aaron Butler, Cheryl Parr, York County Public Schools, Yorktown, VA; Kris Herakovich-Curtis, Virginia Commonwealth University, Richmond, VA; Daria Lorio-Barsten, William & Mary, Williamsburg, VA

J05   **Clearwater**

Strand: School-Wide Systems (Tier 1)
Type: Conceptual
Building Statewide Capacity to Support A Tier 3 Intervention
Facing challenges in sustaining interventions? Come learn about the key elements of implementation science and strategies to implement and build capacity. This session will highlight a training model from NH and PA to sustain practices.
Kathy Francoeur, UNH Institute on Disability, Durham, NH; Karen Deery, Pennsylvania Training and Technical Assistance Network (PaTTAN), Pittsburgh, PA

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

BCBA

J06 **St. Johns**

Strand: Families and Parent Supports

Type: Research

A Comparison of an In-Person Versus Virtual PBS Training Model for Families

This presentation will discuss family support training and show outcome data from a multi-year project comparing results from both live and virtual training modalities. Applications and considerations for practice and future research will be discussed.

Ashley Greenwald, Brighid Fronopfel, Christine O'Flaherty, Lauren Brown, Mariela Hostetler, Lesley Gomez, University of Nevada, Reno, NV

J07 **Grand Ballroom 1**

Strand: Equity

Type: Research

Disproportionality in Education: What Do We Know, Where Do We Go?

In this session, we will examine disproportionality in education by focusing on the educational experiences of diverse and marginalized students in the United States. We will describe history, current state, and future opportunities for change.

Nicholas Gage, WestEd, San Francisco, CA; Ashley MacSuga-Gage, University of Florida, Gainesville, FL

J08 **Grand Ballroom 2**

Strand: Home and Community

Type: Skill Development

Engaging Positive Behavior Support in Sexual Violence Prevention

Persons with special needs and sexual behavior problems are underserved in risk management efforts. Research shows that responsive efforts increase client success. This presentation highlights current best practices in promoting public safety and community reintegration.

Robin Wilson, Wilson Psychology Services, LLC, Sarasota, FL

J09 **Grand Ballroom 3**

Strand: Integration and Alignment

Student PLC Professional Development Session 2: Forming Collaborative Relationships to Transform Research Projects from Ideas to Reality

Calling all students! Do you have a research idea that's been brewing in your mind? Would you benefit from connections with other students exploring similar topics, or using the same methodological approaches? Join this interactive session to build collaborative relationships with fellow students to support your research!

Student Professional Learning Community

J10 **Grand Ballroom 6**

Strand: Early Childhood

Type: Skill Development

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

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

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

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

BCBA

📹 **K01**   **Grand Ballroom 4**

Strand: IDD

Type: Skill Development

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

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

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

NASP

📹 **K02**   **Grand Ballroom 5**

Strand: Families and Parent Supports

Type: Research

Providing Positive Behavior Support Training to Families

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

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

K03   **River Terrace 2**

Strand: Tier 2

Type: Skill Development

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

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

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

🔲 **K04**   **River Terrace 3**

Strand: Classroom

Type: Skill Development

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

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

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

🔲 **Beginning PBS Sessions**

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

K05   **Clearwater**
Strand: School-Wide Systems (Tier 1)
Type: Research
Implementation of Positive Behavioral Interventions and Supports in Rural Schools
Contextual factors associated with rural school-wide PBIS implementation are not well-understood. We will discuss results of an investigation of how district, school, and implementation factors vary across community locales.
Gina Bednarek, Eliza Godfrey, University of Wisconsin, Madison, WI; Rachel Santiago, University of Missouri, Columbia, MO; Kim Gulbrandson, Wisconsin RtI Center, Chippewa Falls, WI

K06   **St. Johns**
Strand: Integration and Alignment
Type: Skill Development
Sustaining District-Wide PBIS Implementation
This session will present the experiences and efforts which leaders from school districts who received the School Climate Transformation grant have identified as helpful and hindering to sustaining their district-wide implementation of PBIS.
Scott Eckman, Nebraska MTSS/Nebraska Department of Education, Lincoln, NE

