



THE 19TH INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT
APRIL 13-16, 2022 | MANCHESTER HYATT, SAN DIEGO, CA

Agenda

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

◆ **SWK 101**

Strand: Integration and Alignment

Type: Skill Development

Connecting and Building Relationships Through Proactive Community Building Restorative Practice Circles

Participants will learn about the proactive restorative practice of circles, specifically community building circles. In this session participants will get to participate in and practice the use of community building circles.

Lauren Evanovich, Stephanie Martinez, University of South Florida, Tampa, FL

SWK 102

Strand: Integration and Alignment

Type: Skill Development

Leading & Coaching School Teams for Effective Team-based, Data-driven Problem-Solving within MTSS

In this workshop participants will learn how to create and ensure optimal conditions for supporting school problem solving teams to engage in effective data-use practices across all three tiers with fidelity. Resources will be provided.

Brian Gaunt, University of South Florida, Tampa, FL

◆ **SWK 103**

Strand: IDD

Type: Skill Development

Building a Bridge to a New Ethics Code for Behavior Analysts

BCBAs were recently introduced to a new ethical code. We will highlight issues in the code, discuss areas likely to be problematic, and provide suggestions how BCBAs can develop and maintain their ethical fitness.

Ilene Schwartz, Katherine Bateman, University of Washington, Seattle, WA

◆ **SWK 104**

Strand: Mental Health

Type: Conceptual

Mind Full or Mindful?: Flexible Living in a Stressed Out World

Have you ever felt emotionally drained? Come participate in an in-depth encounter with Acceptance and Commitment Training (ACT), where you will learn to behave flexibility and appreciate the present moment even when faced with hardship.

Ashley Greenwald, University of Nevada, Reno, NV; Jodie Soracco, Virginia Commonwealth University, Richmond, VA

SWK 105

Strand: Equity

Type: Skill Development

Laying the Ground Work for Centering & Sustaining Equity in PBIS

So, you want to center equity in PBIS? Now what? Participants will leverage a culturally sustaining framework that centers equity within PBIS to apply professional learning strategies supportive of leading building/district-wide equity-focused professional development.

Ruthie Payno-Simmons, Michigan's Multi-tiered Systems of Support Technical Assistance Center, Holland, MI



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SWK 106

Strand: Classroom (Tier II)

Type: Skill Development

Enhancing Positive Behavioral Interventions and Support in the Classroom

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

Dama Abshier, University of South Florida, Tampa, FL

SWK 107

Strand: Mental Health

Type:

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

ISF integrates mental health into the PBIS framework creating a comprehensive social/emotional/behavioral system of support in schools. Examples, tools and installation resources for application at State, District and School levels will be highlighted.

Lucille Eber, Midwest PBIS Network, LaGrange, IL; Kelly Perales, Midwest PBIS Network, Hillside, IL; Susan Barrett, Old Dominion University, Norfolk, VA

Opening Session - Thursday 8:00 am - 9:30 am

Invited

Strand: Equity

Type: Research

Just Systems: Putting Equity at the Center of Positive Behavior Support

Whether or not we are aware, many of our systems are designed to perpetuate inequities for marginalized groups. Yet with an explicit focus on equity, we can transform our systems into levers for social justice.

Kent McIntosh, University of Oregon, Eugene, OR

Session A - Thursday 9:45 am - 11:00 am

A01

Invited

Strand: Home and Community

Type: Conceptual

The Past, Present and Future of the Association for Positive Behavior Support

Learn more about the field of positive behavior support and APBS. We will highlight the historical issues that gave rise to APBS, our current status, some issues confronting the field, and priorities for future growth.

Donald Kincaid, University of South Florida, Tampa, FL; Tim Knoster, Bloomsburg University, Bloomsburg, PA; Rachel Freeman, University of Minnesota, Minneapolis, MN



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Session A - Thursday 9:45 am - 11:00 am



A02

Invited

Strand: School-Wide Systems (Tier I)

Type: Research

Distilling Core Front-Line Implementer Actions for Tier 1 PBIS: Expert Consensus

This session summarizes a study in which a panel of PBIS research experts and practice experts distilled PBIS core features to the specific implementation behaviors expected of teachers and staff who work directly with students.

Kevin Filter, Courtney Sowle, Minnesota State University, Mankato, MN; LeAnne Johnson, Clay Cook, Andrea Ford, Danielle Dupuis, Erick Kloos, Lars Olson, University of Minnesota, Minneapolis, MN

A03

Invited

Strand: Families and Parent Supports

Type: Skill Development

Effective Family-School Partnerships: Powerful and Achievable

An educator/parent panel from a school that has developed authentic and impactful partnerships with parents and caregivers will discuss outcomes of and future goals for family-school relationships within a PBIS framework.

Chris Asmussen, Yadira Flores, Karen Gifford, Scottsdale Unified School District, Scottsdale, AZ; Kiki McGough, APBS, Denver, CO

A04

Strand: Classroom (Tier II)

Type: Research

Implementing CICO in High Schools: Lessons Learned on Usability, Acceptability, and Effectiveness

We will describe our research and lessons learned implementing CICO-Secondary, an effective Tier 2 intervention designed to align with the unique contextual and organizational features of high school settings.

Kathleen Strickland-Cohen, Mimi Kato, Angus Kittelman, University of Oregon, Eugene, OR

A05

Strand: Early Childhood and Equity

Type: Skill Development

Advancing Equity in Early Childhood

This session identifies early childhood data tools and corresponding equity resources using key culturally responsive adaptations to examine current practices at all levels of a multi-tiered framework of support, increase equity, and improve practice.

Anna Winneker, Jolene Ferro, University of South Florida, Tampa, FL

A06

Strands: Equity, Individualized Student Supports (Tier III)

Type: Conceptual

Change Work in Schools: Developing the Capacity to Support ALL Students

This presentation describes one school district's efforts to build staff capacity to provide positive behavior support, while working with existing segregated programs to design high-quality Tier III supports for students with significant social/emotional challenges.

Marcel Lebrun, Plymouth State University, Plymouth, NH; JoAnne Malloy, Institute on Disability, University of New Hampshire, Durham, NH; Stacey Champy, Manchester School District, Manchester, NH



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Session A - Thursday 9:45 am - 11:00 am

A07

Strand: Classroom (Tier II)

Type: Conceptual

An Array of Tier 2 interventions: CICO and More!

