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# Agenda-at-a-Glance



# Notes and General Information

# WELCOME TO THE HYATT REGENCY CHICAGO

## **Endorsement Policy**

The presenters of the 21st 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 cosponsors of this event assume no liability for loss or risk that may be incurred as a consequence to the use and application of any such facts and opinions. Similarly, the APBS and co-sponsors do not necessarily endorse any of the exhibits, products, and services presented at the conference.

## **Continuing Education Credits**

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.

# **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 13.5 credit hours are available for the Plenary and Conference Sessions (Thursday, March 7 and Friday, March 8). An additional 4 credit hours are available for each of the half-day workshops on March 6 and March 9. Certificates of Attendance will be emailed to attendees following the conference.

# Session and Conference Evaluations

Session Evaluations are available in the Conference App immediately after sessions end. Overall conference evaluation 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.



# **Session Types**

**Oral sessions** are 60 minutes in length and will occur at various times during the conference on March 7th and 8th. 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 6th from 6:00 pm – 7:30 pm. Posters will display a summary of the author(s) work. Authors will be available for questions during the poster session.

**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 21st 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 schoolwide 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 – Wednesday Morning Workshops

Morning Workshops - Wednesday 8:30 am - 12:30 pm	
NASP   SWK101 Get   Strand: Classroom Get   Type: Skill Development 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 practices.   Participants will explore free resources to support teachers in the application of five essential classroom practices.   Dama Abshier, Brooke Curtiss, Catherine Raulerson, University of South Florida, Tampa, FL	old Coast
SWK102 W   Strand: Integration and Alignment Type: Skill Development   Leading & Coaching School Teams for Effective Data-driven Problem-solving within MTSS W   What you have to offer students within your tiered system is only half the plan in MTSS. Questions such as who needs when, why, how, and for how long can only be best determined through effective use of data. This workshop will proving uidance, tools and resources to help you with improving team-based problem-solving practices within an integrated framework. District teams are encouraged to participate along with individuals with leadership or coaching roles.   Brian Gaunt, University of South Florida, Tampa, FL	vide
BCBA   SWK103 Ha   Strand: IDD   Type: Skill Development   Collaborating with Direct Service Providers to Improve Outcomes for Adults with IDD   This presentation will review strategies for addressing behavioral challenges with adults with intellectual and develop disabilities (IDD) and methods for collaborating with and training direct service providers to implement evidence-base behavioral interventions.   Emily Gregori, University of Illinois, Chicago, IL; Catharine Lory, University of Nevada, Las Vegas, NV	
SWK104 W   Strand: Integration and Alignment Type: Conceptual   Moving Beyond the Buzz: Implementing Restorative Practices to Support Sustainability. This professional development workshop focuses on Restorative Practices' effective implementation in educational set fidelity and sustainability. Participants will gain resources and strategies to support Positive Behavior Intervention tear fostering positive behavioral outcomes and building a stronger school community. Lisette Spraggins, Catherine Landry, Region 4 Education Service Center, Houston, TX	-

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

## SWK105

Strand: Mental Health

Type: Skill Development

The Interconnected Systems Framework (ISF): Integrating Mental Health within the PBIS Framework

The Interconnected Systems Framework (ISF) integrated mental health into the PBIS multi-tiered system of support to create a single system of social, emotional, and behavioral supports in schools. Tools, resources, and examples for application at the State, District, and School levels will be highlighted.

Kelly Perales, Midwest PBIS Network, Hummelstown, PA; Susan Barrett, Old Dominion University, Norfolk, VA

## BCBA/NASP

## SWK106

Strand: Individual Students and Tier 3

Type: Skill Development

## Trauma: The Invisible Elephant Underlying Challenging Behavior

School personnel often deal with challenging behaviors and may be unaware of the impact of underlying trauma, such as abuse, neglect, abandonment, and racial discrimination, on these behaviors. Behaviors include withdrawal, aggression, anxiety, and disruptive outbursts. Functional assessments must incorporate distal setting events, discriminative stimuli, and motivating operations to develop appropriate positive behavior supports for students who have experienced trauma. Presenters will provide trauma-informed strategies that are effective in addressing these behaviors.

Jeannie Golden, Danielle Webb, Melissa Glenn, East Carolina University, Greenville, NC; Paula Flanders, Durham, NC

# SWK107

Strand: Early Childhood

Type: Skill Development

### Early Childhood and PBIS: Strategies and Resources for Implementation

Professional development, coaching, and data-informed decision-making are all critical parts of effectively implementing PBIS in schools. Early childhood classrooms require these same elements with careful attention to developmentally appropriate practice and contextual fit. This workshop will walk participants through resources and materials to support early childhood classrooms with training, practice-based coaching, and tools for data decision-making.

Lise Fox, Anna Winneker, Denise Binder, University of South Florida, Tampa, FL

### **BCBA/NASP**

SWK108

Strand: Home and Community

Type: Skill Development

### Supporting All Family to Thrive and Problem Solve

We will share practical strategies to promote positive behaviors and to respond to challenging behaviors, to be applied to the entire family. Participants will learn to develop a family PBS plan aligned with family preferences, strengths, and needs. We will share proactive approaches to help families thrive, along with steps for assessment and intervention in order to understand and respond to challenging behaviors.

Sarah Fefer, University of Massachusetts, Amherst, MA; Karen Elfner, Clemson University, Clemson, SC

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.



Picasso

Soldier Field

Comiskey

Columbian



# Agenda – Wednesday Afternoon Workshops

Afternoon Workshops - Wednesday 1:00 - 5:00 pm

### SWK111

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. Participants will be able to describe the purpose of and steps to implementing a systematic process of tier 2 identification and intervention and be able to identify important practical considerations and adaptations at varying grade levels and school sizes. *Sara McDaniel, University of Alabama, Tuscaloosa, AL; Allison Bruhn, University of Iowa, Iowa City, IA* 

# SWK112

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

Type: Skill Development

Ensuring Educational Partners are Engaged With PBIS in High Schools: Making Those Connections

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 to understand how each not only benefits implementation of PBIS, but can also increase opportunities for students outside of school. This session will be interactive so bring your ideas to share and challenges to conquer. Time will be given for networking.

Patti Hershfeldt, Old Dominion University, Norfolk, VA; Ami Flammini, Midwest PBIS Network, Hillsdale, IL

# BCBA

SWK113

Strand: IDD Type: Skill Development

# Prevent, Teach, Reinforce: Using a Team to Enhance Quality of Life for Adults with ASD/IDD

This workshop will guide participants through using Prevent, Teach, Reinforce as a vehicle to reduce challenging behavior and increase autonomy and quality of life for adults with ASD/IDD. The process will cover establishing an effective team, creating data collection systems, determining the function of challenging behavior, planning socially significant interventions, and using data to make decisions. The author will present adaptations to the school-based PTR that make it feasible in adult service settings. *Anne Malbaca, University of Utah, Salt Lake City, UT* 

# BCBA

SWK114

Strand: Integration and Alignment

Type: Skill Development

**Connecting and Building Relationships Through Preventative Restorative Practices** 

Come Learn about the proactive restorative practices of affective statements and community building circles. In this session we will define and review the components of each practice, provide time for practice and planning for how to integrate these practices with your PBIS framework. Participants will walk away with ideas for implementation back in their schools. *Stephanie Martinez, Lauren Evanovich, University of South Florida, Tampa, FL* 

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.

### Wrigley

Comiskey

Water Tower

Haymarket

# APBS

# THE 21<sup>ST</sup> INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT MARCH 6 - 9, 2024 | HYATT REGENCY, CHICAGO, IL

Afternoon Workshops - Wednesday 1:00 - 5:00 pm	
BCBA SWK115 Gold Coast 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. Workshop participants will learn about psychological flexibility in a self-exploration and experiential format and understand various applications within positive behavior support. Ashley Greenwald, University of Nevada, Reno, NV; Jodie Soracco, Virginia Commonwealth University, Richmond, VA	
BCBA   SWK116 Columbian   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.evelopmentally, 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 to understand how each not only benefits implementation of PBIS, but can als increase opportunities for students outside of school. This session will be interactive so bring your ideas to share and challenges to conquer. Time will be given for networking.   Maria Reina Santiago-Rosario, Kent McIntosh, University of Oregon, Eugene, OR; Kimberly Yanek, University of South Carolina, Cumbia, SC	
BCBA/NASP SWK117 Picasso Strand: IDD Type: Skill Development Working With Others to Improve Ethical Services for All Providing services to people with disabilities is a team sport. Behavior analysts and school psychologists often work together and with professionals from other disciplines with other ways of doing things. We will discuss ethical dilemmas professionals face on multi-disciplinary teams and how having a well established set of ethical principles that guide your work can help professionals make decisions about how to conduct their practice in these situations. Ilene Schwartz, Katherine Bateman, University of Washington, Seattle, WA; Jennifer Jeffrey-Pearsall, PBIS Training and Technical	
Assistance Center, Baltimore, MD	



### Afternoon Workshops - Wednesday 1:00 - 5:00 pm

SWK118

Soldier Field

Strand: Families and Caregiver Supports Type: Skill Development

Strategies for Successful Family-School Partnerships within a PBIS Framework

This interactive workshop will explore the Framework of National Standards for School Partnerships as the foundation for successful Family-School Partnerships. Participants will develop an action plan to address their diverse cultures and family structures within PBIS.

Karen Gifford, KOI Education, Phoenix, AZ; Kiki McGough, APBS, Denver, CO



Agenda – Thursday

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

## 🚅 Keynote

Strand: Integration and Alignment Type: Conceptual

Expanding the Landscape: Navigating a World of Possibilities Within Positive Behavior Support

In this keynote, we set sail on uncharted seas, where the horizons are boundless, and the destinations are limited only by our imagination, determination, and of course, fidelity. In this expansive world of Positive Behavior Support, we share with you the intricacies of implementation across our interconnected globe and the ever-evolving opportunities for individual support, equity, and systems change. In a world where innovation thrives, we will share ideas that have sparked transformation in the vision of the association that has been embraced both locally and globally. Through listening to the breadth of these expansions, we invite you to venture beyond your comfort zone and embrace the possibility of new ideas happening within the broader networks of the International Association for Positive Behavior Support.

Ashley Greenwald, University of Nevada, Reno, NV; Shiralee Poed, University of Queensland, Brisbane, Queensland, Australia

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

### **BCBA/NASP**

### 📫 A01

Strand: Classroom Type: Research

### The Evidence Behind CW-FIT and Increasing Implementation through Asynchronous Coaching

With increasing demands and staff shortages, providing evidence-based support to teachers has become challenging. CW-FIT is one evidence-based group contingency intervention that helps increase student academic engagement and on-task behaviors. In this presentation, we will discuss a systematic review and meta-analysis of CW-FIT, along with how the new District Coaching Model is providing necessary support to teachers through asynchronous coaching while maximizing time.

Nicolette Grasley-Boy, Jacky Williams, Howard Wills, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS; Amanda Haedo, University of Florida, Gainesville, FL; Nicholas Gage, WestEd, Gainesville, FL

### **BCBA/NASP**

🚅 A02

Strand: Equity

Type: Research

New Research in Understanding Patterns of Racial and Ethnic Inequities in School Discipline

Presenters will share results from a few new large-scale studies examining racial equity in office discipline referrals in this research symposium. Although they are not intervention studies, the findings have important implications for intervention to increase equity in school discipline.

Kent McIntosh, Maria Santiago-Rosario, Sean Austin, University of Oregon, Eugene, OR

F 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.

Regency Ballroom

Regency C

**Regency B** 

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

**Regency A** 

Regency D

A03 Strand: School-Wide Systems (Tier 1)

Type: Conceptual

# Multi-tiered Systems of Support: Empirically-based Practices for Supporting Diverse Learners

This presentation is based on activities associated with Project iLEER!, a project focused on developing Multi-tiered Systems of Support (MTSS) and professional development (PD) aimed at enhancing the reading and social, emotional, and behavioral outcomes of culturally and linguistically diverse leaners with and without disabilities. Among these students, a substantial number have disabilities, and interactions between disability and language acquisition and require empirically-based support for improving reading and social, emotional, and behavioral outcomes.

Mack Burke, Virginia Reynolds, Lisa Sanchez, Kristen Padilla, Cameron Blaies, Baylor University, Waco, TX; Lisa Bowman-Perrot, Texas A&M University, College Station, TX; Richard Boon, University of Texas, San Antonio, TX

A04

Strand: School-Wide Systems (Tier 1)

Type: Research

# Integrating Multi-informant Universal Screening Within PBS

This presentation will share practical experience implementing and integrating multi-informant universal screening data (teacher and student rating) within PBS at the middle school level. Discussion will also be held regarding (a) school-based mental health, (b) universal screening practices for student need at Tiers I and II, and (c) integrating universal screening into PBS. Finally, the presenters will outline tools and provide related resources to support the implementation of universal screening within PBS. *Joseph Latimer, Thomas Koza, Caleb Edney, University of South Florida, Tampa, FL* 

A05

Strand: Integration and Alignment

Type: Policy

# Comprehensive Social Emotional Behavioral Mental Health Screening: A State-wide Approach

This session will provide an overview of universal screening as part of a comprehensive school mental health system. Best practices, tool selection, and critical steps (with resources) for implementation including data analysis and connecting students to supports will be shared. Participants will hear a state-level approach to policy and capacity for installing universal screening with practical examples from district exemplars. Action planning tools and briefs will be provided.

Mari Meador, Rayann Silva, University of Washington, Seattle, WA; Alice Amaya, Pasco School District, Pasco, WA; Brandon Riddle, ESD 105, Yakima, WA

A06

# Scaling Up Tier 3: A Model Demonstration

Strand: Individual Students and Tier 3

Type: Research

This session will review a project to scale up Tier 3 practices in a public school system that has strong implementation and fidelity of PBIS, but needed support with Tier 3. This session will review the data collected and the outcomes of the intervention. *Stephanie St. Joseph, Bob Putnam, May Institute, Randolph, MA; Amber Casavant, Gardner Public Schools, Gardner, MA* 

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.



Plaza

Crystal A

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

**Crystal B** 

**A07** Strand: Mental Health Type: Research

Healthy Schools Need Healthy Teachers: Focus on Teacher Well-being from the Beginning!

A recent survey study focused on stress and coping strategies among students in a university-based teacher preparation program, with three main objectives: 1) identifying stressors during student teaching, 2) discovering coping strategies used, and 3) gathering suggestions for improvement. The presenters analyzed responses from 93 participants, and identified key findings, including high stress levels, recognition of self-care's importance, limited professional help-seeking behaviors, and recommendations for additional support and resources within teacher education programs. *Talida State, Montclair State University, Montclair, NJ; Imad Zaheer, St. John's University, Jamaica, NY* 

# BCBA

A08

Strand: Early Childhood

Type: Tier 2

### Large-scale Tier 2 Systems and Intervention Implementation

Explore Pennsylvania's innovative approach to Tier 2 Systems and Intervention, witnessing the state's adept utilization of various platforms to train coaches for PBIS sites. Dr. Sara McDaniel from the University of Alabama led a yearlong professional development project for PaPBS Network facilitators focused on Tier 2 supports within the PBIS framework. Participants will receive a comprehensive blueprint for effectively disseminating Tier 2 training and resources to ensure fidelity across a broad audience.