K07   **Grand Ballroom 1**
Strand: Mental Health
Type: Research
Integration Of Youth Care In The Classroom: More Well-being Among Students
The results of a mixed method study on the process and effects of integration of youth care in the classroom on the well-being of students, interdisciplinary collaboration and the competence development of professionals.
Karin Diemel, Mariette Haasen, Helene Leenders, Fontys University of Applied Sciences, Tilburg, Noord Brabant, Netherlands

K08   **Grand Ballroom 2**
Strand: Equity
Type: Skill Development
Expanding Perspective-taking Skills for PBS Practitioners Working with Neurodivergent Populations
Approaches rooted in ABA, including PBS, needs to expand perspective-taking skills of practitioners to be ethically practiced with neurodivergent populations. This presentation highlights some areas where PBS practitioners need to do better using these skills.
Brian Middleton, Mindful Behavior LLC, Knoxville, TN; Imad Zaheer, Lauren Moskowitz, St. John's University, Queens, NY

BCBA
K09   **Grand Ballroom 3**
Strand: Early Childhood
Type: Skill Development
Examining 20 Years of Noncompliance Research: Ethics, Rigor, and Future Directions
Most noncompliance (NC) assessments and interventions fail to expand skill repertoires of young children beyond compliance (e.g., decision-making; self-advocacy). Join a critical discussion of the literature and future directions to teach conditional discrimination for compliance.
Elisabeth Malone, Sean Joo, Kathleen Zimmerman, University of Kansas, Lawrence, KS

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

K10   **Grand Ballroom 6**
Strand: Equity
Type: Conceptual
Equity-Focused Implementation Science: Improving Racial Inequities for Students with Challenging Behavior
Eliminating racial inequities for students with Emotional and Behavioral Disorders is critical. We will present strategies to address school-based racial inequities using equity-focused implementation science and illustrate these strategies with examples from School Wide PBIS.
Kimberly Selders, Shannon Holmes, Sara Estrapala, University of Missouri, Columbia, MO

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

BCBA/NASP

📹 **L01**   **Grand Ballroom 4**
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**   **Grand Ballroom 5**
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

☐ **Beginning PBS Sessions**

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

L03-01   **Combined Session**   **River Terrace 2**
Strand: Classroom
Type: Research
Implementation Science Goes to School: Sustaining Use of a Class-wide Behavior Intervention
This session will cover a multi-year participatory action research project with a large elementary school to improve up-take and sustainable implementation of Class-wide Function-Related Intervention Teams (CWFIT) using pyramidal training and principles of implementation science.
Amanda Borosh, Charissa Richards, John Augustine, David Ray Miranda, Purdue University, West Lafayette, IN

L03-02
Strand: Classroom
Type: Skill Development
Unlock the Power of Praise: Effective Evidence-Based Practices
Increase student engagement, decrease disruptive behavior and increase teacher praise. Learn how to effectively implement behavior-specific praise without disrupting current teaching methods. This session will provide novice and experienced teachers with strategies to implement immediately!
Howard Wills, Jacky Williams, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS

☐ L04   **River Terrace 3**
Strand: School-Wide Systems (Tier 1)
Type: Research
Augmented Reality for Raising Students' Behavior Management and Self-regulation Skills Within SWPBS
Investigating, developing, and evaluating an Augmented Reality (AR) toolkit for promoting expected behavior in primary education (age 9-12) within SWPBS. Does AR enrich teaching behavioral expectations and elevate students' behavioral and self-regulation skills?
Sui Lin Goei, Lara Engelsman, Rochelle Hurenkamp, Bernard De Roosz, Vrije Universiteit, Amsterdam, North Holland, Netherlands; Crispino Tosto, Giuseppe Chiazzese, Mariella Farella, Luciana Seta, Antonella Chifari, Marco Arrigo, Istituto per le tecnologie Didattiche, Consiglio Nazionale delle Ricerche, Palermo, Sicily, Italy; Eleni Mangina, University College, Dublin, Ireland

L05   **Clearwater**
Strand: School-Wide Systems (Tier 1)
Type: Research
Educator Voice in Trauma-Informed Professional Development for Alaskan K-12 Educators
The current study seeks to include teacher voice in professional development through an explanatory sequential mixed methods approach examining teacher perspectives related to trauma-informed practices that are better tailored to their schools, students, and environments.
Alexandra Newson, University of Oregon, Eugene, OR