Struggling to offer more than CICO? This session will demonstrate how screening data determines a host of interventions. Learn about a host of Tier 2 research-based interventions and the system created to support the work.

Kathy Francoeur, Institute on Disability, University of New Hampshire, Durham, NH; Margie Borawska, Concord School District, Concord, NH

A08

Invited

Strand: Integration and Alignment

Type: Skill Development

Integrating a Trauma-Informed Approach and Multi-tiered Supports: Oklahoma Trauma-Informed Framework

Learn how to build an integrated framework for schools that aligns positive behavior supports and a trauma-informed approach.

The Oklahoma Trauma-Informed Framework builds on school community strengths while honoring diversity and culture.

Elizabeth Suddath, Amanda Sellers, Oklahoma State Department of Education, Oklahoma City, OK

Session B - Thursday 11:15 am - 12:30 pm

B01

Invited

Strands: Integration and Alignment, IDD

Type: Conceptual

Designing a PBS Adult Forensic Unit: A Story of Systems Collaboration

In this session, the collaborative process between Pennsylvania's corrections and disability systems to design an adult forensic unit for neurodiverse individuals grounded in the PBS model will be shared and discussed.

Stacy Nonnemacher, Hollander Jordan, Pennsylvania Office of Developmental Programs, Harrisburg, PA; Lucas Malishchak, Pennsylvania Department of Corrections, Harrisburg, PA

B02

Invited

Strand: Classroom (Tier II)

Type: Skill Development

The Use of High-leverage Evidence-Based Classroom Practices to Improve Academic Engagement

This presentation will review the use of high-leverage classroom practices (HLCP) to increase students' engagement across grades. Practical and free tools will be shared that the presenters have used to improve HLCP through case examples.

Allyssa Lariviere, Endicott College, Beverly, MA; Robert Putnam, Erik Maki, May Institute, Rudolph, MA

B03

Invited

Strand: Mental Health

Type: Skill Development

The Resilience Education Program: A Tier 2 Intervention for Internalizing Concerns

This session describes the Resilience Education Program, a Tier 2 brief intervention for children with early signs of internalizing behaviors. Participants will receive REP materials and guidance on making cultural adaptations to REP lessons/procedures.

Katie Eklund, Stephen Kilgus, Andy Garbacz, University of Wisconsin, Madison, WI



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Session B - Thursday 11:15 am - 12:30 pm

B04

Strands: School-Wide Systems (Tier I), Equity
Type: Skill Development

Meaningfully Engaging all Students in Culturally-Responsive PBIS Implementation

Student voice is a core component of culturally responsive PBIS. This session offers practical, research-based methods and tools to mobilize student-centered data, empower students in the implementation process, and attain more equitable outcomes.

Laura Feuerborn, Kathy Beaudoin, University of Washington, Tacoma, WA; Ashli Tyre, Seattle University, Seattle, WA

B05

Invited

Strand: Individualized Student Supports (Tier III)
Type: Research

School-based Motivational interviewing: Past, present, and future

A brief history and overview of school-based applications of motivational interviewing will be presented with an emphasis on optimizing implementation to tier 3 supports.

Andy Frey, Terry Scott, University of Louisville, Louisville, KY; Jason Small, Oregon Research Institute, Eugene, OR

B06

Strand: Families and Parent Supports
Type: Research

An Exploration into Preferred Parental Terms and Parental Perceptions of Affiliate Stigma

This presentation will share initial findings of a mix-method study that gathered data on term preference, affiliate stigma, and family empowerment for families that have a child diagnosed with a disability.

Emily Baton, Laura Kern, Kristin Kosyluk, University of South Florida, Tampa, PA

◆ **B07**

Strand: Individualized Student Supports (Tier III)
Type: Skill Development

Coaching Tools to Facilitate Universal and Individualized Behavior Support Implementation

Coaching builds educator capacity for implementing universal and individualized function-based behavior supports. We will share practice-based coaching and behavior intervention resources developed through an iterative process to support equitable implementation of function-based interventions.

Alice Bravo, Kathleen Artman Meeker, Carol Davis, Mischa McManus, University of Washington, Seattle, WA

B08

Invited

Strand: School-Wide Systems (Tier I)
Type: Skill Development

Firefighter to Farmer: Shifting to Preventative Approaches for the Behavior Specialists' Role

Prioritizing systemic approaches shifts the behavior specialist to leading campuses in building capacity (farmer) rather than continual crisis response (firefighter). This session provides action steps to redefine the role behavior specialists to shift towards proactive.

Stacy Morgan, Mae Coffman, Emergent Tree Education, Austin, TX

Lunch Session - Thursday 12:45 pm - 1:45 pm



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Lunch Session - Thursday 12:45 pm - 1:45 pm

APBS and Mental Health Initiatives: Finding Our Shared Agendas

When APBS probed our members about the topics that they would most like to see included in the 2021 Conference, Mental Health topped the list! Based on that input, APBS held a dedicated strand and hosted several events to introduce a new committee focused on connecting PBIS and mental health. In this 2022 Conference we are deepening that connection.

Please join us for an exploratory conversation with MH leaders at the national, state and local level. This dialogue will guide the work of the APBS MH committee in 2022 and beyond. During this interactive session, attendees will work with MH leaders to examine current trends and identify ways to share, learn and act together.

Bob Putnam, May Institute, Randolph, MA; Joanne Cashman, NASDSE, Northumberland, PA



The Mid Atlantic APBS Network invites you to join in a BYOL (bring your own lunch) event. Spend time engaging in facilitated dialogue with others throughout the Mid-Atlantic Region 'and beyond'. Given our new virtual world, many have joined our CSBS Community Conversations from across the globe ... all are welcome.

Session C - Thursday 1:45 pm - 3:00 pm



C01

Invited

Strand: Classroom (Tier II)

Type: Conceptual

De-escalation within the PBIS Framework

We will discuss using a multi-tiered framework to create a system for de-escalation in the educational setting. This includes braiding together a variety of contributing factors to consider when engaging in the de-escalation process.