Tina Lawson, Melissa Klug, Pennsylvania Training and Technical Assistance Network

# BCBA

A09

Strand: Home and Community/IDD

Type: Skill Development

### A Person Centered Approach Towards Better Health Outcomes for Adults with IDD

The healthcare system can be daunting for the general population, and for people with IDD, communication issues are seen as an important aspect of this problem. This presentation will provide participants with person centered materials and strategies to conduct interviews and present information on a One Page Health Profile which may be shared with medical staff in order to promote greater health literacy and better health outcomes for people with IDD.

Molly Dellinger-Wray, Virginia Commonwealth University, Richmond, VA; Mariah Tricker, Minnesota Department of Human Services, Cambridge, MN

### A10

Strand: Integration and Alignment

Type: Research

A Skill Comparison of Pre-Service Teachers: Paraprofessionals v. Transition Field Experience

A comparison of the behavior management skills acquired by pre-service teachers serving as paraprofessionals or completing a standard course-related field experience. The comparison will include information from pre/post surveys, teacher completed checklists of student skills, and focus group reflections. A description of how to develop PK-12 school and university partnerships to combine hands-on experience and behavior management coursework will also be included. *Colleen Commisso, Mary Houser, West Chester University, West Chester, PA* 

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.



Gold Coast

Water Tower

Crystal C

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

#### BCBA A11

Strand: Early Childhood/Family

Type: Research

Telehealth Supports for Caregiver Implemented Behavioral Interventions

Telehealth presents opportunities to support positive behavior supports with families in their home. We highlight three recent studies investigating telehealth supports underserved populations. These studies include (a) culturally adapting caregiver-implemented interventions with caregivers from diverse backgrounds, (b) supporting caregivers of children with rare genetic syndromes through telehealth using a group intervention, and (c) supporting caregivers to implement functional communication training with young children recently diagnosed with developmental disabilities.

Mandy Rispoli, University of Virginia, Charlottesville, VA; Wendy Machalicek, University of Oregon, Eugene, OR; Hedda Meadan-Kaplansky, University of Illinois, Urbana-Champaign, IL

## Mini Skills Session AB - Thursday 9:45 - 11:45 am

AB12

Strand: Classroom Type: Skill Development

Creating Equitable, and Responsive Classroom Environments Where ALL Students Can Thrive

This practical, interactive skills session is designed for practitioners, including classroom teachers and support personnel, who are interested in learning ways to improve their implementation and alignment of positive behavior support, trauma-informed, and culturally-sustaining practices to promote safe, inclusive classroom environments for students from diverse backgrounds. Janet VanLone, Bucknell University, Lewisburg, PA; Sarah Wilkinson, University of Southern Maine, Gorham, ME; Karen Robbie, University of Connecticut, Storrs, CT; Laura Kern, University of South Florida, Tampa, FL

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

# BCBA/NASP

# 手 B01

Strand: School-Wide Systems (Tier 1)

Type: Skill Development

# Sustaining SWPBIS in Alternative Settings: Challenges and Lessons Learned

This presentation will describe the initial successful implementation of SWPBIS in several alternative schools, as well as challenges encountered to sustaining the framework over time. Practical approaches to addressing barriers will discussed, with specific attention to scaling and differentiating technical assistance and planning for flexibility. *Laura Rutherford, Lisa Thomas, Rachel Eisenberg, Devereux, Villanova, PA* 

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Comiskey

**Regency B** 

Wrigley

Mini Skills

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

# BCBA

# **6** B02

Strand: Classroom Type: Skill Development

# Adaptations to Tier 1 to Quickly Respond to Problem Behaviors

We will present findings from a study examining the effects of slight intensifications of typical Tier 1 practices to quickly address students' problem behaviors before moving on to more resource- and time-dependent interventions. Implications will be provided for selecting adaptations to meet classroom contexts and meet student needs.

Tara Moore, Emilie Allen, Kelsey Freeman, University of Tennessee, Knoxville, TN; Joseph Wehby, Vanderbilt University, Nashville, TN; Rachel Robertson, University of Pittsburgh, Pittsburgh, PA; Daniel Maggin, University of Illinois, Chicago, IL

# B03

Strand: School-Wide Systems (Tier 1)

Type: Skill Development

# Team-Initiated Problem Solving (TIPS): How to Run an Efficient & Effective Data Team Meeting

TIPS is a model that has been developed and researched in partnership with schools implementing PBIS across the country since 2010. This session will introduce the TIPS model which includes meeting foundations and the problem-solving process. The presenter will describe the research base for teams serving Tiers 1 and 2 as well as recent advancements in online professional development and a TIPS meeting minutes application.

Erin Chaparro, University of Oregon, Eugene, OR

# B04

Strand: Equity

Type: Skill Development

# Being Culturally Responsive: One School's Journey

There is a need for sustainability around culturally responsive practices and this session, with practitioners, will provide tangible strategies. Providing support, through planning and action, will allow staff to implement culturally responsive practices, from an equitable mindset.

Erika McDowell, Inspired Minds Collide, Paterson, NJ; Rosie Cabanilla Alves, Mone't Kendall-Turner, Cristal Cornelio, Bergen Tech High School, Teterboro, NJ

# B05

Strand: Integration and Alignment

Type: Skill Development

Moving From "I Don't Know how to Implement Interventions" to "Let me Show you how it's Done"

"We have to implement interventions?" "Interventions are not my job." "I don't know how to implement interventions." Schools struggle with supporting the needs of all learners, particularly at Tier 2. Considerations for systematizing academic, behavior, and mental health intervention practices as well as tips to promote successful implementation across a large school division will be shared. Resources that have been successful in supporting implementation, even for those without background knowledge, will be provided.

Stefanie LaPolla, Loudoun County Public Schools, Ashburn, VA

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Plaza

Regency A

**Regency D** 

Regency C

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

**Crystal A** 

Strand: Individual Students and Tier 3 Type: Research

# The ECHO Model<sup>®</sup>: Connecting Educators and Building Virtual Communities of Practice

Special educators and school-based leaders must be prepared to meet the diverse needs of their students, yet they have few opportunities to collaborate with others in similar roles or receive targeted professional development. Professional development practices that intentionally support, sustain, and connect special educators are needed. In this session, we provide an overview of the ECHO® (Extension for Community Healthcare Outcomes) Model as a mechanism to support educators. *Shanna Hirsch, Karen Elfner, Steven Rufe, Catherine Griffith, Megan Carpenter, Clemson University, Clemson, SC* 

## B07

**B06** 

Strand: Tier 2 Type: Skill Development

# Strategies to Scale Tier 2 Behavior Interventions and Supports Across Schools and Districts

In this presentation, we will discuss strategies to scale Tier 2 behavior interventions across schools or entire districts using principles of implementation science. We will illustrate these strategies with I-Connect, a freely technology-based self-monitoring intervention, and share implementation resources to support scaled implementation.

Gretchen Scheibel, University of Kansas, Lawrence, KS; Sara Estrapala, University of Missouri, Columbia, MO

### B08

Strand: Family/Home and Community/IDD/Mental Health Type:

# Collaboration Across Nonprofit Agencies to Support Family, School, Community Partnerships in PBS/APBS

Join members of the APBS Intellectual/Developmental Disabilities and Family committees and collaborative partners in an interactive conversation and resource sharing of evidence-based practices in home-school-community partnerships across the life span.

Kiki McGough, APBS, Arvada, CO; Karen Gifford, APBS, Scottsdale, AZ; Rachel Freeman, University of Minnesota, Institute on Community Integration, Minneapolis, MN

### B09

Strand: Mental Health

Type: Research

# Recognize and Reduce Stress: A High School Universal Stress Management Curriculum

Adolescences are experiencing high rates of stress. We present a study about a universal stress management study implemented in rural US school, report study outcomes and discuss implications for practice and future research. *Ashley Rila, Gerta Bardhoshi, University of Iowa, Iowa City, IA* 

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.



Gold Coast

Crystal B

Crystal C

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

Water Tower

Strand: Mental Health

Type: Research

## Longitudinal Association Between School Climate and Depressive Symptoms: Moderation by SWPBIS

Little is known concerning the longitudinal association between Depressive Symptomatology (DS) and school climate. Specifically, the directionality of the effects has not been determined. Moreover, schoolwide interventions that might influence this possible association still need to be examined. This study used a longitudinal panel data to explore the likely reciprocal relationship between school climate and DS among adolescents included in SWPBIS and control schools.

Alexia Carrizales, Purdue University, Indianapolis, IN; Violaine Kubiszewski, Franche-Comté University, Besancon, Franche-Comté, France

# BCBA

B10

B11

Strand: Early Childhood

Type: Research

It's Not Luck, It's Collaboration! Tier 3 Home and School Interventions for Young Children

Challenging behavior often emerges in early childhood, impeding child success across settings. A Tier 3 process used by familyschool 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

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

# Home and Community PBS, Family, IDD, Mental Health Network Collaboration Meet and Greet

Did you know...that there are active APBS Networks and committees that promote use of PBS outside of school settings? Here's your opportunity to get to know the Family, IDD, Mental Health and Home and Community Networks of APBS! The networks will be holding an information sharing pizza gathering at lunchtime on Thursday in the New Orleans Room. Space is limited but all are welcome!

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.



Wrigley

# APBS

# THE 21<sup>ST</sup> INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT MARCH 6 - 9, 2024 | HYATT REGENCY, CHICAGO, IL

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

## **BCBA/NASP**

# 🚅 C01

Strand: Classroom Type: Skill Development

# Teacher Turnover: Classroom Guide to Help New Teachers

This session helps teachers successfully implement a classroom Positive Behavioral Interventions and Supports (PBIS) plan. A presented workbook will guide implementation in the classroom for a teacher's first sixty days and beyond. Following the presentation, the workbook can continue to be used to provide coaching and collaboration for teachers in creating a PBIS plan tailored to their unique classroom. This session will include ways for data to be used in the process.

Nichole Fintel, Cat Raulerson, Lauren Evanovich, Stephanie Martinez, University of South Florida, Tampa, FL

## BCBA/NASP

# 🚅 C02

Strand: School-Wide Systems (Tier 1)

Type: Research

## Tier 2 & 3 Practices: What are We Doing and How is it Working?

Little is known about the range of interventions schools are implementing at Tiers 2 and 3, limiting our knowledge of how fully implemented SWPBIS systems work in practice. In this presentation, we will review the Tier 2 and Tier 3 interventions 450 California schools reported using in 2021-2022, along with exploring the relation between these practices and disciplinary exclusions. Implications for research and practice will also be discussed.

Nicolette Grasley-Boy, Juniper Gardens Children's Project, University of Kansas, Bridgewater, NJ; Nicholas Gage, WestEd, Gainesville, FL; Lucas Anderson, California PBIS, Placer County Office of Education, Auburn, CA; Jeremy Sawtelle, California PBIS, Shasta County Office of Education, Redding, CA

### C03

Strand: Classroom

Type: Skill Development

# Classroom Social Dynamics Management: Considerations for Students with Challenging Behaviors

We will review two domains of social dynamics management practices: practices used during student-teacher interactions that may target facets of the peer ecology and structural management practices that may target facets of the peer ecology. We will conclude with a discussion of resources for teachers and areas for future work.

Kristen Granger, Jason Chow, Vanderbilt University, Nashville, TN; Michael Broda, Virginia Commowealth University, Richmond, TN

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Regency A

**Regency B** 

**Regency C** 

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

**Regency D** 

Plaza

Strand: Mental Health

Type: Conceptual

Transforming the Landscape of School Mental Health in Washington State

District leaders and University partners will discuss data, systems and practices transforming co-location of school mental health to an interconnected approach. The panel will share teaming structures and procedures at district and building levels, use of community and school data to make decisions, MOUs and clarification of roles and responsibilities, behavioral health crisis response and recovery, and participation of family, community, and youth to promote equitable access and outcomes in alignment with district strategic plans.

Kelcey Schmitz, University of Washington, Seattle, WA; Tawni Barlow, Medical Lake School District, Medical Lake, WA; Angie Withers, Michele Sorensen, Richland School District, Richland, WA; Alice Amaya, Pasco School District, Pasco, WA

### C05

C04

Strand: Integration and Alignment

Type: Research

Pathways2Participation: An Australian Integrated Multi-tiered Framework for School Attendance

Pathways2Participation (P2P), an Australian/USA collaboration, is a promising solution to address school attendance problems and can be integrated with School Wide Positive Behaviour Support. P2P meets schools and school systems at the point of need by using evidence-based interventions. The program supports school staff to understand the problem, intervene early and work with families and other professionals through a student-centred approach. P2P is a feasible model that can be implemented with fidelity by schools.

Lisa McKay-Brown, Jon Quach, Matthew Harrison, Catherine Smith, Kate Scott, Johanna Taylor, University of Melbourne, Melbourne, Victoria, Australia; Patricia Graczyk, University of Illinois, Chicago, Illinois; Glenn Melvin, Deakin University, Burwood, Victoria, Australia

### C06

Strand: Student

Type: Research

Expanding Your Horizons: Valuable Insights to Your Future as a Professional in PBIS

Calling all students! Have you ever wondered what the future could hold for you as a future PBIS professional? Have you wondered what roles of employment to seek in this profession? Come engage in a panel discussion led by a diverse community of PBIS professionals.

E.G. "Ted" Carr Award Recipient

Adriana Prado, Northside ISD, San Antonio, TX

### C07

Strand: Tier 2

Type: Skill Development

An Overview of Tier 2 for Students with Social, Emotional, or Behavioral Needs in Schools

We will provide attendees a systematic framework for implementing Tier 2 in schools for students with social, emotional, and behavioral needs. Topics will include Tier 2 readiness and logic, an overview of Tier 2 intervention types, and a framework for identifying students, matching them to an appropriate intervention, and implementing data-based decision-making strategies for fading or intensifying intervention. Resources for implementing will be provided.