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

L06   **St. Johns**
Strand: Integration and Alignment
Type: Conceptual
Reframing Discipline: Disrupting Institutional Habits Through Restorative Process and Tiered Interventions
Looking to coach students through conflicts rather than using traditional exclusionary practices like suspension? Successfully implement restorative practices through building relationships and intervention systems within the tiered PBIS framework and create a better school climate.
Kelly Morgott, Katherine Urban, Chesterfield County Schools, Chesterfield, VA

L07   **Grand Ballroom 1**
Strand: Classroom
Type: Research
Measuring Teacher Practices, Student Behaviors, and Teacher-Student Interactions in the Classroom
Presenters will share results of two observational studies that inform best practices for measuring teacher practices, student behaviors, and teacher-student interactions in the classroom.
Gabrielle Crowell, Eleanor Hancock, Blair Lloyd, Vanderbilt University, Nashville, TN

L08   **Grand Ballroom 2**
Strand: Equity
Type: Conceptual
Implementing PBIS With a Native Voice: One State's Story
This statewide PBIS implementation initiative elicits the voices of American Indian communities and adapts the core features of PBIS and ensure equitable social, emotional, and behavior outcomes for all American Indian students.
Dan Torrez, Tamarah Jackelen, Minnesota Department of Education, Minneapolis, MN; Govinda Budrow, Fond Du Lac Tribal and Community College, Cloquet, MN

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

L09-01   **Combined Session**   **Grand Ballroom 3**
Strand: Families and Parent Support
Type: Research
Evaluation of Telehealth BST in Practices for Caregivers of Children with ASD
Behavior skills training (BST) is the ideal method for training families to provide supports for their children. This study examined the effect of telehealth BST on caregivers' use of behavioral practices with children with ASD.
Brittany Batton, Growing Together Behavioral Center, Jacksonville, FL; Rachel Kaplan, University of Florida, Gainesville, FL; Kaci Ellis, San Diego County Schools, San Diego, CA

L09-02
Strand: Families and Parent Support
Type: Research
Outcomes of a Telehealth Training For Parents of Children At-Risk for EBD.
This presentation describes a parent training on ABA and the outcomes of a multiple baseline across behaviors study used to empirically evaluate the effects of the training applied to parents of children at-risk for EBD.
Rachel Kaplan, Brittany Batton, University of Florida, Gainesville, FL; Kaci Ellis, San Diego County Schools, San Diego, CA; Nicholas Gage, WestEd, San Francisco, CA

L09-03
Strand: Families and Parent Support
Type: Research
The Effects of Home-Based PBS through Telecoaching for Students' with Developmental Disabilities
This presentation shows the data based effects of home-based individualized positive behavior support through telecoaching of mothers for aggressive behaviors of their children with developmental disabilities and mothers' parenting stress and self-efficacy
Surnhee Lee, Eunhee Paik, Kongju National University, Gongju, Chung-Nam, Korea

☐ **L10**   **Grand Ballroom 6**
Strand: IDD
Type: Research
Implementing SWPBIS In a Separate School Facility for Students With Significant Disabilities
Are we truly including all students into our SWPBIS framework? This presentation will debrief a qualitative study that explored the implementation of SWPBIS in a separate school facility that educates only students with significant disabilities.
Crystal Vogtsberger, Allegheny Intermediate Unit, Homestead, PA

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

BCBA/NASP

☐ **SWK 120**   **City Terrace 5**

Strand: School-Wide Systems (Tier 1)

Type: Skill Development

Bully Prevention in MTSS: a lighter lift with a serious impact

In this workshop we will look at the current trends nationwide surrounding bullying, the difficulty with identification of bullying behavior, and how to engage in a bully prevention framework that aligns with PBIS.

Brooke Wagner, Kaci Fleetwood, University of Nevada, Reno, NV

BCBA

☐ **SWK 201**   **City Terrace 6**

Strand: Families and Caregiver Supports

Type: Skill Development

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

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

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

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