Ami Flammini, Brian Meyer, MWPBIS, Hillside, IL



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Session C - Thursday 1:45 pm - 3:00 pm

C02

Combined Session

Strands: Equity, Families and Parent Supports, School-Wide Systems (Tier I)

Type: Skill Development

Fostering Student & Family Engagement, Representation, and Connectedness Within PBIS in Urban Settings

Traditionally, PBIS frameworks are developed by school-based teams and staff. This action oriented presentation gives concrete methods to actively engage students, families, and communities to cultivate a culturally responsive PBIS community.

Steven Rufe, Tynara Blount, Tianna Bilal, The School District of Philadelphia, Philadelphia, PA

Strand: Equity

Type: Conceptual

From Concept to Scale: Equitable Supports for African American Male Students

Charlotte Mecklenburg Schools has braided PBIS, Culturally Responsive Instruction and Restorative Practices to form a comprehensive support model for African American Male students. This interactive session shares lessons learned from a three year NIJ project.

Edwin Wilson, Jacqueline Peterson, Charlotte Mecklenburg Schools, Charlotte, NC

Strand: Equity

Type: Conceptual

The Impact of Social Emotional Learning and Student Behaviors

Social emotional learning infused impacts disproportionate exclusionary practices for African American boys. Preventive Social Emotional Learning strategies through continuous teacher training will impact student behavior and administrative responses.

Rosalynn Sanderlin, JacQuail Jones, Calandra Coleman, Twianna Harper-Darden, Portsmouth Schools, Portsmouth, VA

C03

Strand: Classroom (Tier II)

Type: Skill Development

Tier 2 Handbook: Creating a Template to Sustain Any Tier 2 Program

Got CICO, SEL, group/academic skills programs? Get this Google Doc template to adapt for every Tier 2 program at your school. Include your instructions for program Coordinators, Facilitators, staff, students and a parent letter.

Yadira Flores, Scottsdale Unified School District, Scottsdale, AZ; Daniel Gulchak, Arizona State University, Tempe, AZ; Kimberli Breen, Affecting Behavior Change, Chicago, IL

◆ C04

Strand: Integration and Alignment

Type: Conceptual

Are we there yet? Examining Barriers to Scaling Restorative Practices in Schools

Have you ever wondered if restorative practices are having an effect? Are they being implemented with fidelity and having impacts on student and school-level outcomes? Let's lean in and let science be our roadmap.

Kaci Fleetwood, University of Nevada, Reno, NV; Stephanie Keating, Washoe County School District, Reno, NV



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Session C - Thursday 1:45 pm - 3:00 pm

C05

Combined Session

Strand: Home and Community
Type: Skill Development

The Business Case for Inclusion: PBS and Innovative Job Development

By sharing the elements of our PBS and job development framework for individuals with barriers to employment, this presentation aims to bridge the gap between employers, practitioners, job seekers, and their families.

Taylor Markell, CBI Consultants, Burnaby, British Columbia, Canada

Journey to Employment Through PBS and Self-Determination

This presentation highlights how Self-Determination Instruction; Customized Employment practices; and Positive Behaviour Support practices increased the quality of life and independence of individuals with significant barriers to employment.

Joanne Kautz-Allard, Taylor Markell, CBI Consultants, Burnaby, British Columbia, Canada

C06

Strand: Integration and Alignment
Type: Conceptual

The Alignment of Restorative Practices to Strengthen PBIS Implementation

Restorative Practices aligns with PBIS to strengthen implementation. Foundational applications can enhance trusting family/community partnerships, promote strong and positive school culture, enhance inclusion, and engage the MTSS pillars of behavioral, social-emotional, and academic learning.

Peter Stoll, Humboldt County Office of Education, Eureka, CA; Toby Espley, Orange County Department of Education, Costa Mesa, CA

C07

Strand: Mental Health
Type: Research

Using High School Wellness Centers to Address Student Mental Health Concerns

Participants will learn about school wellness centers, rooms designed as safe havens from adolescent stressors. Data from student, staff, and parent questionnaires will be used to evaluate stakeholder perceptions of a high school wellness center.

Malka Moya, Paul Caldarella, Brigham Young University, Provo, UT; Jennifer Bitton, Westlake High School, Saratoga Springs, UT; Paul Feyereisen, IM Foundation, South Jordan, UT

C08

Strands: School-Wide Systems (Tier I), Integration and Alignment
Type: Research

What Systems and When? New Research Supporting Implementation of Advanced PBIS Tiers

New research funded from Institute of Education Sciences (IES) will be presented describing how school and district PBIS teams can support the durable implementation of Tier 2 and 3 behavior systems in schools.

Angus Kittelman, Kent McIntosh, University of Oregon, Eugene, OR

Session D - Thursday 3:15 pm - 4:30 pm



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Session D - Thursday 3:15 pm - 4:30 pm

D01

Invited

Strand: Early Childhood

Type: Conceptual

Systems Change to Reduce Suspension and Expulsion in Early Childhood Environments

Participants will learn about a model using evidence-based practices to support the promotion of social and emotional development, the prevention of challenging behaviors, and developmentally appropriate interventions to prevent the suspension/expulsion of preschool students.

Sandy Avzaradel, Early Childhood Mental Health Collaborative, Orange County, CA

D02

Invited

Strands: Families and Parent Supports, Classroom (Tier II)

Type: Research

Promoting Family-School Partnerships in Positive Behavioral Interventions and Supports

This session presents three efforts to strengthen family-school partnerships within Positive Behavioral Interventions and Supports. Participants will receive practical strategies to promote partnerships within PBIS at the statewide level and within districts and schools.

Andy Garbacz, University of Wisconsin, Madison, WI; Monique Nelen, Martijn Willemse, Anita Blonk, Windesheim University of Applied Sciences, Zwolle, Netherlands; Adam Feinberg, University of Connecticut, Storrs, VT

D03

Invited

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Exploring the Systematic Use of Self-Monitoring as a School-Wide Behavioral Intervention

Let's take a deep-dive visual walk through the steps employed throughout the development/implementation of a school-wide self-monitoring intervention. Practical tips & tools to scale-up school-wide self-monitoring interventions & research supporting its implementation will be discussed.