Sara Estrapala, University of Missouri, Columbia, MO; Sara McDaniel, University of Alabama, Tuscaloosa, AL

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Crystal A

Crystal B

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

Crystal C

Strand: Home and Community/IDD

Type: Policy

C08

# Scaling Up PBS With Advocate-Driven Leadership Statewide in Disability Services

Change occurs when people with disabilities are directly involved in the meetings where decisions are being made that impact them. Learn how one state is increasing the leadership-level contributions made by self-advocates in PBS related to training, evaluation, and long-term planning. Perceptions of PBS implementation will be shared from the perspective of self-advocates, and examples of how these advocates are taking on more leadership of PBS implementation statewide are discussed. Rachel Freeman, Jessica Simacek, Danelle Dunphy, University of Minnesota, Institute on Community Integration, Minneapolis, MN; Jennifer Jeffrey-Pearsall, Sheppard Pratt, Mid-Atlantic PBIS Network, MD

# C09

Strand: Families and Parent Supports

Type: Skill Development

# Moving the Needle on Family-School Partnerships

This presentation provides examples of evidence-based family-school partnership practices across the PBIS Tiers. A case study of a district implementing different family-school partnership practices will be discussed. The case study outlines current practices and barriers.

Emily Baton, Bob Putnam, Chelsea Salvatore, May Institute, Randolph, MA; Amber Casavant, Gardner Public Schools, Gardner, MA

# C10

Strand: Equity

Type: Research

# Culturally Responsive Emotional and Behavioral Support to Black Learners in Rural Schools

Black learners, bring into the classroom their cultural values, the way they express themselves, and how they problem-solve. Their life experiences influence their social and emotional behavior. This study examined an intervention approach to promote resilience and well-being by developing social and behavioral competencies that result in observable changes in behavior in black students with EBD. The intervention consisted of class wide implementation of a culturally adapted version of the SEL curriculum with CICO intervention.

Aaron Campbell University of Missouri, Columbia, MO; Elyse Calhoun, University of Oregon, Eugene, OR

# C11

Strand: Early Childhood

Type: Conceptual

Surviving to Thriving: Our Family's Journey with Autism, Anxiety, ADHD and PBIS

Explore the transformative impact of early intervention and successful family-school partnerships on lifelong positive outcomes through a family's story. Join a self-advocate and parent in an interactive conversation about the benefits of collaborating with professionals.

Chelsea Marx, Parents Encouraging Parents, Littleton, CO; Kieran Marx, High School, Littleton, CO

F 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.



Water Tower

Gold Coast

Wrigley



Mini Skills Session CD - Thursday 1:15 - 3:15 pm		
BCBA/NASP CD12 Mini Skills Strand: Individual Students and Tier 3 Type: Skill Development	Comiskey	
<b>Is Your District Producing High-Quality FBA/BIPs? The TATE and Improving Practice</b> Although FBAs/BIPs have been used to address the behaviors of students needing individualized support, they are quality. The TATE is a tool for evaluating the quality of completed FBA/BIPs and can help districts improve their practicipants will practice using the TATE to evaluate a completed FBA/BIP. An example of a high-quality FBA/BIP wand attendees will discuss how to use the TATE to improve practices. <i>Rose lovannone, University of South Florida, Tampa, FL</i>	actices.	
Session D - Thursday 2:30 - 3:30 pm		
NASP		
🚅 D01	Regency B	
Strand: Tier 2		
Type: Research Designing and Supporting Tier 2 Mental Health Systems in High Schools		
Many schools grapple with how to deliver mental health services most efficiently and effectively, particularly in se settings. This multi-presentation session will guide participants in considering opportunities to implement, evaluat the implementation of ecologically valid Tier 2 mental health interventions in high schools. Brittany Zakszeski, University of Delaware, Newark, DE; Stuart Luther, Rutgers Center for Comprehensive School M	te, and support	
Piscataway, NJ; Laura Rutherford, Devereux, Villanova, PA; Katie Eklund, University of Wisconsin, Madison, WI		
BCBA		
<b>F</b> D02 Strand: Classroom	Regency C	
Type: Skill Development		
Improving Teacher-Student Relationships (TSRs) for Students With Behavioral Support Needs		
Close teacher-student relationships (TSRs) contribute to positive academic and behavioral outcomes for students, with behavioral support needs are at-risk for developing poor TSRs. We will learn about two interventions which a	are promising	

avenues for improving TSRs for elementary students with behavioral support needs (Positive Greetings at the Door and Banking Time). Participants will be given time to practice implementation, and provided with take-home materials to apply these interventions in their own school contexts.

Kelsey Smith, Kathleen Zimmerman, Kyla Cisneros, Grade Reeder, University of Kansas, Lawrence, KS; James Merle, University of Utah, Salt Lake City, UT

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

Regency A

**Regency D** 

Strand: School-Wide Systems (Tier 1) Type: Policy

### Not the Country's Afterthought: Students With Disabilities and School Shootings

This session examines the erasure of students with disabilities from school shooting responses. The presentation will be informed by the PI's lived experience as a disabled high school student who has lived through multiple active shooter scares and by the findings of a research study involving a survey of 397 disabled students and 247 educators across the U.S. on their perceptions of whether their school's shooting policies and practices address students with disabilities

Anja Herrman, Oak Park and River Forest High School, Oak Park, IL; Laura Kern, University of South Florida, Tampa, FL

### D04

D03

Strand: Mental Health

Type: Research

## Implementing School-Based Mental Health MTSS: An Update from Three Model Demonstration Projects

This presentation will provide updates from three Office of Special Education Program Model Demonstration grants focused on implementing School-Based Mental Health multi-tiered system of supports for students at-risk and with disabilities in middle and high school. The presentation will provide general updates on lessons learned regarding the implementation of school-based mental health services, screening, interventions, family involvement, and community collaborations. Commonalities across project sites will be discussed, and unique experiences from sites will be presented.

James Sinclair, University of Oregon, Eugene, OR; Kelly Perales, Midwest PBIS Network, Maywood, IL; Heather Peshak George, University of South Florida, Tampa, FL; Joni Splett, University of Florida, Gainesville, FL

### D05

Strand: Integration and Alignment

Type: Skill Development

### Aligning, Implementing and Progress Monitoring: a Continuum of Mental Health Interventions

Are you tired of social-emotional-behavioral supports being siloed or being only the clinicians job? Join us for examples of integrated school and mental health teams working together to select a continuum of interventions. Using core features of MTSS, teams are able to create common language and practices for all staff and students and then provide higher doses of practices to students demonstrating higher need and utilize efficient systems of lower-level interventions to monitor response. Katie Pohlman, Brian Meyer, Midwest PBIS Network, Maywood, IL

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Plaza

# APBS

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

## D09-01

**Combined Session** 

**Gold Coast** 

Strand: Integration and Alignment/ Mental Health Type: Research

# Integrating and Aligning Substance Abuse Prevention and Treatment within PBIS

Substance misuse/abuse has a growing prevalence in our youth and adolescent populations across the nation and there is a shortage of multi-tiered approaches using schools as a delivery system. Attendees will learn how to leverage data sources to address substance prevention and treatment within a PBIS framework. Strategies will be disseminated for school teams to identify the scope of the problem, select screening tools, and install evidence-based interventions across the tiers. *Brooke Wagner, Kaci Fleetwood, University of Nevada, Reno, NV* 

# D09-02

Strand: Integration and Alignment/ Mental Health

Type: Research

# Positive Behavioral Interventions & Supports and Substance Misuse in Secondary Schools

Early screening and intervention are vital preventive actions supporting behavior and mental health in schools, but similarly focused efforts for behavioral health issues, such as substance misuse, are less common. With school resources being limited, efficiency is crucial as schools attempt to meet student behavioral health needs. We examined how common school data on substance misuse relate to self-reported substance misuse and (b) how positive behavioral interventions and supports across tiers relates to substance-related outcomes.

Sean Austin, University of Oregon, Eugene, OR

# BCBA

D10

D11

Strand: Home and Community/IDD Type: Conceptual

# Acceptance and Commitment Therapy (ACT): Aligning our Work Towards Increasing Quality of Life

ACT gives the practitioner a means to transform and improve the effectiveness of data driven, behavior change towards more positive, antecedent based strategies. We will review ACT processes while relating them to behavioral principals. You will see how psychological flexibility is increased and learn to functionally sort through problems in ways that help people live harmoniously with their values. A mindfulness tool will be demonstrated so attendees can customize it for the people they support. *Jodi Cushman-Purcell, Larry Krog, State of Minnesota, St. Paul, MN* 

Wrigley

Strand: Families and Parent Supports

Type: Research

# Developing Family-School Partnerships through Cultural Brokering in Special Education

Some culturally and linguistically diverse (CLD) families in the U.S. experience challenges navigating special education (e.g., language barriers, legal rights of students with disabilities). Cultural brokering is a promising way to support CLD families and students receiving special education services. This systematic literature review summarizes the cultural brokering experiences of special education cultural brokers and CLD families receiving special education services. We describe common themes and discuss recommendations for future research and practice.

Mya Kelley, Georgia McKown, Clemson University, Clemson, SC

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# Water Tower

# APBS

# THE 21<sup>ST</sup> INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT MARCH 6 - 9, 2024 | HYATT REGENCY, CHICAGO, IL

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

## **BCBA/NASP**

### **戶** E01

Strand: Tier 2 Type: Research

### Student Voice to Inform Implementation: Examples from a Tier 2 Positive Psychology Intervention

Participants will learn multiple methods to assess student perspectives related to social validity to inform school-based intervention implementation, and consider how to make ongoing program improvements by incorporating student voice. Presenters will share examples of how student input about program acceptability informed changes to delivery and implementation of a specific Tier 2 positive psychology intervention. Participants will review real feedback from students who participated in this intervention and share their ideas for potential program improvements. *Sarah Fefer, Jacqueline Blass, Hallie Lothrop, University of Massachusetts, Amherst, MA; Shannon Suldo, Kristen Mahoney,* 

University of South Florida, Tampa, FL

## BCBA

# 手 E02

Strand: Mental Health

Type: Conceptual

### Building Cohesive Teams by Aligning Interests and Achieving Shared Goals

Leadership teams are often charged with the strenuous job of generating effective systems change. To do so, understanding how to encourage more cooperative behaviors in support of the collective vision can assist in improving productivity and collaborative efforts. This session will share how to use core design principles and psychological flexibility to set the conditions for trust and emotional vulnerability, which enables more prosocial behavior, allowing individuals to coordinate their actions more effectively. *Jodie Soracco, VTSS-RIC, Virginia Commonwealth University, Chesterfield, VA* 

# E03

Strand: Classroom

Type: Research

High School Student Opinions on Teacher Praise

High school student acceptability of teacher praise is an important consideration for high school educators. In this session we will (a) describe a survey study accessing high school student preference and acceptability on teacher praise and reprimands, (b) report findings, and (c) discuss implications for research and practice.

Ashley Rila, University of Iowa, Iowa City, IA; Sarah Wilkinson, University of Southern Maine, Gorham, ME; Margaret Floress, Eastern Illinois University, Charleston, IL

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Regency C

Regency A

Regency B

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

**Regency D** 

Plaza

E04 Strand: School-Wide Systems (Tier 1)

Type: Conceptual

# From Theory to Practice: Addressing the Challenges of Trauma-Informed Schooling

What is it really like to translate theoretical educational frameworks into the messiness of a real-world school system? Reviewing an interview study conducted with school district staff in Claremont, California, this presentation explores how trauma-informed schooling promotes equity, why these practices can be challenging to implement, and how school systems can address these roadblocks. A brief discussion about the brain science behind trauma and its link to social inequality will kick off this presentation. *Natalya Braxton, Pomona College, Claremont, CA* 

## E05

Strand: Classroom

Type: Research

# Let's Practice Classroom Management: Mixed Reality Simulation With Preservice Teachers

Preservice teachers (PST) need practice-based experiences as a part of their teacher preparation programs. Mixed-reality simulation (MRS) allows for PST to practice skills in a low risk environment with a variety of student avatars. We will share the results of a quantitative study where participants, via MRS, engaged with a student with autism to practice classroom management skills, such as teaching classroom expectations and incorporating opportunities to respond. *Logan Qualls, Shanna Hirsch, Catherine Griffith, Sharon Walters, Clemson University, Clemson, SC* 

### E09

Strand: Individual Students and Tier 3

Type: Conceptual

# Supporting H.S. Youth Through Implementation of Tier 3 at a Student-Level and a School-Level

This session will demonstrate one high school's journey of implementation of Tier 3 teaming approach at a student-level by defining consistent Tier 3 supports and systems at a school-level. Capacity building of Tier 3 assessments [i.e., FBAs, Wraparound, Person-Centered Planning] will be considered along with building upon available Tier 1 and Tier 2 supports. *Margie Borawska, Concord School District, Concord, NH* 

# BCBA

E10

Strand: Equity

Type: Conceptual

# Strengths-based ABA: Upholding Anti-ableism in Goal Writing, Direct Service, and Research

Do you provide behavior analytic services? Join an interactive discussion about the ways in which ableism has permeated ABA and learn six areas of a strengths-based approach that (1) foster anti-ableist approaches and (2) empower and elevate the voices of those served.

Elisabeth Malone, University of Kansas, Lawrence, KS; Finley Aavatsmark, University of Nevada, Reno, Nevada; Bonnie Kwong, Nashville, TN

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Gold Coast

Water Town

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

Wrigley

Comiskey

Strand: Families and Parent Supports

Type: Conceptual

# A New Model for Schools To Improve Parent Involvement: Invitations are Not Enough

Presentation introduces a new model for encouraging and sustaining parent involvement in school and Positive Behavior Intervention and Supports (PBIS). The model was conceived from a study by Rose et al., (2023) which found a discrepancy between teacher and parent data regarding involvement practices. As parents have significant influence on child behavior, strengthening teacher parent relationships to encourage involvement supports understanding PBIS goals and provides consistency in behavior management across home school environments.

Michelle Rose, Western Sydney University, Sydney, NSW, Australia

E12

E11

Strand: IDD Type:

# Dare to Dream: Living Our Best Lives With a Community of Support

Self Advocates and family members will share their journeys of building their best lives with the support of friends, families and community supports. These inspirational stories demonstrate how individuals with unique needs can utilize strengths and interests to become entrepreneurs and active participants in their community. *Kiki McGough, APBS, Arvada, CO* 

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

# **BCBA/NASP**

# 手 F01

Strand: Mental Health

Type: Skill Development

# From PBIS to ISF: a Trauma-focused Expansion of Services in Schools

This presentation highlights an ongoing multi-community effort to expand PBIS systems to enhance trauma focused interventions and services across the tiers leveraging an Interconnected Systems Framework. Evidence based interventions, screening/assessment tools, and training protocols across tiers 1, 2, & 3 will be shared. Systems level implementation data and

screening/assessment tools, and training protocols across tiers 1, 2, & 3 will be shared. Systems level implementation data and student outcome data will be presented.