Jamie Salter, Self & Match Educational Consultation, San Marcos, CA; Katharine Croce, Felician University, Rutherford, NJ; Jamie Gonzalez, San Diego County Office of Education, San Diego, CA; Teresa Echanove-Merghart, Monarch School, San Diego, CA

D04

Strands: Classroom (Tier II), Mental Health

Type: Skill Development

Systematic Review of Universal Screeners for Social, Emotional, Behavioral Strengths and Risk

The purpose of this presentation is to describe the results of a systematic literature review of universal screeners used in K-12 to identify social, emotional, behavioral (SEB) risk.

Sara McDaniel, University of Alabama, Tuscaloosa, AL; Jason Chow, University of Maryland, College Park, MD

D05

Strands: School-Wide Systems (Tier I), Integration and Alignment

Type: Conceptual

Optimizing Data in Facilitation of District Level Planning and Problem-Solving

This session will equip participants with tools to facilitate district-level data-driven problem-solving and planning related to PBIS implementation to maximize student outcomes. Model data sources and district exemplars will be shared.

Karen Elfner, Brooke Curtiss, Dama Abshier, University of South Florida, Tampa, FL



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Session D - Thursday 3:15 pm - 4:30 pm

D06

Strands: Individualized Student Supports (Tier III), Mental Health

Type: Conceptual

Identifying Behavioral and Mental Health Needs of Students to Guide Individualized Supports

This presentation examines how educators can use “best practices” to meet the social, emotional, and behavioral needs of their Tier 3 students with an expanded scope to address mental health concerns upon returning to school.

Chris Huzinec, Pearson Clinical NA, Spring, TX

D07

Strand: Integration and Alignment

Type: Conceptual

Functional Contextual Framework for De-Implementation Efforts in PBIS

One area of implementation science and PBIS that has received considerably less attention is de-implementation of ineffective and often aversive practices. This presentation will highlight a functional analytic framework and specific strategies for de-implementation.

Imad Zaheer, St. John’s University, Queens, NY; Ryan Farmer, Oklahoma State University, Stillwater, OK; Talida State, Montclair State University, Montclair, NJ

D08

Combined Session

Strand: IDD

Type: Research

Sibling Mediated Interventions in Autism Literature: A Review of Rigor and Outcomes

This study investigated the current literature on sibling-mediated interventions. It describes intervention and participant characteristics, study quality, and outcomes for children with autism and their siblings.

Irem Bilgili-Karabacak, Ana Dueñas, Elise Settanni, Lehigh University, Bethlehem, PA

Systematic Review on Interventions to Increase Student Attitudes Towards Autism

This study describes the current literature on interventions designed to increase student attitudes towards individuals with autism in school-based settings. Studies were evaluated for participant demographics, intervention characteristics, and methodological rigor.

Elise Settanni, Lee Kern, Lehigh University, Bethlehem, PA

Session E - Thursday 4:45 pm - 6:00 pm

E01

Invited

Strand: Home and Community

Type: Research

Lessons Learned and Future Considerations in Preventing Abuse and Promoting Healthy Relationships

The research from LEAP, a healthy relationships curriculum for adults with IDD will be reviewed. Presenters will discuss future considerations to promote healthy relationships for adults with IDD and strategies to create healthy boundaries.

Molly Dellinger-Wray, Parthy Dinora, Virginia Commonwealth University, Richmond, VA



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Session E - Thursday 4:45 pm - 6:00 pm

◆ E02

Invited

Strand: Individualized Student Supports (Tier III)
Type: Skill Development

Trauma Informed Intervention at Tier 3: Supporting Students With Internalizing Challenges

In this session we will discuss how teams can incorporate a trauma-informed approach and practices when conducting assessments and building behavior support plans for students with internalizing challenges and Tier 3 behavior support needs.
Kathleen Strickland-Cohen, University of Oregon, Eugene, OR; Katie Pohlman, Ami Flammini, Midwest PBIS Network, Hillside, IL

E03

Combined Session

Strand: Equity
Type: Skill Development

Elevating Your PBIS Implementation Through Authentic Student Collaboration

Participants will learn strategies for developing authentic partnerships with students through a year-long Student Voice PBIS initiative that focuses on building a culturally responsive PBIS framework to address the diverse needs of students.
Betsy Lazega, Stephanie Martinez, Florida PBIS, Tampa, FL; Sheri Weretka, Osceola County School District, Orlando, FL

Strand: Equity
Type: Skill Development

Change Nothing and Nothing Will Change: Action Toward Culturally Responsive Teaching Practices

Diverse students have lower academic outcomes, and remain overrepresented in discipline referrals and special education (NAEP, 2015; NCES, 2015). The practice of culturally responsive teaching through investigation and evidence-based practices can help mitigate these outcomes.

Kimberly Bunch-Crump, NC A&T State University, Greensboro, NC; Sara Hitt, East Tennessee State University, Johnson City, TN

□ E04

Strand: Classroom (Tier II)
Type: Skill Development

Effective Tier 2 Social and Emotional Learning Instruction for Today's Classroom

Attending this session will build educators' capacity to implement practical tier 2 social and emotional learning (SEL) strategies into the classroom. Strategies for building youth SEL competencies while maintaining an engaging learning environment are demonstrated.

Elizabeth Michael, Erica Lee, Greg Benner, Pam Bailey, Sara Sanders, The University of Alabama, Tuscaloosa, AL

◆ E05

Strand: Families and Parent Supports
Type: Research

Updating the Definition of Family Engagement through the use of Focus Groups

This presentation will share what we have learned from a qualitative study examining parent's thoughts on a definitions of family engagement used in research and the social validity of that definition.

Emily Baton, Donald Kincaid, Rose Iovannone, Heather George, Shannon Suldo, University of South Florida, Tampa, FL



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Session E - Thursday 4:45 pm - 6:00 pm

E06

Strands: Integration and Alignment, Home and Community

Type: Research

College and Career Readiness for Students with EBD: A Panel Discussion

We will present findings from a literature review on college and career readiness programs for students with or at-risk for EBD, including a gender/ethnicity analysis, and discuss preliminary findings from an intervention study.