Kaci Fleetwood, Megan Szeto, Ashley Greenwald, University of Nevada, Reno, NV

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**Regency B** 

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

# BCBA

# **戶** F02

Strand: Tier 2 Type: Conceptual

# Establishing Efficient Tier 2 Systems to Promote Rapid Access to Function Based Intervention

Building efficient systems that facilitate rapid access to function based behavior intervention prevents the risk of challenging behavior worsening. Intentional systems development that includes data-based decision making processes is essential for sustaining effective tier 2 implementation over time. Also, it promotes a continuum of function based practices across all tiers. Effective tier 2 implementation focuses on the quality of available interventions over the quantity of interventions. *Hazel Ashbeck, SWWC Service Cooperative, Stewartville, MN* 

## F03

Strand: Classroom

Type: Skill Development

## Slow the Climb: Strategies to Keep Behavior from Going Downhill

Do you read Teach by Design or follow Expert Instruction? Now is your chance to experience both LIVE. In this session, we'll talk about how behaviors escalate and what you can do to return your classroom to calm. Then, listen in on a live podcast-style interview with experts from the Midwest PBIS Network who will share what de-escalation looks like in the real world. *Megan Cave, Nadia Sampson, PBISApps, University of Oregon, Eugene, OR; Brian Meyer, Ami Flammini, Midwest PBIS Network, Maywood, IL* 

### F04-01

**Combined Session** 

**Regency D** 

Strand: Classroom

Type: Skill Development

# Let's Do This!: Strengthening Classroom PBIS Practices Through a Virtual Community of Practice

Join us to learn about how the Northeast PBIS Network has enhanced access to high-quality Classroom PBIS professional development through a virtual regional community of practice. Educators in the Classroom PBIS CoP have identified this approach as engaging, effective, and impactful to their practice. Come learn how you can use this model to support educators in developing positive, proactive, equitable, and effective classroom environments within your school, district, or state, too! *Karen Robbie, Nicole Peterson, University of Connecticut, Storrs, CT* 

### F04-02

Strand: Classroom

Type: Research

Building a University-Based Community of Practice to Support Novice Teachers in Rural Schools

Discover innovative approaches to support novice teachers in rural schools through an integrated framework encompassing positive behavior support, trauma-informed practices, and culturally-sustaining practices. This presentation will share effective mentoring strategies for novice teachers, review the goals and content of a specialized training for in-service teachers, and highlight the significance of university-district partnerships in nurturing teacher retention and success. The purpose, results, and implications of a related mixed-methods research study will be shared.

Janet VanLone, Hasan Spencer, Bucknell University, Lewisburg, PA

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.



Regency C

**Regency A** 

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

Plaza

Strand: Integration and Alignment

Type: Policy

F05

Exploring Every Student Succeeds Plans: The Use of MTSS/PBIS in State Plans

When Congress passed the Every Student Succeeds Act (ESSA), each state that desired funding had to file a state plan. One of the areas that was allowed was the use of MTSS/PBIS to address school climate and conditions. This session will present an analysis of Title IV Section 6.1C School Conditions narratives from approved ESSA SEA plans, including which interventions are most often referenced, the role MTSS/PBIS plays, and how data is used.

Laura Kern, University of South Florida, Tampa, FL; Sharon Lohrmann, Rutgers University, New Brunswick, NJ

# BCBA

F09

Strand: Individual Students and Tier 3

Type: Research

# How Can We Include the Voice of Students in their Behavioral Support Plans?

Function-based interventions (FBIs) for students with intellectual and developmental disabilities (IDD) are often planned for them, not with them (Korinek, 2015), leaving the social significance of goals, procedures, and outcomes of the intervention to the student unknown. In this literature review, we examined intervention studies that involved FBI implementation in a school setting to determine whether and how researchers considered the input of students with IDD during the planning and implementation of FBIs.

Megan Carpenter, Clemson University, Clemson, SC; Virginia Walker, Monique Pinzcynski, University of North Carolina, Charlotte, NC; Melinda Snodgrass, Illinois State University, Normal, IL

# F10

Strand: IDD

Type: Skill Development

# PBIS Considerations and Supports for Seniors with Intellectual and Developmental Disabilities

Persons with intellectual/developmental disabilities (IDD) are living longer. The number of seniors with IDD is expected to increase by 50%, from 641,860 in 2000 to 1.2 million in 2030. To meet the needs of seniors, there are identified supports that can be implemented by providers using the PBIS tiered framework. This presentation will discuss the specific PBIS IDD supports and procedures that can be adapted for seniors to maintain their quality of life.

Stewart Shear, Devereux, Villanova, PA

# F11

Strand: Families and Parent Supports

Type: Skill Development

Integrating PBS and Cognitive Behavioral Therapy to Treat Anxiety in Autism

This presentation will briefly describe the multi-method assessment of anxiety in children with autism, particularly those with intellectual disability. In more detail, we will describe parent-implemented, multi-component intervention plans, integrating PBS and cognitive behavioral therapy (CBT), to treat anxiety and related challenging behavior for these children. This presentation aims to empower more parents, teachers, and providers to treat anxiety in autistic youth, particularly those with ID, who represent a markedly underserved population.

Lauren Moskowitz, St. John's University, Queens, NY

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Gold Coast

Water Tower

Wrigley



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

Comiskey

F12

Strand: Home and Community

Type: Skill Development

**Creating Equal Partnerships at School** 

How can we work together to create positive outcomes for all students by working with all families? What steps must a school take to create an asset-based space of belonging for all students by amplifying the voices of their caregivers? This presentation will highlight strategies and practices that increase real engagement between families and school-based staff. Participants will focus on tangible strategies and resources being used in school settings that build true partnerships at school. *Juan Lira, Trisha Shrode, Midwest PBIS Network, Chicago, IL* 



# Agenda – Thursday Evening Poster Session and Reception

Join us in the Crystal Ballroom on Thursday evening for the 2024 Poster Session & Reception. Connect with amazing presenters and witness the presentation of two Ted Carr Outstanding Poster Awards to students showcasing original research or practitioner/teacher education information.

Stick around after for Trivia Night – an evening of fun, games, and a little friendly competition! All are welcome to come, join a team, and show off your trivia skills. Prizes are available for the winning team! Participation is free for all conference attendees. We hope you will join the fun!

Poster Session - Thursday 6:00 pm - 7:30 pm - Crystal Ballroom		
Poster 101		
Strand: Individual Students and Tier 3		
Type: Research		
Toward Integrated Behavior and Mental Health Interventions in Schools: A Qualitative Study		
We interviewed school-based behavior and mental health specialists to learn about their approaches to intervention for students		
with behavioral and/or social-emotional needs. We discuss their perspectives and experiences as they relate to integrating		
intensive behavior and mental health interventions.		
Marney Pollack, Uconn Health, Farmington, CT; Blair Lloyd, Vanderbilt University, Nashville, TN		
Poster 102		
Strand: Equity		
Type: Research		
Collaborating with CLD Students and Families: Mixed Reality Simulation Study		
The K-12 student population is more diverse than ever; therefore, preservice teachers (PSTs) must learn to use effective		
collaboration strategies with culturally and linguistically diverse (CLD) students and families. Implementing culturally responsive-		
sustaining (CR-S) teaching strategies is an effective way to collaborate with CLD families and students to support equitable and		
successful educational experiences. We will provide examples and summarize the benefits of using mixed-reality simulations,		
performance feedback, and direct teaching to teach PSTs CR-S strategies.		
Mya Kelley, Shanna Hirsch, Andrea Chavez, Abi Morton, Clemson University, Clemson, SC		
Poster 103		
Strand: Integration and Alignment		
Type: Conceptual		
Developing an Integrated Framework of Supports to Meet the Social Emotional Needs of Children		
This presentation will review research and provide an integrated framework on how multiple models of support, including		
trauma-informed care, ABA practices and school-wide systems of positive behavior supports, compliment and support each other		
to help support the social emotional development of all students.		
Kathryn Havercroft, Cori More, Jennifer Buchter, Eastern Illinois University, Charleston, IL		



### Poster Session - Thursday 6:00 pm - 7:30 pm - Crystal Ballroom

### Poster 105

Strand: Classroom

Type: Skill Development

### Implementing Supportive Consequences in the Classroom

In this session, we will discuss the problems associated with commonly used punitive consequences to address challenging behaviors in the classroom and provide an alternative approach that is more in line with PBIS frameworks. This entails the use of a hierarchy of supportive consequences.

Shawnna Helf, Winthrop University, Rock Hill, SC

### Poster 106

Strand: Classroom

Type: Research

### "Is that Really Going to Work?": Implementing Positive Behavioral Interventions and Supports

This qualitative study investigates alternatively certified special education teachers' implementation of PBIS. Participants were in their first or second year as teachers in classrooms for pre-kindergarten through twelfth-grade students with disabilities. This study examines how alternatively certified special education teachers perceive and implement PBIS within their classrooms after engaging in a PBIS action research project with their students.

Calli Lewis Chiu, California State University, Fullerton, CA; Mandy Lusk, Clayton State University, Morrow, GA

### Poster 107

Strand: Classroom

Type: Research

### Students with Emotional-Behavioral Difficulties as Cross-Age Tutors: Positive Benefits for All?

We examined the effects of training students with emotional-behavioral difficulties to be cross-age tutors for kindergarten students (i.e., tutees) at-risk for mathematics difficulties. Tutoring sessions consisted of playing number line board games three times per week. The intervention's effects on both student populations will be discussed: behavioral improvements for the tutors on their Check-in/Check-out (CICO) point sheets and early numeracy skill development for the tutees. Strategies for training and supervising tutors will be presented.

Gavin Watts, Texas A&M University, San Antonio, TX; Joel Kerr, Adams State University, Alamosa, CO

Poster 109

Strand: Mental Health

Type: Research

### A Systematic Review of the Programs and Practices that Influence School Connectedness

This poster will summarize the results of a systematic review aimed at identifying the programs and practices that are likely to increase school connectedness for secondary students. Implications for alignment with PBIS practices will be discussed. Danielle German, Kevin Filter, Janet Bechtold, Taylor Ferrazzo, Whitney Sumihi, Minnesota State University, Mankato, MN



### Poster Session - Thursday 6:00 pm - 7:30 pm - Crystal Ballroom

### Poster 110

Strand: Equity

Type: Research

### Co-teaching: A Dynamic System to Support Students with Disabilities

Most (95%) students with disabilities spend some portion of their day in an inclusive setting which prompts one to better understand inclusive supports. The most used co-teaching method is one-teach/one-assist; however, researchers have found that it is the least effective instructional practice when used as the only co-teaching instructional method. In this session, we discuss a qualitative study of two co-teaching partnerships and their instructional decision making through the lens of dynamic systems theory.

Logan Qualls, Shanna Hirsch, Clemson University, Clemson, SC

### Poster 111

Strand: Equity

Type: Research

### Development of a Prototype for Transition to Work of Learners with Special Needs in Thailand

The presentation will showcase the research findings as a part of the Thai Equitable Education Fund's Vocational Scholarships Project for Learners with Special Needs who are from low-income families, focusing on the increased quality of instruction and the improvement of vocational schools to promote outcomes for the students' transition to work. The results are intended to be discussed with audiences from different countries to facilitate comparisons and provide suggestions from a global perspective. *Chanisa Tantixalerm, Watinee Amorpaisarnloet, Dusida Tinmala, Sirichan Sathirakul Tachaphahapong, Buntarika Bulpakdi, Virut Kitnuntaviwat, Chulalongkorn University, Bangkok, Thailand* 

### Poster 112

Strand: Classroom

Type: Research

### Addressing Challenging Behaviours in the Classroom: Perceptions of Teachers in Poland

The presentation concerns a study that aimed to analyse the experiences of teachers working with students exhibiting challenging behaviors across different school settings in Poland. Teachers' experiences and perceptions provided insights and understandings into action strategies, for assessing student difficulties and the effectiveness of various behavioural interventions. The data gleaned from teacher interviews revealed their classroom management techniques and their perspectives on the efficacy of schoolwide practices aimed at supporting students with behavior support needs.

Monika Skura, Faculty of Education, University of Warsaw, Warsaw, Mazowiecke, Poland

### Poster 113

Strand: School-Wide Systems (Tier 1)

Type: Research

# Including Students with Extensive Support Needs in SWPBIS

This session is focused on including students with extensive support needs (ESN) in school-wide positive behavioral intervention and supports (SWPBIS). The session will examine the historical development of PBIS, research on the participation of students with ESN in SWPBIS, evidence-based and inclusive practices to support students with ESN in Tier 1 of SWPBIS, and the development and initial validation of a new add-on scale for a widely used tool for evaluating implementation fidelity in SWPBIS. *Aaron Mowery, University of Oregon, Eugene, OR* 



### Poster Session - Thursday 6:00 pm - 7:30 pm - Crystal Ballroom

### Poster 114

Strand: School-Wide Systems (Tier 1)

Type: Research

## Program Evaluation of Tier I Behavior Support in a Public School: School-University Partnership

This participatory action research study involved collaboration between university researchers and a public elementary school's principal and dean of students to evaluate the school's current use of Tier I behavior practices. We used an explanatory sequential mixed-methods design to identify strengths, areas of need, and future desires as it relates to implementing Tier I behavior practices. The utility and importance of collaborative program evaluation through university-school partnerships will be discussed.

Amanda Borosh, Alexia Robinette, Sof Morales, Elisabeth Payack, Samira Bashiru, Juliana Aguilar, Purdue University, West Lafayette, IN; John Augustine, University of Missouri, Columbia, MO

## Poster 116

Strand: School-Wide Systems (Tier 1)

Type: Research

## Impact of CW-FIT Tier 1 Implementation in an Elementary School Setting

Class-Wide-Function Related Intervention Teams (CW-FIT) is a Tier 1 classroom intervention that focuses on teaching students prosocial classroom behaviors. CW-FIT provides teachers with training in how to use behavior-specific praise to reinforce sought-after student behaviors. The purpose of this study was to examine the impacts of CW-FIT on student and teacher behaviors in an elementary classroom while utilizing a multiple-baseline across-participants study design. Results will discuss the impacts of CW-FIT on teacher and student behaviors.

Amanda Haedo, Skyler McCain, University of Florida, Gainesville, FL

### Poster 117

Strand: Equity

Type: Skill Development

# Nurturing Entrepreneurship & Social Skills in Deaf Students in Thailand: Project-based Approach

This study examines the 'Edible Grasshopper Farming Project' at Udon Thani Polytechnic College, Thailand, and its role in developing entrepreneurship and social skills among deaf students. Funded by Thailand's Equitable Education Fund, the project's impact on students and teachers demonstrates its potential for inclusivity and growth, advocating for project-based learning in special needs education.

Thanavit Limpavittayakul, IOE, UCL's Faculty of Education and Society, London, United Kingdom

### Poster 118

Strand: Tier 2

Type: Research

### Check Your Money: Development of a Financial Literacy Questionnaire for Special Needs Learners

Our interactive presentation emphasize research about developing financial literacy assessment tools among disabled students in Thai vocational schools. Our questionnaire provides students' financial literacy needs, enabling targeted support and growth. This study is a step towards inclusivity, empowerment, and brighter students' financial futures. We invite stakeholders to explore the transformative potential of this tool. In our session, we will share a case study, discuss financial habits using Padlet, and gather feedback to enhance our instrument.

Kanessha Sirisak, Siripreeya Chaiboonma, Chulalongkorn University, Bangkok, Thailand



### Poster Session - Thursday 6:00 pm - 7:30 pm - Crystal Ballroom

### Poster 119

Strand: Equity

Type: Conceptual

### The Concept of Unlocking Education Equality Through Decentralisation

Decentralised Educational Systems (DES) can make education more accessible and equitable by assessing students regardless of socioeconomic status. This helps identify and meet their needs. These systems also connect teachers and students, enriching learning, fostering cultural understanding, and encouraging collaboration. By integrating different cultures, these systems can make communities more inclusive. Audience perspectives will be utilised when discussing study results. The main features, operations, and value proposition of DES to reduce inequality will be discussed.

Chayapat Klanthong, Thailand

### Poster 120

Strand: Classroom

Type: Research

### A Mega-review of Functional Communication Training for Children with Disabilities in Schools

A mega-review of FCT for children with disabilities in educational settings was conducted to create a deeper evidence base for the effectiveness of FCT for this population, this mega-review synthesizes and analyzes evidence published in five reviews. By completing a review of reviews, the authors aimed to summarize extant literature and identify areas commonly featured in Functional Communication Training research and bring to light areas of need by giving a summary of outcomes and recommendations.

Francis Corr, Mandy Rispoli, University of Virginia, Charlottesville, VA

### Poster 121

Strand: Classroom

Type: Research

### Teaching Students With Autism: Teachers' Perspectives on Barriers and Needs

This qualitative study aimed to gain an understanding of teachers' perspectives on their challenges and needs in implementing evidence-based teaching practices to support students with autism. Focus groups were conducted with teachers across grades K through 12 and transcripts were analyzed for the following themes: teaching practice, strength, advantage, and barrier. Implications for research and practice will be discussed with a focus on addressing the barriers that teachers face in supporting students with autism.

Catharine Lory, Ramella Lee, Travis Hammond, University of Nevada, Las Vegas, NV; Emily Gregori, Qingli Lei, Stephanie Huff, University of Illinois at Chicago, Chicago, IL

### Poster 122

Strand: Early Childhood

### Type: Policy

### Linking SW-PBIS to State Implementation of the Pyramid Model: PBIS from Birth to Adulthood

Why link your PBIS efforts to the implementation of the Pyramid Model within early childhood services for children birth to five? Alignment and collaboration with early childhood systems will strengthen your efforts to bring PBIS to scale and yield even greater outcomes for children. Learn about where there are state systemic efforts in early childhood and the resources that are used related to establishing systems, measuring fidelity and outcomes, and providing professional development and coaching. *Lise Fox, Myrna Veguilla Figueroa, Denise Perez Binder, Anna Winneker, University of South Florida, Tampa, FL* 



## Poster Session - Thursday 6:00 pm - 7:30 pm - Crystal Ballroom

### Poster 123

Strand: School-Wide Systems (Tier 1)

### Type: Research

## Global Views of School-Wide PBIS: Creating Preventative and Supportive School Environments

The effectiveness of SWPBIS in creating supportive school environments is well-supported. SWPBIS involves various components like team collaboration, data-driven decision-making, identification of students needing extra support, evidence-based interventions, and monitoring of intervention effectiveness through tiered implementation. This systematic review goes beyond the U.S. to explore the global adoption of SWPBIS in countries like Australia, Canada, Denmark, Israel, the Netherlands, New Zealand, Norway, South Korea, Taiwan, and Sweden, providing a broader perspective on its implementation. *Mack Burke, Lisa Sanchez, Nori Ryland, Baylor University, Waco, TX; Michael Paal, Anna-Maria Hintz, University of Oldenburg, Oldenburg, Lower Saxony, Germany; Lisa Bowman Perrott, Texas A&M University, College Station, TX* 

### Poster 124

Strand: Families and Parent Supports

Type: Research

## Culturally Empowered Solutions: Adapting Online Interventions for Arabic-Speaking Families

Challenging behaviors in children can negatively affect their development and family dynamics. To support families in lowresource settings, we culturally adapted an asynchronous online training for Arabic-speaking parents of children with autism. Preand post-assessments of caregivers showed improved knowledge in behavioral principles, which confirmed the findings of previous research using these modules in 3 different languages and countries. Participant interviews confirmed the training's social validity and offered valuable suggestions for cultural adaptation enhancements.

Rayan Alqunaysi, Ban Sleiman Haidar, Hedda Meadan-Kaplansky, Melanie Martin Loya, Elaine Gilmartin, University of Illinois, Urbana-Champaign, IL; Menaka De Alwis, University of Oregon, Eugene, OR

### Poster 125

Strand: Mental Health

Type: Research

# Assessing the Acceptability of a DBT Skills Intervention for Teacher Wellbeing

This study investigates the acceptability of a dialectical behavioral therapy (DBT) skills intervention for teachers grappling with emotional distress. In a preliminary trial involving teachers from the Claremont Unified School District, an online intervention designed to teach acceptance and change skills derived from DBT principles will be tested. Utilizing a variety of measurement tools, we aim to gather feedback on whether this intervention is received well by teachers.

Liam Davis-Bosch, Kaitlyn O'Conner, Marissa Markey, Rhea Mistry, Marcus Rodriguez, Pitzer College, Claremont, CA

# Poster 127

Strand: Families and Parent Supports

### Type: Research

# Inclusion of Social Validity Assessment in Autism Evidence-Based Practices

Practitioners must evaluate the social validity of evidence-based practices to guide decision-making. It is imperative that goals, procedures, and outcomes are acceptable to students, caregivers, educators, and other parties. The current study evaluated social validity reporting in manuscripts used to establish evidence-based practices for students with autism. *Amber Reilly, M.Y. Savana Bak, Elsie Liu, University of Minnesota, Minneapolis, MN* 



# Poster Session - Thursday 6:00 pm - 7:30 pm - Crystal Ballroom

### Poster 128

Strand: Individual Students and Tier 3

Type: Research

### Characteristics of Tier 3 Behavior Intervention Plans for Students with Autism

Behavior intervention plans (BIPs) are a Tier 3 intervention aimed at assisting educators in a systematic approach to supporting students facing persistent behavioral challenges in schools. While previous research has evaluated the overall quality of BIPs, no studies have examined the inclusion of evidence-based practices in BIPs. This study examined which and how many EBPs are most commonly included in BIPs for students with autism.

Melina Melgarejo, Jessica Suhrheinrich, San Diego State University, San Diego, CA; Patricia Schetter, Placer County Office of Education, Auburn, CA

### Poster 130

Strand: Classroom

Type: Research

### How Taiwanese Teachers Respond to Students' Disruptive Behavior in the Inclusive Classroom

The purpose of this research is to explore how Taiwanese teachers respond to students' disruptive behavior in inclusive classrooms. The data were gathered from a survey and interviews with teachers in elementary and junior high schools. The findings show that teachers in Taiwan tend to adopt positive strategies at first, and resort to punishment only when the disruptive behavior persists.

Li-Yu Hung, Runjui Chang, Fangmei Liao, Nation Taiwan Normal University, Taipei, Taiwan

### Poster 131

Strand: Integration and Alignment

Type: Conceptual

### School Mental Health Integration from Theory to Practice: A Statewide Approach

Improving youth mental health represents an urgent public health priority and establishing a comprehensive system of socialemotional and behavioral supports can play an instrumental role in achieving this goal. In our presentation, we will describe the Enhancing School Mental Health Services Project, grounded in the Interconnected Systems Framework, and designed to enhance the capacity of New Jersey schools to develop and align their social-emotional and mental health programming within a comprehensive school mental health system.

Alicia Lukachko, Kristy Ritvalsky, Stuart Luther, Tania Leonard, Ann Murphy, Rutgers University, New Brunswick, NJ

Poster 132

Strand: Integration and Alignment

Type: Research

Collaboration Through Coaching: A Framework for Educator Support When Implementing Strategies

Collaboration is a valuable resource for educators providing support and growth when working to develop skills and strategies for the classroom. This presentation highlights how collaborative educator coaching was used to support K-3 educators in the acquisition, development, and implementation of tiered social emotional learning instruction. A coaching menu provided to teachers will be detailed along with best practices for implementation within schools and classrooms.

Melissa Walton, Gregory Benner, Elizabeth Michael, Erica Lee, The University of Alabama, Tuscaloosa, AL



### Poster Session - Thursday 6:00 pm - 7:30 pm - Crystal Ballroom

### Poster 133

Strand: Mental Health Type: Conceptual

# Embedding Practical Strategies to Support Youth Mental Health in the Elementary Classroom

Now, more than ever, educators and students need strategies that support mental health in the classroom. This presentation highlights low-intensity, highly-effective strategies to address both student mental health needs and the social skills to support student emotional intelligence development. Tangible strategies will be presented with action steps for immediate implementation in the classroom. We will highlight assessment and progress monitoring procedures through the lens of mental health and social emotional learning in the classroom.

Melissa Walton, Gregory Benner, Elizabeth Michael, Erica Lee, The University of Alabama, Tuscaloosa, AL

## Poster 134

Strand: Individual Students and Tier 3

Type: Research

## Predictors of School Professionals' Self-Efficacy Prior to PBS Training for Autistic Students

Perceived self-efficacy and key demographic variables including occupation and prior training experience were collected prior to participating in a Prevent-Train-Reinforce training program from teachers and other school professionals throughout the state of New York. Multiple regression analyses revealed that being a special education teacher and having past training experience in working with students on the spectrum were significant predictors of perceived self-efficacy. Implications for the field are discussed.

Krista Drapalik, Hanna Kent, Daniel Magin, Kristin Christodulu, Melissa Rinaldi, Center for Autism and Related Disabilities, University at Albany, Albany, NY

### Poster 135

Strand: Classroom

Type: Skill Development

### Effects of Professional Development and Coaching Programs to Implement Evidence Based Behavioral Management

Some teachers in Saudi Arabia claim they are unprepared to use and implement efficient behavior management strategies such as Applied Behavior Analysis and Positive Behavior Support (Al-Hadithi, 2015). Therefore, this paper will analyze the special education preparation programs and professional development syllabi to identify which components of Behavioral management are taught more intensely and then will evaluate the effect of professional development and coaching to help special education teachers Implement these strategies.

Faris Alshahrani, The University of North Carolina, Greensboro, NC

# Poster 136

Strand: Individual Students and Tier 3

### Type: Research

# Learning From Implementation: Analysis of FBAs & BIPs and Implications for Practice

Despite strong evidence in support of function-based support, schools struggle to develop and implement high-quality FBAs and BIPs (VanAcker et al., 2005). 80 FBAs & BIPs conducted in 18 public schools (Pre-K-6) were evaluated using the Technical Adequacy Tool for Evaluation (TATE). Linking hypothesis to interventions and identifying and addressing consequences scored lowest. We provide implications for teacher education, ongoing professional development, and resources for individual supports. *Carol Davis, Scott Spaulding, Selena Killin, Fernanda Ibarra, University of Washington, Seattle, WA* 



#### Poster Session - Thursday 6:00 pm - 7:30 pm - Crystal Ballroom

#### Poster 137

Strand: Individual Students and Tier 3

Type: Research

## Functional Behavioral Assessment Training for Pre-Service Special Education Teachers

Functional behavioral assessments (FBA) are an evidence-based tool for choosing function-based interventions, but special education teachers are often not adequately prepared to conduct them. The presenters will review results from a multiplemethods study focusing on pre-service special education teachers, which included (a) a questionnaire regarding experiences and training on conducting FBAs and (b) a randomized control trial, testing the efficacy of an online FBA training intervention in the areas of knowledge, skill, and self-efficacy.

Rebecca Folkerts, Hedda Meadan-Kaplansky, University of Illinois Urbana-Champaign, Urbana, IL

## Poster 138

Strand: School-Wide Systems (Tier 1)

Type: Policy

## "Logic of Logic Models" [In Real Life]: MN Statewide PBIS Blueprint Logic Model

"If you can't understand [and] explain what the outcomes are... It's really hard to talk about the interventions [and] improving the efficiency of what you're trying to accomplish." – George Sugai, APBS 2015

Examine a real-life PBIS logic model with differentiated focus areas. Review our progress so far, and share your own recommendations for improving Minnesota's system-antecedents and practice-behaviors that may continue to improve outcomes at larger, more equitable scales of social significance.

Minnesota PBIS State Leadership Team, Minnesota Department of Education and Regional Implementation Projects, Minnesota, MN; Garrett Petrie, Sarah Sirna, Minnesota Department of Education, Minneapolis, MN

Poster 139

Strand: Individual Students and Tier 3

Type: Research

## Addressing Trauma and Mental Health in Schools for Students with Disabilities: A Scoping Review

When traumatic experiences and mental health needs intersect with intellectual and developmental disabilities (IDD), gaps in effective screening, assessment, and intervention are clear. Through a comprehensive literature review, we will share what is known, and not known, about what school personnel can do to effectively identify and address the complex needs of students with IDD. Our goal is to explore how a trauma lens may be used to enhance positive behavior supports through interdisciplinary approaches.

Ashleigh Avina, University of Minnesota, Minneapolis, MN

## Poster 140

Strand: Tier 2

Type: Research

## Impact of Universal Screening Post-COVID 19 on Students Experiencing Trauma

The implementation of universal screening following the COVID-19 pandemic to identify students experiencing trauma represents a highly vulnerable group. This study adopted the Systematic Screening for Behavior Disorders (SSBD) to identify students at-risk for trauma and emotional and behavioral difficulties. The purpose of this study was to extend the previous research validating the SSBD, the effects of the Bounce Back intervention and the Check-In/Check-Out intervention.

Danel Koonce, Agnieszka Tulowiecka, Governors State University, University Park, IL

## APBS

## THE 21<sup>ST</sup> INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT MARCH 6 - 9, 2024 | HYATT REGENCY, CHICAGO, IL

Agenda – Friday

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

## **BCBA/NASP**

## **G01**

Strand: Individual Students and Tier 2

Type: Research

#### Modular Interventions and Coaching Protocols to Enhance Intervention Implementation

Special educators support students with behavioral and learning needs. It is difficult for teachers to know all the evidence-based practices, let alone how to implement them. Modular approaches that embed coaching procedures can successfully address this. We will present two modular interventions, one for students on the autism spectrum and the other for classrooms of students with emotional disabilities, and the coaching procedures used in each. Participants will see examples of modules and coaching cases.

Rose Iovannone, Kimberly Crosland, Emily Baton, University of South Florida, Tampa, FL

#### BCBA/NASP

## 🚅 G02

Strand: Mental Health

Type: Conceptual

#### The Impact of PBIS on School-Based Mental/Behavioral Health Providers

The positive impacts of PBIS can extend to mental/behavioral health staff. Such outcomes can include reduced volume of assessments, greater alignment of role, and increased sense of efficacy. This session will provide attendees the opportunity to learn from, and engage in discussion with, mental/behavioral health representatives from three districts at various stages of PBIS implementation.