Samantha Kelly, Lee Kern, Chris Liang, Devon Carter, Lehigh University, Bethlehem, PA; Jennifer Freeman, Sarah Rosati, University of Connecticut, Storrs, CT

E07

Strands: Mental Health, Integration and Alignment, School-Wide Systems (Tier I)

Type: Skill Development

Supporting the Implementation of Universal Behavior Screening

This session will cover how to implement the universal behavior screening process and will briefly cover topics such as screening readiness, resource mapping, gap analyses, screening tools, parental consent, data-based decision making, and more.

Emily Graybill, Georgia State University, Atlanta, GA

◆ **E08**

Invited

Strands: IDD, Home and Community

Type: Research

Advances in Telehealth -Delivered Behavioral Assessment and Intervention in Underserved Communities

This symposium will present results from a series of studies evaluating the effects of behavioral assessments and interventions delivered via telehealth for individuals with autism and developmental disabilities across the lifespan in underserved communities.

Emily Gregori, University of Illinois, Chicago, IL; Catharine Lory, David Cosottile, Baylor University, Waco, TX

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

Poster 101

Strand: Early Childhood

Type: Skill Development

Implementing PBIS in Early Childhood: Family Engagement Strategies for Every Intervention Tier

Developing connections, building relationships, and sharing information with families are essential family engagement practices in early childhood education systems. We will review new resources and materials designed to promote family engagement at every intervention tier.

Meghan von der Embse, Leigh Ashley, University of South Florida, Tampa, FL

Poster 102

Strand: Early Childhood

Type: Research

Parent's Use of Evidence Based Strategies to Address Challenging Behaviors

A survey research was conducted to study how parents of children with disabilities manage their children's challenging behaviors. We will discuss results regarding parents' use of evidence-based practices and implications for collaborating with families.

Gounah Choi, Angel Fettig, University of Washington, Seattle, WA



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

Poster 103

Strand: Early Childhood

Type: Research

A Meta-analysis of Coaching Interventions to Inform Culturally Responsive Practices in Preschools

Data from a meta-analysis on coaching interventions that address the social and behavioral outcomes of young children is presented, and implications on how these findings can be used to guide equity in preschools are discussed.

Lisa Sanchez, Baylor University, Waco, TX

Poster 104

Strand: Equity

Type: Research

Modifications/Adaptations to School-based Restorative Justice for Students with Disabilities: Systematic Review

Movements away from zero-tolerance policies have pushed districts to adopt restorative practices without considering the cognitive and linguistic load. We are conducting a systematic review to examine modifications/adaptions to support youth with disabilities.

Karen Zyskind, Alexandra Newson, University of Oregon, Eugene, OR

Poster 105

Strand: Equity

Type: Research

Contributions of School Climate in Implementing Positive Support Practices for LGBTQ+ Youth

Survey findings regarding the frequency, acceptability and use of LGBTQ+ affirming practices (GSA, Policy, Visual Support, etc.) in schools, and their relationship to school climate, social support, and teacher bias.

John Gallo, Derek Bueffel, James Whisenhunt, Caitlin Wild, University of Oregon, Eugene, OR

Poster 106

Strand: Equity

Type: Research

Identifying Practices for the Reduction of Disproportionality: A Systematic Literature Review

Disproportionate discipline continues to be a major issue contributing to inequitable student outcomes in the United States. This poster identifies practices that contribute to the reduction of disproportionality in K-12 school settings in the U.S.

Mara Power, University of Connecticut, Storrs, CT

Poster 107

Strand: Equity

Type: Research

Promoting School-wide PBIS Across the Globe: A Systematic Review of International Implementations

Review School-Wide Positive Behavior Support (SWPBIS) practices around the globe, including cultural fit, key components, barriers, and social validity of implementation in more than 10 countries. Implications for designing cultural adapted SWPBIS highlighted.

Mack Burke, Leonora Ryland, Lisa Sanchez, Michael Paal, Baylor University, Waco, TX; Anna-Maria Hintz, Carl von Ossietzky Universität Oldenburg, Lower Saxony, Germany

Poster 108

Strand: Families and Parent Supports

Type: Research

A Ten Year Review of Social Validity in Behavior Analytic Literature (2010-2020)

This literature review summarizes the role of social validity assessments across 8 behavior analytic journals from 2010-2020. The purpose of this review is to encourage practitioners and researchers to consider their importance in behavior intervention.

Rachelle Huntington, University of Hawaii, Honolulu, HI; Natalie Badgett, University of North Florida, Jacksonville, FL



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APRIL 13-16, 2022 | MANCHESTER HYATT, SAN DIEGO, CA

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

Poster 109

Strand: Home and Community

Type: Skill Development

Direct Instruction of Sport Skills in Children with Autism Spectrum Disorder

Participants with ASD were taught basketball skills through direct instruction and had their off-task behaviors measured. Data on skill acquisition, pre/post behavioral data, and heart rate were used to determine effects of the intervention.

Erika Richards, Brigham Young University, Provo, UT

Poster 110

Strand: Integration and Alignment

Type: Research

An Exploration of Statewide MTSS Implementation and Capacity

This presentation will review an exploratory study of implementation of MTSS across New York state. School building leaders' perceptions of MTSS implementation, capacity drivers, and barriers and enablers to implementation will be discussed.

Megan Garton, Cornell University, Ithaca, NY

Poster 111

Strand: Integration and Alignment

Type: Research

Is PBIS Implementation Across Time/Tiers Related to Student Substance Possession?

This presentation will review findings and implications of a study examining how PBIS implementation across all three tiers and year-over-year improvements in tier 1 implementation is linked to student substance possession on campus.

Sean Austin, University of Oregon, Eugene, OR

Poster 112

Strand: Integration and Alignment

Type: Research

MTSS in Secondary Schools: Examining how PBIS Experience Impacts Broader MTSS Implementation

This study examines the differential experiences of secondary school leaders from PBIS implementing and non-PBIS implementing middle and high schools as they participate in MTSS training and subsequent implementation in six Nebraska schools.

Abril Rangel-Pacheco, Amanda Witte, Rebecca Overfield, Linnea Swanson, University of Nebraska, Lincoln, NE; George Toman, Nebraska Department of Education, Lincoln, NE

Poster 113

Strand: Individualized Student Supports (Tier III)

Type: Research

Professional Development on FBA and Behavior Intervention Plans: A Systematic Review

We provide an overview of a systematic review of the existing literature related to professional development on FBA and BIP. We will describe our procedures for searching the literature and report findings and future directions.

Alex Carlson, Shanna Hirsch, Catherine Griffith, Clemson University, Clemson, SC

Poster 114

Strand: IDD

Type: Research

Functional Communication Training in Inclusive K-12 School Settings for Students with IDD

The purpose of this review was to summarize functional communication training (FCT) intervention studies implemented in inclusive K-12 school settings for students with intellectual and developmental disabilities (IDD). Studies were synthesized to summarize study characteristics.

Andy Masud Werner, Virginia Walker, Megan Carpenter, Ashley Anderson, University of North Carolina, Charlotte, NC



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Poster 115

Strand: IDD

Type: Research

Adapting Prevent-Teach-Reinforce for Adult Service Settings: A Pilot Study

In this study, we adapted the Prevent-Teach-Reinforce method of individualized positive behavior support for use in adult service settings. Results of the study and the benefits of using the PTR program will be discussed.

Anne Malbica, University of Utah, Salt Lake City, UT

Poster 116

Strand: Mental Health

Type: Conceptual

Implementing A Strategic Approach to Reduce Restraints, Seclusions and Emergency Interventions

This poster presentation will describe how implementing a trauma sensitive, PBIS framework with fidelity, and a strategic data-based decision making process, can significantly reduce the number of restraints, seclusions and emergency interventions.

Cheyenne Rhodes, American School for the Deaf, West Hartford, CT

Poster 117

Strand: Individualized Student Supports (Tier III)

Type: Research

Individualized Positive Behavior Support for Young Children with Developmental Delays and At-Risk

The meta-analysis of experimental studies on individualized PBS for young children with developmental delays and at-risk from 2002 to 2019 were conducted with 17 research articles published in Korea. PND and suggestions were followed.

Eunhee Paik, Kongju National University, Gongju, Chung-Nam, Republic of Korea, Sun Young Wi, Mir Kindergarten, Sejong, Chung-Nam, Republic of Korea

Poster 118

Strand: School-Wide Systems (Tier I)

Type: Conceptual

Just Keep Swimming: Exploring School Capacity to Sustain the PBIS Framework

Over 29,000 U.S schools implement PBIS but can they sustain the core features over time? A theoretical model and findings of an extant study will explore the role of data, fidelity, and sustainability features.

Katie Conley, University of Oregon, Eugene, OR

Poster 119

Strand: School-Wide Systems (Tier I)

Type: Conceptual

Using Augmented Reality (AR) to Support Student Learning Within the PBIS Framework

Augmented Reality (AR) has the potential to support student learning of desired behavior within the PBIS-framework. The PBIS-AR application and curriculum developed by the ARETE consortium (www.aretoproject.eu [<http://www.aretoproject.eu/>]) will be showcased and tested by the audience.

Jeroen Pronk, Sui Lin Goei, Wilma Jongejan, Institute for Educational Technology - National Research Council of Italy, Amsterdam, NH, Netherlands; Giuseppe Chiazese, Crispino Tosto, Institute for Educational Technology - National Research Council of Italy, Palermo, Italy; Eleni Mangina, University College of Dublin, Dublin, Ireland



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

Poster 120

Strand: School-Wide Systems (Tier I)

Type: Research

How is the Level of SWPBIS Fidelity Related to Discipline Outcomes?

We will discuss results of a study using structural equation modeling to examine the relation between SWPBIS fidelity at each tier and student suspensions and expulsions in California, along with implications and recommendations for research.

Nicolette Grasley-Boy, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS; Nicholas Gage, WestEd, Gainesville, FL

Poster 121

Strand: School-Wide Systems (Tier I)

Type: Research

Social Validity: Systematic review of subjective and qualitative measurement in school-wide implementations

The poster visualizes results of an ongoing project focusing on barriers and enablers of School-wide PBIS implementations based on a systematic review of qualitative empirical studies.

Michael Paal, Anna-Maria Hintz, University of Oldenburg, Lower Saxony, Germany; Mack Burke, Baylor University, Waco, TX

Poster 122

Strand: Classroom (Tier II)

Type: Research

How Student Behavior Impacts Teachers' Sense of Safety

Teacher shortages are a concern and researchers are searching for causes of teacher attrition. One area is the relation between student behavior and teacher safety. Therefore, we used a large dataset to explore this relationship.

Sklyer McCain, Belinda Peters, Amanda Haedo, Ashley MacSuga-Gage, University of Florida, Gainesville, FL; Nicholas Gage, WestEd, San Francisco, CA

Poster 123

Strand: Classroom (Tier II)

Type: Research

Social Validity Reporting in School-Based Behavior Research: A Systematic Literature Review

We will present findings from a systematic review of social validity reporting in school-based behavior intervention research across nine high impact special education and behavior-focused journals from 2000 through 2021.

Sara Estrapala, Heather Hatton, University of Missouri, Columbia, MO; Ashley Rilla, University of Iowa, Iowa City, IA

Poster 124

Strand: Classroom (Tier II)

Type: Research

Evaluating Peer Coaching to Increase Teachers' use of Classroom Management Strategies

We evaluated the effects of reciprocal peer coaching on teachers' use of classroom management strategies following online training using a changing criterion design. We will discuss social validity and implications for practice and future research.

Jessica Torelli, Christina Noel, John Wright, Western Kentucky University, Bowling Green, KY

Poster 125

Strand: Individualized Student Supports (Tier III)

Type: Research

A teacher coaching program to reduce externalizing problem behavior on tier 3

We implemented a multi-tiered system of support in primary schools in Germany to reduce externalizing problem behavior. On tier 3 teachers participate in a 12-week coaching program aiming to individualize evidence-based school interventions.

Charlotte Hanisch, Thomas Hennemann, University of Cologne, North Rhine-Westphalia, Germany



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Session F - Friday 8:30 am - 9:45 am

F01

Invited

Strand: Classroom (Tier II)

Type: Skill Development

Classroom Management: Using Effective Instructional Practices to Promote Positive Student Behavior

This session provides an overview of teachers' instructional practices that are known to increase the probability of student success with behavior. Descriptions of practices and evidence will be presented along with connections to effective instruction.