Erik Maki, Chelsea Salvatore, May Institute, Randolph, MA; Kerry Sumner, Norton Public Schools, Norton, MA; Amber Cassavant, Joyce West, Gardner Public Schools, Gardner, MA

## G03

Strand: Integration and Alignment

Type: Skill Development

## 2024 PBIS Film Festival: Showcasing Positivity, Relationships, and Belonging

Back by popular demand, the 2024 PBIS Film Festival (hosted by Clemson University) is meant to be a fun opportunity to demonstrate examples of the great, positive, relationships & belonging-focused work happening in the PBIS world. During the session, we highlight the work of schools, districts, states, and other entities in their quest to communicate PBIS-related work in unique ways. Come join laugh and learn about PBIS Films!

Steven Rufe, Clemson University, Clemson, SC

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.



**Regency C** 

Regency B

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

Regency D

Strand: Classroom

Type: Conceptual

Lessons Learned from a State Supported Online Paraeducator Training

To implement PBIS effectively, all school personnel must understand and consistently use practices that support school expectations. Although paraeducators play a primary role in providing behavioral and academic supports for students in the classroom, they rarely receive adequate training. This presentation will share one state's paraeducator training model, a reflection and evaluation of that training, and a tool that can be used to measure paraeducator knowledge of and confidence in PBS practices.

Sarah Wilkinson, University of Southern Maine, Gorham, ME; Kary Zarate, University of Illinois Urbana, Champaign, IL; Karen Robbie, University of Connecticut, Storrs, CT; Aarti Bellara, Western Carolina University, Cullowhee, NC

#### G05

G04

Strand: Integration and Alignment

Type: Conceptual

#### Understanding the Why and How of Integrating Student Voice with Behavior Interventions

Providing opportunities for student voice can lead to improved self-determination and behavior while addressing concerns related to equity and cultural responsiveness. In this presentation, we will describe a framework for embedding student voice across all three tiers of behavior interventions to address behavioral need across K-12 general and special education settings. *Sara Estrapala, University of Missouri, Columbia, MO; Sarah Rosati, University of Connecticut, Storrs, CT* 

## G06

Strand: Tier 2 Type: Skill Development

#### Take Two: Overcoming Barriers to Effective Tier 2 Implementation

Schools face many challenges in effectively implementing Tier 2 interventions and may wrongly assume that current programs and supports are sufficient despite the existence of implementation gaps and misapplications. Fortunately, recent research provides insights into effective Tier 2 implementation. Hear how one Australian state education department developed a Tier 2 training package distilling key elements from the research to provide schools with practical guidelines and resources. *Lorna Hepburn, Queensland Department of Education, Brisbane, Queensland, Australia* 

#### G07

Strand: School-Wide Systems (Tier 1)

Type: Skill Development

### HELP! Chronic Absenteeism Is Out of Control in our District! What Can We Do?...MTSS!

This presentation will describe the impact a systemic MTSS can have on improving student attendance, increasing student achievement, and forming a positive community that supports the well-being of each and every learner. The presenters will describe the strategies three school districts implemented that resulted in dramatic growth in attendance and achievement by using data to design positive, proactive, and preventative strategies within their MTSS framework that supported student engagement and school connectedness.

Beth Clavenna-Deane, Tori Ballew, Nicholas Gage, WestEd, Sacramento, CA

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.



Crystal A

Plaza

Crystal B

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

## BCBA

G08

Strand: Equity Type: Skill Development

Building and Refining District Behavior Support Teams: Tips for Equitably Reaching the Masses

This session is for school leaders and personnel interested in establishing, improving, and sustaining equitable behavior support teams. Presented by PhD candidates and behavior analysts who developed and implemented a consultative model of services with limited resources in a large urban district, this session will offer a discussion of real-life challenges and solutions. Participants will leave with relatable lessons from the field, legal and ethical considerations, research-based recommendations, and practical steps for immediate use.

Rebecca Folkerts, University of Illinois Urbana-Champaign, Urbana, IL; Amanda Borosh, Purdue University, West Lafayette, IN

## G09

Strand: Families and Parent Supports

Type: Skill Development

Transforming Schoolwide PBIS to Promote Family-School Collaboration

This session will discuss empirical support for strengthening family-school collaboration and provide tangible strategies along with fidelity and implementation resources for schoolwide enhancement within a PBIS framework. Participants will be provided with opportunities to practice and apply skills for building and implementing the core components of schoolwide family-school collaboration to ensure you are prepared to bring this topic to your school.

Gina Bednarek, Andy Garbacz, University of Wisconsin, Madison, WI

## G10

Strand: Home and Community/IDD

Type: Conceptual

#### Integrating the Neurodiversity Perspective Into PBS

How can PBS be informed by the neurodiversity perspective? We articulate key concerns of the neurodiversity perspective as well as make recommendations for how PBS practitioners and researchers can address these concerns to improve the attainment of meaningful and socially acceptable outcomes for neurodiverse individuals.

Linda Bambara, Lehigh University, Bethlehem, PA; Lauren Moskowitz, Imad Zaheer, St. John's University, Queens, NY; Alex Newson, University of Oregon, Eugene, OR

## G11

Strand: Early Childhood

Type: Conceptual

## Early Childhood PBIS in Vietnam: A Pyramid Model Exemplar Cohort Story

We invite you to hear our story of scaling up EC-PBIS in Vietnam through the lens of the National Center of Special Education (NCSE) exemplar preschool cohort. We begin with an interactive visual histogram of Pyramid Model implementation events, explore cultural shifts and challenges with the "Take a Stand" activity and conclude with a photo gallery, testimonies, and data to share our success and envision future impact of supporting social-emotional-behavioral competencies in all young children. *Cristy Clouse, California Technical Assistance Center on PBIS (CalTAC-PBIS), Huntington Beach, CA; Hoa Nguyen Thi Kim, The National Center for Special Education (NCSE) Vietnam Institute for Educational Sciences (VNIES), Hanoi, Vietnam* 

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.



Water Tower

Gold Coast

Crystal C

Wrigley

# APBS

## THE 21<sup>ST</sup> INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT MARCH 6 - 9, 2024 | HYATT REGENCY, CHICAGO, IL

Mini Skills Session GH - Friday 8:30 - 10:30 am			
BCBA			
GH12	Mini Skills	Comiskey	
Strand: Classroom			
Type: Skill Development			
Through the Tiers: Evidence-based Behavior	r Management Tools for All Students		
introduced to Tier 1 and 2 supports that can academic engagement. Implementation tips	s PBIS tiers is essential to student success. Novice be combined to increase teacher praise, reduce of and tricks will be shared, along with resources to Vills, University of Kansas, Lawrence, KS; Jeannie of	disruptive behaviors, and increase get started immediately!	

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

## BCBA

## 🚅 Н01

Strand: Tier 2

Type: Skill Development

#### Global Impact of the Check-In, Check-Out Intervention: Lessons From Around the World

Check-in, Check-out (CICO), is an evidenced-based practice that has been implemented around the globe. Originally designed as an intervention to reduce problem behavior, implementers across the globe have begun to combine positive psychology practices and CICO with the goal to improve overall student well-being. Over 50 CICO implementers from around the globe were interviewed to determine best practice implementation. Lessons learned will be provided along with adaptations based on country, culture/ethnicity and geographic location.

Leanne Hawken, Sara Money-Monday, Science of Mind and Behavior, Salt Lake City, UT; Devin Healey, Davis School District, Farmington, UT

## NASP

## 📫 Н02

Strand: School-Wide Systems (Tier 1) Type: Conceptual

An Implementation Science Lens on PBIS: Recent Applications Across Tiers and Implementers

Three researchers provide an overview of core implementation science concepts and share recent research that addresses patterns in initial implementation of advance tiers of PBIS, rural PBIS implementation variables across tiers, and a model for the measurement of staff commitment to implement PBIS.

Kevin Filter, Minnesota State University, Mankato, MN; Angus Kittelman, University of Missouri, Columbia, MI; Erin Chaparro, University of Oregon, Eugene, OR

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.

Regency C

Regency B

# APBS

## THE 21<sup>ST</sup> INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT MARCH 6 - 9, 2024 | HYATT REGENCY, CHICAGO, IL

## Session H - Friday 9:45 - 10:45 am Combined Session er 1)

H03-01 Strand: School-Wide Systems (Tier 1) Type: Research

## SW-PBIS in China: A Case Study on Implementation and Cultural Adaptations

This case study will report the implementation and cultural adaptation process of school-wide positive behavioral interventions and supports Tier 1 in an elementary school in China. Participants will learn about the guiding frameworks as well as the steps of cultural adaptation of PBIS Tier 1.

Hao-Jan Luh, Rowan University, Glassboro, NJ; Hong Ni, California State University, Fresno, CA; Chun Chen, Chinese University of Hong Kong, Shenzhen, Guangdong, China; Yonghui Feng, Hunan University, Changsha, Hunan

## H03-02

Strand: School-Wide Systems (Tier 1)

Type: Research

## Enhancing SW-PBIS in Remote Australian Schools: Views, Challenges and Cultural Progress

This session explores SW-PBIS implementation barriers in remote Australia. Semi-structured interviews with administrators and teachers at two elementary schools revealed implementation barriers to be clustered around four themes: staff turnover and leadership change; staff training; consistency in teaching and responding to student behaviour; and involvement of parents and remote community. The conclusion highlights how schools have integrated cultural identity into PBIS practices for cultural responsiveness since the project.

Laura Loucks, Griffith University, Brisbane, QLD, Australia

## H04

Strand: Classroom

Type: Research

## Understanding the Connection Between Language and Behavioral Disorders

The purpose of this session is to (1) provide an overview of the literature on the co-occurrence and co-development of language and behavioral disorders, (2) present a conceptual model of language and behavioral development to support early learning, social environments, and high-quality instruction, and (3) summarize a set of interdisciplinary strategies and at supporting language and behavior as well as children and youth with challenges in both domains and the implications for educators. Jason Chow, Vanderbilt University, Nashville, TN

## H05

Strand: Mental Health

Type: Conceptual

## Implementing PBIS in Inpatient Psychiatric Settings

This session explores a new frontier for PBIS implementation. Join us for a conversation about how leaders in the field are implementing PBIS with adults and youth in inpatient psychiatric settings. Panelists will share insights on adaptations and lessons learned.

Meredith Ronan, Worcester Recovery Center and Hospital, Worcester, MA; Elizabeth Reynolds, John's Hopkins School of Medicine, Baltimore, MD; Sherry Paden, Boston Children's Hospital, Waltham, MA; Cortney Hitzeman, The Forensic Hospital, Malabar, New South Wales; Katherine Meyer, University of Connecticut, Storrs, CT

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.

Plaza

Regency D

**Regency A** 

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

**Crystal A** 

Strand: Individual Students and Tier 3 Type: Research

## Research to Practice? Review of Practitioner Papers for Teachers of Students With EBD

Students with EBD require academic and/or behavioral supports. Teachers do not always have knowledge to implement strategies to address such needs. They may turn to practitioner papers to learn and implement evidence-based strategies. It is unclear what practitioner papers are available and what strategies are provided. This systematic review examined practitioner papers that targeted teachers of students with EBD, identified strategies highlighted in such papers, and examined the accessibility of the papers.

Stacy McGuire, Bowling Green State University, Bowling Green, OH; Michelle Sands, Northern Illinois University, DeKalb, IL

## H07

H06

Strand: Integration and Alignment

Type: Skill Development

Lessons Learned: One District's Journey Integrating Restorative Practices Into a PBIS Framework

This presentation will share lessons learned while preparing, training and coaching school-based teams to integrate Proactive Restorative Practices within the PBIS framework. Suggestions will be provided for each step of the process. Participants will get a first-hand look at the readiness process, training materials, and lesson plans developed to support classroom teachers using technology. Additionally, participants will learn how this district measured fidelity within the participating schools and will share student outcome data.

Robyn Vanover, University of South Florida, Tampa, FL; Michael Kanusky, The School District of Palm Beach County, Palm Beach, FL

#### H08

Strand: Equity

Type: Skill Development

Promoting Inclusive Positive Behavior Support in Social Work: An IDE&A Framework

This presentation explores how Positive Behavior Support (PBS) can be enhanced by integrating Inclusion, Diversity, Equity, and Access (IDE&A) principles in social work practice. It provides practical strategies for implementing an IDE&A framework specifically focusing on the application of IDE&A principles in PBS strategies and highlights the significance of cultural competence and empathy while underscoring the ethical imperative of promoting inclusivity, and the importance of recognizing cultural factors in behavior support plans.

Rylee Muldoon, Carolyn Reid-Brown, Commonwealth University of PA - Bloomsburg, Bloomsburg, PA

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.



**Crystal C** 

Crystal B

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

## BCBA

H09 Strand: IDD

Type: Skill Development

#### Key Features of Tiered Positive Behavior Support Across the Lifespan

This presentation outlines the key features disability organizations need to implement tiered person-centered Positive Behavior Support. Learn more about how to start implementing tiered PBS in your organization using standards of practice across the lifespan and leveraging core implementation features. Participants will have the opportunity to share their experiences, and will get access to a MN Standard of Practice guide and other resources that can be used to get started implementing culturally responsive PBS.

Jennifer Jeffrey-Pearsall, Sheppard Pratt, Baltimore, MD; Rachel Freeman, Jessica Simacek, Dani Dunphy, University of Minnesota, Institute on Community Integration, Minneapolis, MN

#### **BCBA/NASP**

#### H11

Strand: Families and Parent Supports

Type: Skill Development

#### Using Principles of PBS to Increase Caregiver Engagement in School-Based Interventions

Presenters will discuss the importance of caregiver engagement in school-based interventions, and how to set clear and realistic partnership goals with consideration of reinforcement and demand for both caregivers and educators. We explore how PBS principles can encourage caregiver engagement, and share specific strategies (e.g., preference assessment, WISE feedback, behavioral nudges, etc.) used to engage caregivers in a Tier 2 intervention for middle school students. Data focused on caregiver preferences and actions will be shared.

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

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

## BCBA

🚅 I01

Strand: Integration and Alignment

Type: Research

## Beyond the Workshop: Providing Effective and Socially Valid Implementation Support

This presentation will involve a synthesis of existing research on general education teacher training on behavioral support implementation. Presenters will then translate research-based recommendations to practical applications for schools to help build capacity for School-wide Positive Behavioral Interventions and Supports (e.g., alignment of tiered professional development frameworks). Presenters will also acknowledge known implementation barriers that exist at the school-level (e.g., resource strains) and provide recommendations for how personnel responsible for providing implementation support can respond. *Mark Samudre, University of Kentucky, Lexington, KY; Jessica Torelli, University of Georgia, Athens, GA; Lauren LeJeune, University of South Carolina, Columbia, SC; Anna Miller, Kristen Granger, Vanderbilt University, Nashville, TN* 

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APBS

Wrigley

**Gold Coast** 

Regency B

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

## NASP

## 🚅 I02

Strand: School-Wide Systems (Tier 1)

Type: Skill Development

## Navigating Success: Empowering High School PBIS Implementation

Come learn about how to set up systems and practices that will allow high schools to be successful with implementation across the Tiers. This session will have ideas for state, district and school personnel from getting started to sustaining practices. Leave with ideas for next steps when back in your district or school.