Terrance Scott, University of Louisville, Louisville, KY

◆ **F02**

Invited

Strand: Individualized Student Supports (Tier III)

Type: Research

Technical Adequacy of State Guidance Documents for Functional Behavior Assessments

A systematic evaluation of the technical adequacy of state guidance to districts for implementing functional behavior assessments was conducted. Results suggest that guidance is insufficient. Outcomes and impact on practices will be discussed.

Rose Iovannone, University of South Florida, Tampa, FL; Sonja du Boer, North Haven School District, North Haven, ME; David Bateman, Shippensburg University, Shippensburg, PA

□ **F03**

Invited

Strand: IDD

Type: Research

Connecting PBS Facilitators through telehealth: Team training for IDD organizations across regions

This presentation provides a comprehensive description of a training and technical assistance model with remote participation methods for PBS facilitators, implemented within a larger model for regional, organizational teams that support people with disabilities.

Jessica Simacek, Rachel Freeman, University of Minnesota, Minneapolis, MN

◆ **F04**

Strands: Classroom (Tier II), School-Wide Systems (Tier I)

Type: Research

Using Machine Learning to Measure Teachers' Implementation of Tier 1 Behavior Supports

Researchers will share how they developed machine learning (ML) algorithms that use audio recordings of instruction to measure teachers' implementation of Tier 1 behavior supports.

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

F05

Strand: Integration and Alignment

Type: Conceptual

Virtual Field Trip through Silicon Valley PBIS implementation #funwithdata

The Santa Clara County Office of Education PBIS Technical Assistance Center invites you to join a virtual field trip exploring how we use our local, state and PBIS data systems to "do less better."

Stephanie Tague, Alex Coronel, Santa Clara County Office of Education, San Jose, CA



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Session F - Friday 8:30 am - 9:45 am

F06

Strand: Integration and Alignment

Type: Skill Development

ISF – Readiness: One System of Delivery for Schools, Mental Health, and Families

To address the mental health needs of students, we will present an overview of the Interconnected Systems Framework (ISF), our installation process, and a checklist to guide the agreement between the school and community agency.

Sheila Willians-White, Tamara Morrow, Michigan’s Multi-Tiered Systems of Support, Holland, MI

F07

Strand: Mental Health

Type: Skill Development

Emerging Trends in Universal Screening for Mental Health

Researchers and practitioners will describe best practice considerations for universal screening, including district and school determinants of screening implementation, and how to promote equity and reduce disproportionality in universal screening practices.

Kelly Perales, Midwest PBIS Network, Hummelstown, PA; Katie Eklund, Steve Kilgus, University of Wisconsin, Madison, WI; Nate von der Embse, University of South Florida, Tampa, FL; Joni Williams Splett, University of Florida, Gainesville, FL; Natalie Romer, WestEd, Tampa, FL; Kristy Brann, Miami University-Ohio, Athens, OH



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Session F - Friday 8:30 am - 9:45 am

F08

Ignite – Expanding/Enhancing PBS

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Don't Lose Momentum! Facilitation Processes and Techniques to Sustain Commitment to PBIS

Schools can find themselves struggling after an initial implementation of a school climate initiative such as SWPBIS. This presentation will provide useful facilitation models and techniques to create sustained buy-in and ownership of the work.
Stephen Hahm, Rebecca Bailey, Mendocino County Office of Education, Ukiah, CA

Strand: Integration and Alignment

Type: Skill Development

Systems as a Guide for Implementation of Advanced Tier Supports

This presentation will discuss the use of systems as a guide for the development of effective and efficient advanced tier supports which in return assists in neutralizing many of the common barriers associated with implementation.

Jodie Soracco, VTSS-RIC, VCU, Richmond, VA; Kaci Fleetwood, Nevada MTSS, UNR, Reno, NV

Strand: Home and Community

Type: Conceptual

Improving Positive Behaviour Support Responsiveness In UK Cultural Contexts

PBS has been often perceived as a crisis intervention model in the UK mainly applied in IDD services. A reconceptualisation addresses contemporary issues presenting a refreshed view that supports socially valid and equitable outcomes.

Edwin Jones, University of South Wales, Cardiff, Wales, United Kingdom; Sarah Leitch, British Institute of Learning Disabilities, Birmingham, England, United Kingdom

Strand: Integration and Alignment

Type: Conceptual

Looking Back to Move Forward: Updating PBIS for the Future with ACT

As PBIS reaches its 20th anniversary, it is helpful to look back to move forward. Acceptance and Commitment Therapy (ACT) from the field of Contextual Behavioral Science (CBS) offers several directions that will be highlighted.

Imad Zaheer, St. John's University, Queens, NY; Talida State, Montclair State University, Montclair, NJ; Chelsea Grant, Nurturing Environment Institute, Jamesburg, NJ

Session G - Friday 10:00 am - 11:15 am

◆ G01

Invited

Strand: School-Wide Systems (Tier I)

Type: Skill Development

I Do, We Do, You Do: A State-wide PBIS Training Model

Learn how trainers and coaches can incorporate a gradual release of responsibility so that internal capacity grows within a school or district. Examples of activities used to support effective school implementation will be shared.