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

## 103

Strand: School-Wide Systems (Tier 1)

Type: Skill Development

SWPBS Implementation and Sustained Fidelity in Schools: Lessons Learned During a 6-Year Project

Fidelity of implementation is important because the outcomes and effectiveness of SWPBS could vary as a function of the quality of implementation. Although it is important to measure initial fidelity, it is equally essential to measure sustained fidelity. In this session, we'll present the facilitators and challenges in implementing and maintaining SWPBS in a 6-year project. Also, we'll show how the complementarity of different professionals and providers involved in SWPBS ensures sustained fidelity. *Carl Bouchard, Universite du Quebec en Outaouais, Gatineau, Quebec, Canada* 

## BCBA

#### 104

Strand: Integration and Alignment

Type: Research

## Partnering to Empower Staff Dealing with Trauma Underlying Challenging Behavior

Youth, especially of color, exhibiting challenging behaviors often experience underlying trauma and may be retraumatized by traditional discipline. A partnership evolved between Together Helping Reduce Youth Violence for Equity (ThrYve), a program for youth exposed to violence developed at the University of Kansas, and East Carolina University to provide training related to trauma-informed care to staff working with youth. Staff attitudes and mindsets and use of trauma-informed strategies during role-play interactions with youth were measured.

Jeannie Golden, Danielle Webb, East Carolina University, Greenville, NC; Lauratu Bah, University of Kansas, Lawrence, KS; Paula Flanders, Durham, NC

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Regency D

Regency C

**Regency A** 

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

Plaza

Strand: Integration and Alignment

Type: Skill Development

## Using Practice-based Coaching to Improve Implementation Fidelity in Behavior Support

This presentation provides a comprehensive overview of practice-based coaching (PBC), a coaching model used to support teachers in implementing evidence-based practices to improve student outcomes. While research has demonstrated PBC's benefits for young children, few have explored its application in secondary settings and with culturally and linguistically diverse (CLD) students. We'll discuss initial results from a pilot study on PBC's impact when applied to implementing tier 2 interventions for students from CLD backgrounds.

Lisa Sanchez, Mack Burke, Virginia Reynolds, Kristen Padilla, Baylor University, Waco, TX; Richard Boon, University of Texas, San Antonio, TX; Lisa Bowman-Perrott, Texas A&M University, College Station, TX

## 106

105

Strand: Mental Health

Type: Research

## Piloting the Well-Being Promotion Program for Culturally and Linguistically Diverse Students

This session will provide results from mental health clinicians, including school psychologists, on the pilot and implementation of the Well-Being Promotion Program as a Tier 2 intervention with culturally and linguistically diverse students. Data collected through pre- and post-tests, clinician and family feedback, and student outcomes will be analyzed and considered for feasibility, initial impressions, and sustainability. Adaptations to the intervention for home-school collaboration will be discussed for future implications of practice in schools.

Alexis Sanchez, Meghan Meyer, Vicky Karahalios, Community Consolidated School District 15, Palatine, IL; Gabrielle Francis, University of South Florida, Tampa, FL

## 107

Strand: Tier 2

Type: Skill Development

## When a Phone Call is Not Enough: Tier II Approaches to Address Chronic Absenteeism

Attendance Works (2023) cites that students who miss 10% or more of the academic school year tend to exhibit lower levels of academic achievement, demonstrate reduced connectedness to school, and are at greater risk of dropping out of high school. This interactive session will focus on Tier II interventions to address chronic absenteeism by connecting students to the life of the school and re-engaging students and families to increase student academic achievement and outcomes. *Aaron Butler, York County School Division, Yorktown, VA* 

## BCBA

108

Strand: Individual Students and Tier 3

Type: Conceptual

Function-based Thinking: A Student-Centered Problem-Solving Process

Responding to unexpected and contextually inappropriate behavior is a persistent challenge for educators. The key to proactively supporting student behavior is understanding the possible function the behavior serves for the individual; however, the FBA-BIP process can be complicated and consume limited resources. In this session, we walk through a simple function-based thinking process that can be applied by all educators with minimal training and support.

Shanna Hirsch, Karen Elfner, Steven Rufe, Aubrey Depa, Clemson University, Clemson, SC

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# APBS

Crystal A

Crystal B

Crystal C

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

**Gold Coast** 

Strand: Classroom

Type: Research

## GREEN SESAME: Nurturing Eco-Responsibility and Mental Health in Youth through SW-PBS

Discover the GREEN SESAME project, a thoughtful effort supported by the APBS mission and funded by the EU, aiming to gently guide the youth towards a deeper connection with the environment. In this session, we introduce a nurturing three-tiered SW-PBS strategy, encouraging students aged 11-14 to engage responsibly with nature. Join us as we share insights on our approach to foster a compassionate, inclusive educational pathway towards environmental stewardship.

Gino Casale, Johannes Weber, University of Wuppertal, Northrhine-Westphalia, Germany; Paola D'Elia, Sergio Di Sano, University of Chieti, Chieti, Abruzzo, Italy

### 110

112

109

Strand: IDD

Type: Research

### Addressing the Behavioral Needs of Students with ESN in Inclusive School Settings: A Review

In this presentation, we will share findings from a systematic literature review of studies that involved interventions to address challenging behavior among students with extensive support needs in inclusive K-12 school settings. We also will discuss implications for practice in relation to inclusive experiences for this population of students and critical future research directions. *Morgan Nichols, Virginia Walker, Alexandra Reilly, Andy Masud, University of North Carolina, Charlotte, NC; Megan Carpenter, Clemson University, Clemson, SC* 

Comiskey

Water Tower

Strand: Early Childhood Type: Skill Development

## Practice-Based Coaching for Effective Practice Change

Attend this session to understand how the evidence-based Practice-Based Coaching (PBC) framework can support effective change in teachers' use of classroom practices that lead to improved learning outcomes for students. Participants will learn the parts of the PBC cycle

including coaching tools, essential and enhancement coaching strategies, examples, and

resources to maintain fidelity to the model.

Denise Perez Binder, Lise Fox, Myrna Veguilla Figueroa, Anna Winneker, Amanda Tamagni, University of South Florida, Tampa, FL



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

## BCBA

## 🚅 J01

Strand: Home and Community

Type: Conceptual

## A Life of Quality; The Ultimate Outcome: A Call to Action

Positive Behavior Support (PBS) has always had at its foundation, the goal of not simply decreasing contextually inappropriate behaviors, but increasing the quality of life of those we support. This panel will offer three perspectives; PBS, PBIS (Positive Behavior Interventions and Supports), and ABA (Applied Behavior Analysis) to discuss a theoretical framework for quality of life and the current state of research and practice related to this goal for individuals from birth to senior adults. Jessica Zawacki, ABA Centers of America, West Chester, PA; Karen Elfner, Clemson University, Greenville, SC; Stewart Shear, Devereux, Pottstown, PA; Sarah Fefer, University of Massachusetts, Amherst, MA; Scott Shephard, California State University, Northridge, CA

BCBA/NASP

## 🚅 J02

Strand: Integration and Alignment

Type: Policy

## PBIS and School Linked Behavioral Health (SLBH): Local Implementation and Alignment

Minnesota has a history of intentional alignment and collaboration across agencies to work toward increasing positive shared outcomes, including use of the PBIS framework to support and enhance evidence-based School Linked Behavioral Health (SLBH) practices. Strategies shared include using a Give/Get table to initiate and sustain partnerships, leveraging state agency support to increase and sustain the number of PBIS/SLBH schools and sharing examples of local PBIS/SLBH schools through a webinar series. *Angela Scott, Erin Farrell, Garrett Petrie, Kristin Lofgren, Whitney Lester, Minnesota Department of Education, Minneapolis, MN* 

#### J04

Strand: Tier 2

Type: Research

## From Development to Piloting: The Check-In/Check-Out High School (CICO-HS) Program

This session will describe the rationale, development, and multiple studies conducted in recent years piloting Check-In/Check-Out High School (CICO-HS). CICO-HS is an adapted CICO program that preserves the core features of CICO but also addresses unique high school context and student developmental level. Presenters will share lessons learned from research and practice and future directions for scaling-up CICO-HS.

Angus Kittelman, University of Missouri, Columbia, MO; Kathleen Strickland-Cohen, University of Utah, Salt Lake, UT; Kent McIntosh, University of Oregon, Eugene, OR

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**Regency B** 

Regency D



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

## J05

Strand: School-Wide Systems (Tier 1)

Type: Skill Development

Building Financial Literacy Skills Through Secondary School-wide PBIS Tier 1 Implementation

Secondary building implementation of Tier 1 systems, data, and practices that includes an intentional alignment and integration with financial literacy skills; including professional development, roll-out, and implementation procedures. We will share our initial rollout, and how modifications to our practice have grown to the current implementation impacting all students on our campus.

Walter Noland, Brittainy Kuhn, Erin Mullen, Akron Public Schools, Akron, OH

## **BCBA**

J06

Strand: Individual Students and Tier 3

Type: Research

**Train and Practice: Developing Functional Assessment-Based Interventions** 

School psychologists are often part of the school team in developing functional assessment-based intervention plans (FABI). We used a pre- and post-test study to examine the effects of practice-based professional development (PBPD) and mixed-reality simulation (MRS) on the knowledge of 25 school psychologists in one large school district. We will share the results, including participants' actual knowledge scores, perceived knowledge, confidence, and usage of FABI skills learned, and their perceptions of the PBPD and MRS.

Catherine Griffith, Shanna Hirsch, Georgia McKown, Clemson University, Clemson, SC

## J07

Strand: School-Wide Systems (Tier 1)

Type: Skill Development

## Exploring Social Capital for Guiding the Choice of Contextualised Values in SW-PBIS

The multi-presentation is devoted to the topic of value selection in the context of SW-PBS interventions. The process of selecting and choosing values is discussed from a context-sensitive viewpoint taking social capital into account. The multi-presentation intends to equip participants with useful tools for the identification of values involving them in social capital games and in the experiential activity of using digital tools for modelling and rewarding practices.

Luciano Seta, Antonella Chifari, Giuseppe Chiazzese, Crispino Tosto, Institute for Educational Technology, Palermo, Italy; Sui Lin Goei, Windesheim University, Zwolle, Netherlands, Netherlands; Stefania Badiglio, Libera Università Maria SS Assunta (LUMSA), Palermo, Italy

J08

E.G. "Ted" Carr Award Recipient

Crystal C

Strand: Mental Health

Type:

Who Knows Best? Student Recommendations for Supporting Mental Health and Wellbeing in Schools

Student voice is one of our most valuable and accessible assets but is often underutilized. In this session, the presenter will share how one state is utilizing student voice to inform guidance, policy, and resources for supporting mental health and wellbeing in schools. Participants will learn 1) a simple protocol that can be easily replicated at the state, district, or school level, 2) student recommendations, 3) no-cost resources to support mental health in schools.

Tabathia Baldy, Georgia Department of Education, Atlanta, GA

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.



Crystal B

Plaza

Crystal A

## Session J - Friday 1:15 - 2:15 pm **BCBA** J09 Gold Coast Strand: Home and Community/Family Type: Research Meta-analysis of Family Centred PBS with Families of Children with Developmental Disabilities A meta-analysis was conducted to examine the overall effect of Family Centred PBS across 30 studies published between 1997 and 2021. The methodological rigor of the 30 studies was evaluated using What Works Clearinghouse (WWC) standards for single case research. Meta-analysis results yielded a - 1.51 effect size. In addition, 12 of the 30 studies (40%) met WWC design and evidence standards. Results are discussed in terms of their relation to the literature, limitations, and future directions. Joseph Lucyshyn, Xin Gao, Edward Kroc, University of British Columbia, Vancouver, British Columbia, Canada; Nicholas Gage, University of Florida, Gainsville, FL **BCBA** J10 Water Tower Strand: IDD Type: Skill Development Beyond Data Collection: Using Data to Make a Difference in IDD Settings Move beyond data collection and create systems and practices to improve both service delivery by practitioners and quality of life for individuals. Four tools to measure fidelity and outcomes will be demonstrated. Action Planning time allotted. Emily Baton, Chelsea Salvatore, Bob Putnam, May Institute, Randolph, MA **BCBA/NASP** Wrigley J11 Strand: Early Childhood Type: Conceptual The Environment as a 3rd Teacher - Structuring the Learning Spaces to Support Positive Behavior The environments in which we spend our time shape our role as individuals and members of a larger society. We will focus on the importance of creating clear boundaries, organizing materials effectively, and designing spaces that promote collaboration and independence. Participants will learn strategies to promote shared responsibilities, including setting up classroom routines,

involving students in cleaning and organizing materials, and fostering a sense of pride and ownership in the learning space. Sheila Hartley, SenseSational Learning Group, East Lansing, MI



Mini Skills Session JK - Friday 1:15 - 3:15 pm			
JK12-1	Mini Skills	Comiskey	
Strand: Equity			
Type: Conceptual			
Diversity is an Asset: Culturally Respo	nsive Tier II and III Behavioral Support		
be equipped with effective strategies to understanding and implementing culto work towards equitable opportunities	d for culturally sustaining and anti-racist tier II and III beha to promote positive behavior interventions that honor div urally sustaining tier II and tier III behavior interventions, e and outcomes for all students. rsity, Fullerton, CA; Mandy Lusk, Clayton State University,	verse cultural backgrounds. By educators and practitioners can	
JK12-2			
Strand: Equity			
Type: Skill Development			
What is a Tiered Behavioral Framewo	rk Centered in Equity, Inclusion and Belonging?		
_	ountry are struggling to meet the needs of students of co tion of the PBIS framework on equitable outcomes for you	-	

session with identified strategies after having the opportunity to ask questions, engage in conversations with other learners and explore resources that they can immediately apply in their organizations.

Trisha Shrode, Ami Flammini, Midwest PBIS Network, Chicago, IL

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

#### BCBA

📫 КО1

Strand: School-Wide Systems (Tier 1)

Type: Research

Exploring how Paraprofessionals are Utilized to Support Students in K-12 Inclusive Classrooms

Paraprofessionals are frequently used to support inclusion efforts, and schools expend extensive resources staffing and training paraprofessionals for inclusive contexts. However, little is known about the specific frequency and types of supports paraprofessionals provide in K-12 inclusive settings. Come learn about a collaborative partnership investigating how paraprofessionals are used to support inclusion in a K-12 district. We'll discuss best practices for utilizing paraprofessionals in ways that enhance student autonomy and learning.

Kathleen Tuck, Kelsey Smith, Elisabeth Malone, Roxanne Loyless, Geonhwa Kim, Jennifer Kurth, University of Kansas, Lawrence, KS; Kevin Harrell, Shelia Smith, Laura Basham, Lawrence Public School District, Lawrence, KS

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.

Regency B

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

**Combined Session** 

## NASP

## 📫 К02-01

Strand: Families and Parent Supports

Type: Research

## Parents Can Do This Too: Using PBS Strategies With Your Child's School

PBS is not just for the school staff to implement but also can be used by families WITH the school. Tier 1 PBIS includes critical elements (i.e. data, recognition systems, expectation and rules, etc.). Why can't families use these elements with school staff? It can be done. Come learn some ideas that families have implemented and share ideas you have used. Use these ideas to build and sustain positive relationships with teachers and administrators.

Stephanie Martinez, University of South Florida, Tampa, FL; Clynita Grafenreed, University of Washington SMART Center, Seattle, WA

## ко2-о2

Strand: Home and Community

Type: Research

## School-based and Family-centered Positive Behavior Support

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

Andy Garbacz, University of Wisconsin, Madison, WI

## **BCBA/NASP**

к03

Strand: Classroom

Type: Skill Development

## Practical Trauma-Informed Behavioral Strategies for the Classroom

The purpose of this presentation is to build your capacity to integrate and infuse trauma-sensitive social and emotional learning (SEL) strategies into your classroom. Strategies for building social and emotional learning competencies of youth with emotional and behavioral challenges will be demonstrated. Techniques for ending power struggles and responding effectively to disruptive behavior will be modeled. Simple ways to differentiate classroom behavioral support based on youth behavioral need will be shown.

Gregory Benner, University of Alabama, Tuscaloosa, AL

## к04

Strand: Integration and Alignment

Type: Skill Development

## Aligning PBIS and Special Education: High Leverage Practices Through the Tiers

Even with the best of intentions, PBIS and special education might seem disconnected and out of alignment. This session will explore how high leverage practices for students with disabilities can be integrated into PBIS efforts. Attendees will be introduced to strategies of core evidence-based practices (HLPS) and learn how the HLPs fit within the tiers to increase the integration of special education within the PBIS framework.

Lisa Powers, University of Missouri, Columbia, MO; Laura Kern, University of South Florida, Tampa, FL

## 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.



## **Regency A**

**Regency C** 

Regency D

Session K - Friday 2:30 - 3:30 pm		
КО6	Crystal A	
Strand: Mental Health		
Type: Conceptual		
The IDD Imperative: 21st Century Approaches to Healing Trauma		
The incidence of trauma and recent worldwide events have converged to produce a critical need for trauma-in that are grounded in research and effective in practice. Preparing practitioners in IDD and mental health to inc approaches that are both evidence-based and inclusive of each person's strengths, experience, and developm paramount. This session focuses on trauma-informed strategies that address both characteristics of the individual supporters, and the context of their life.	corporate ental profile is	
Margaret Moore, Center for Human Engagement, Huntington, WV		
ко7	Crystal B	
Strand: Tier 2		
Type: Skill Development		
Utilizing Universal Screening Data in a Problem-Solving Process The purpose of this session is to outline a decision-making process for integrating data sources to inform decis tiered systems of support. We will review strategies for using universal screening scores with other data to inf identification for intervention, (b) student intervention assignment across tiers of support, and (c) intervention tiers. This process will demonstrate how schools can use data to select interventions that promote student acro behavioral success.	orm (a) student n selection within	
Stephen Kilgus, University of Wisconsin, Madison, WI; Jason Chow, Vanderbilt University, Nashville, TN		
K08	Crystal C	
Strand: IDD		
Type: Policy		
Lessons Learned in Implementing PBS Across Two States with Agencies Serving People with IDD		

Lessons Learned in Implementing PBS Across Two States with Agencies Serving People with IDD Since the early 2000's, two states have been leaders in the implementation of providing Positive Behavior Support service organizations providing adult support services to Individuals with IDD: Massachusetts and Virginia. In that time, various models of PBS have evolved including a more widespread use of ABA and Person-Centered practices. This session will explore their challenges as well as their successes in both advocacy and implementation of PBS on a statewide basis. Molly Dellinger-Wray, Virginia Commonwealth University, Richmond, VA; Bob Putnam, May Institute, Randolph, MA

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

#### Gold Coast

Water Tower

Wrigley

Strand: Individual Students and Tier 3

Type: Conceptual

BCBA K09

## Northern Illinois University's Project Prevent and Address Bullying Behavior at All Tiers

The three presentations included in this symposium overview our unique Department of Education training grant focused on a collaboration between graduate students in school psychology and special education. The goal of the training grant is to provide the scholars with expertise on preventing and addressing bullying in schools across all of the tiers of prevention and intervention.

**Overview of the Northern Ilinois University's Project Prevent and Address Bullying Behavior at All Tiers (PPABB)** *Michelle Demaray, Julia Ogg, Christine Malecki, Jesse (Woody) Johnson, Northern Illinois University, DeKalb, IL* 

## Training Educators with Expertise in Bullying: The Project Prevent and Address Bullying in Schools Seminar

Julia Ogg, Michelle Demaray, Christine Malecki, Jesse (Woody) Johnson, Northern Illinois University, DeKalb, IL; Regina Koons, Wauconda Community School District, Wauconda, IL

Training Future Board Certified Behavior Analysts (BCBAs) and School Psychologists to Address Bullying Behavior Through an Interdisciplinary Coordinated Field Experience: A Partnership Between Northern Illinois University, DeKalb School Community District #128, and Rockford Public Schools #205

Jesse (Woody) Johnson, Michelle Demaray, Julia Ogg, Christine Malecki, Northern Illinois University, DeKalb, IL; Regina Koons, Wauconda Community School District, Wauconda, IL

#### К10

Strand: Student

Type: Research

## From Networking to Forming Collaborative Relationships to Transform Research Ideas into 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 and professionals exploring similar topics, or using similar methodological approaches? Join this interactive roundtable session to build collaborative relationships with fellow students and valuable professionals to support your research! *Adriana Prado, Northside ISD, San Antonio, TX* 

#### K11

Strand: Early Childhood

Type: Skill Development

#### Ending Exclusionary Discipline in the Preschool Classroom

Suspension and expulsion can cause lifelong harm to young children. Join this discussion about why and how to end the use of exclusionary discipline in preschool classrooms. Resources and strategies will be presented for how school teams can establish policies, track adult responses to child-challenging behavior, address issues related to its disproportionate use, and implement PBIS within the preschool classroom.

Lise Fox, Myrna Veguilla Figueroa, Anna Winneker, Denise Perez Binder, Amanda Tamagni, University of South Florida, Tampa, FL



## THE 21<sup>ST</sup> INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

MARCH 6 - 9, 2024 | HYATT REGENCY, CHICAGO, IL

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

## **BCBA**

🚅 L01

Strand: Integration and Alignment

Type: Research

## Promoting Collaboration with Behavior Analysts to Optimize Positive Behavior Support in Schools

School-based behavior analysts are often underutilized in schools yet offer skills to help align systems of support across initiatives, bridging educational and behavioral sciences. This session will address meaningful ways to collaborate with behavior analysts in schools across tiers of support. We will describe how one state utilizes a professional network for school-based behavior analysts, introduce a new model of support to optimize behavior analysts' skills and collaboration, and discuss its practical implications.

Daria Lorio-Barsten, William & Mary, Williamsburg, VA; Selena Layden, Old Dominion University, Norfolk, VA

## **BCBA**

## 📫 L02

Strand: IDD

Type: Conceptual

## Multi-Element Behaviour Support: Non-Linear Analysis and Non-Aversive Reactive Strategies

The Multi-Element Behaviour Support model (LaVigna & Willis, 2005) is characterised by two unique features: non-linear contingency analysis (NCA) and functionaland non-functional non-aversive reactive strategies(NARS). By careful conceptual analysis linked with translation of these concepts into practice in the context of intellectual/developmental disability in family, community, and adult residential settings, we respond to queries regarding NCA and NARS and argue that they are essential in promoting co-production and holistic quality of life.

Caroline Dench, Callan Institute, Saint John of God Community Services, Dublin, County Dublin, Ireland; Gina Karlberg, Positive Behaviour Support Consultancy, London, United Kingdom

#### L04

Strand: Mental Health

Type: Conceptual

**Reducing Restraint Through Individualized PBIS in an Inpatient Psychiatric Setting** 

This session explores a new frontier for PBIS in inpatient psychiatric settings. A presentation and critical discussion of lessons learned and review of outcome data from implementing and adapting Tier 3 PBIS within a large public sector psychiatric hospital. Meredith Ronan, Worcester Recovery Center and Hospital/University of Massachusetts Chan Medical School, Worcester, MA; Faith Therrien, Worcester Recovery Center and Hospital, Worcester, MA; Sandra Sears, Katherine Meyer, Christopher Rhoads, Brandi Simonsen, University of Connecticut, Storrs, CT; Sohenga Depestre, Boston Medical Center, Boston, MA

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.



**Regency B** 

**Regency C** 

**Regency D** 

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

Plaza

Strand: School-Wide Systems (Tier 1) Type: Policy

## Special Education Teachers' Self-Efficacy in Implementing FBAs/BIPs

The study explores the impact of four variables on special education teachers' self-efficacy in implementing FBAs and BIPs for students with challenging behaviors: certification type, FBA/BIP training, attitudes and beliefs, and perceptions of administrative support. Surveys and interviews with participants are used to assess these factors and their interrelationships. The findings may assist school administrators, IEP teams, and school district administrators in developing strategies to enhance FBA implementation by addressing teachers' challenges and barriers.

Kijung Ryu, Cal Poly Humboldt University, Arcata, CA; Su-Je Cho, Fordham University, New York, NY

## NASP

L05

L06

Strand: Equity

Type: Skill Development

## Identifying Disproportionate Discipline in Majority Black Schools

The risk ratio is one of the most common measures used to identify and express the magnitude of disproportionality, but it has limitations when applied to small group sizes and/or settings with low rates of discipline. This session will describe these limitations, demonstrate how they can impact the identification of significant disproportionality in schools with majority-minority populations, and offer strategies for more effective measurement and intervention.

Therese Sandomierski, Betsy Lazega, Nichole Fintel, University of South Florida, Tampa, FL

## L07

Strand: Tier 2

Type: Skill Development

## Tier 2 Progress Monitoring Strategies: Considering the Nature of the Behavior

When monitoring student response to targeted interventions at Tier 2, practitioners are rarely provided with many readily available tools that are feasible for school settings and responsive to the nature of the behavior. In this presentation, we will discuss selecting and implementing evidence-based progress monitoring tools and strategies that are appropriate for externalizing behaviors, internalizing behaviors, and social behaviors.

Madeline Wadington, University of Wisconsin, Madison, WI; Sara Estrapala, University of Missouri, Columbia, MI

## L08

Strand: Home and Community

Type: Conceptual

## Evidenced Based Positive Behaviour Support for Quality of Life and a Home In the Community

People living with complex and enduring mental health needs face almost insurmountable barriers moving directly from longterm mental health inpatient settings to supported accommodation in the community.

The presentation describes how 24 people, mostly from State Based inpatient forensic mental health and rehabilitation service and living with extremely complex and enduring mental health needs, were able to fully transition to new long-term accommodation in the community using an evidence based therapeutic positive behaviour support model. Wendy Pettifer, Melinda Kubisa, Community Living Options, Adelaide, SA, Australia

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.



Crystal B

Crystal A

Crystal C

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

#### **Gold Coast**

Strand: IDD

L09

Type: Research

## Policies and Procedures for Addressing the Behavioral Needs of College Students with IDD

In this presentation, we will present findings from a survey study examining the policies and procedures of inclusive postsecondary education programs concerning admissions, individualized behavior supports planning, and individualized behavior supports implementation for college students with intellectual and developmental disabilities (IDD) who engage in challenging behavior. We will share future research directions and implications for supporting the behavioral needs of students with IDD in inclusive postsecondary education programs.

Virginia Walker, Andy Masud, University of North Carolina, Charlotte, NC; Stephen Kwiatek, Utah State University, Logan, UT; Julianne Hunter, Dawson County Schools, Dawsonville, GA

## L11

Strand: Early Childhood

Type: Research

#### Including Autistic Children in Faith-Based Settings: Perceptions of Caregivers and Teachers

Young autistic children can be excluded from faith-based settings because of their disability or misunderstood behavior. Consequently, their families are also excluded from faith-based settings. We interviewed caregivers and Sunday school teachers to understand facilitators, barriers, and needed supports to include young autistic children in faith-based settings to understand how to make such settings more equitable.

Stacy McGuire, Bowling Green State University, Bowling Green, OH; James Lee, University of Washington, Seattle, WA; Gospel Kim, University of California, Davis, CA

## L12

## **APBS Network Panel Discussion**

In this moderated panel discussion, eight national, international, and thematic APBS Networks (Japan, MNPBS, High School, Home & Community, CAPBIS, PaPBIS, Taiwan, & UK PBS) will come together to discuss needs, challenges, and common areas of interest related to including typically under and non-represented stakeholders within their individual PBS spheres of influence. The goal of this session is to better understand our PBS community and to identify ways to collaboratively address challenges identified. All networks and conference attendees are welcome during this session!

Ashley MacSuga-Gage, University of Florida, Gainesville FL; Dianna Yip, P.L.A.I. Behaviour Consulting, Hong Kong; Rachel Freeman, University of Minnesota, Minneapolis, MN

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.



## Comiskey

Wrigley



## Agenda – Saturday Morning Workshops

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

## BCBA

SWK120 Strand: School-Wide Systems (Tier 1)

Type: Conceptual

Layered and Systematic Approaches to Decreasing Bullying & Disrespectful Behavior in Schools

This workshop will discuss the different types of disrespectful and bullying behaviors and how to use data to assess and identify the issue with precision and understand the scope of the problem. Additionally, information about the role of the bystander and what behaviors sustain and maintain bullying. The role of school climate and the adult response, and a layered approach: consideration of the functions of behavior and systematic approaches for schools to take. *Brooke Wagner, University of Nevada, Reno, NV* 

## 🚅 SWK201

Strand: Families and Caregiver Supports

Type: Skill Development

**Trauma Responsive Positive Behavior Support for Parents** 

This training will explore how stress can contribute to traumatic experiences and common behavioral responses resulting from Traumatic experiences. Participant will gain a basic understanding of Trauma including different types of trauma, the arousal continuum and window of tolerance. In home Positive Behavioral supports including emotional regulation skills will be taught to decrease stress reducing the likelihood of complex and toxic trauma. Participants will also learn how to advocate for Positive Behavioral Supports with schools.

Bill Brown, Colorado Department of Education, Denver, CO

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Toronto

Acapulco