Karen Robbie, Adam Feinberg, Katherine Meyer, Susannah Everett, University of Connecticut, Storrs, CT



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Session G - Friday 10:00 am - 11:15 am

◆ G02

Invited

Strand: IDD

Type: Skill Development

Statewide Infrastructure for PBS in Adult Supporting Organizations: Maryland, Massachusetts, Missouri

Panelists from three states will highlight efforts to support high fidelity implementation of PBIS. They will discuss state regulations, training and coaching capacity, efforts to recognize fidelity, and evaluation. Specific provider examples will be shared. *Jennifer Jeffrey-Pearsall, Sheppard Pratt, Towson, MD; Meg DePasquale, Maryland Department of Health Developmental Disabilities Administration, Baltimore, MD; Bob Putnam, May Institute, Randolph, MA; Rhi Evans, Missouri Department of Mental Health Division of Developmental Disabilities, Kansas City, MO*

G03

Invited

Strand: Early Childhood

Type: Skill Development

Early Childhood MTSS Through the Pyramid Model

The Early Childhood Pyramid Model framework addresses the needs of the whole child by reflecting on current teaching practices to build the foundation of social-emotional-behavioral skills to promote healthy behaviors throughout a student's life. *Blaire Harrison, Oklahoma State Department of Education, Oklahoma City, OK*

G04

Strand: Classroom (Tier II)

Type: Skill Development

Strategies for Incorporating Student Voice in Self-Regulation Interventions for Internalizing Behaviors

Many adolescents struggle with internalizing behaviors and self-regulation, often with devastating consequences. Thus, we will present strategies for incorporating student voice in self-regulation intervention designs through supported decision-making. *Sara Estrapala, Jamie Grieshaber, University of Missouri, Columbia, MO*

□ G05

Strands: Home and Community, IDD

Type: Conceptual

Use of Positive Behavior Supports in Adult Services for Systemic Change

When presented with a state-wide mandate to incorporate use of Positive Behavior Supports to programming, The Arc Northern Chesapeake Region developed strategies and outcomes for a multitiered approach to implementation. *Lauren Neubauer, The Arc NCR, Aberdeen, MD*

G06

Strand: Individualized Student Supports (Tier III)

Type: Research

Perspectives on Meeting the Needs of Students During the Pandemic

We surveyed over 500 educators about how they met the social-emotional-behavioral needs of students during the early days of the pandemic. We present their perspectives and offer important recommendations for policy and practice. *Allison Bruhn, University of Iowa, Iowa City, IA; Sara McDaniel, University of Alabama, Tuscaloosa, AL; Shanna Hirsch, Clemson University, Greenville, SC; Hannah Morris-Mathews, University of Florida, Gainesville FL; Youn-Jeng Choi, Ewha Womans University, Seoul, Korea*



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Session G - Friday 10:00 am - 11:15 am

G07

Strand: Integration and Alignment

Type: Skill Development

Preparing for Alignment: Developing Coaching Plans and Rubrics

To ensure systems coaching effectiveness, Virginia utilizes Coaching Service Delivery Plans (CSDPs) as well as a rubric to facilitate the capacity of the district to support a coordinated and aligned infrastructure.

Corinne Wilson, Amanda Working, Regina Pierce, Steve Tonelson, Virginia Tiered Systems of Supports, Norfolk, VA

G08

Strand: Integration and Alignment

Type: Conceptual

High Yield Practices: Powerful Partnerships and Sustainable Strategies

Osseo Area Schools, in partnership with MN Department of Education will present the map they followed to implement PBIS along with the restorative and trauma informed practices they incorporated to increase equitable outcomes for students.

Kate Emmons, Amy Janecek, Jill Lesne, Osseo Area Schools, Maple Grove, MN; Janet Christiansen, Minnesota Department of Education, Roseville, MN

Session H - Friday 11:30 am - 12:45 pm

H01

Invited

Strand: School-Wide Systems (Tier I)

Type: Research

The 13th Annual PBIS Film Festival

The PBIS Film Festival collects and shares videos from a wide range of schools, districts, and countries. This lighthearted competition recognizes films that (a) demonstrate core PBIS principles and (b) meet technical video production standards.

Alex Carlson, Clemson University, Clemson, SC

H02

Invited

Strands: Families and Parent Supports, School-Wide Systems (Tier I)

Type: Research

Promoting Family-Centered Positive Behavior Support During Elementary School

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

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

H03

Invited

Strand: Mental Health

Type: Skill Development

Integrating Preventative Mental Health Services at Tiers I/II in PBIS

This presentation will provide best practice guidance for integrating preventative school mental health services within an existing PBIS framework including universal screening, Tier 2 intervention, and progress monitoring. Implementation facilitators and barriers will be discussed.

Nathaniel von der Embse, University of South Florida, Tampa, FL; Stephen Kilgus, Katie Eklund, University of Wisconsin, Madison, WI



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Session H - Friday 11:30 am - 12:45 pm

H04

Strands: Individualized Student Supports (Tier III), Integration and Alignment

Type: Conceptual

East Meets West! Building Capacity Through Implementation Science

This session will highlight the expansion of a Tier 3 intervention, utilizing the research of Implementation Science. An effective coaching and training model will be shared as well as the tools to help build capacity!

Kathy Francoeur, JoAnne Malloy, Institute on Disability, UNH, Durham, NH; Mark Alfaro, Placer County Office of Education, Auburn, CA

H05

Strand: Classroom (Tier II)

Type: Research

Improving Student Behavior and Task Engagement With a Positive Good Behavior Game

A positive version of the Good Behavior Game was implemented by teachers in three classrooms (grades 2 to 5) following short training, and reduced disruptive student behavior by 100% and increased task engagement by 64%.

Anna-Lind Petursdottir, Jonina Petursdottir, Bergljot Gudmundsdottir, Gudrun Gudlaugsdottir, University of Iceland, Reykjavik, RVK, Iceland

H06

Strand: Integration and Alignment

Type: Research

General Educator Behavior Management Training: A Look Back and a Look Forward

This presentation will discuss results from a systematic review on behavior management training for general educators.

Directions for future research, implications, and professional development frameworks to address this need in teacher training will be provided.

Mark Samudre, Lauren LeJeune, University of South Carolina, Columbia, SC



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Session H - Friday 11:30 am - 12:45 pm

H07

Ignite – Virtual/Unique Context

Strand: Classroom (Tier II)

Type: Skill Development

Ensuring Trauma Informed Supports With Reintegration During A Pandemic

This session features alignment of Trauma Informed practices within critical features of a MTSS with special focus at Tier 2. Participants will learn about a district professional development approach with corresponding resources for their use.

Catherine Raulerson, Robyn Vanover, University of South Florida, Tampa, FL

Strand: Families and Parent Supports

Type: Research

Testing the FBSApp + Telehealth Coaching in Highly Applied Settings

We present the procedures, findings, and implications from two separate single-case studies in which the Family Behavior Support application (FBSApp) was paired with on-going telehealth coaching to support caregivers of young children with challenging behaviors.

Claire Winchester, Erin Barton, Mollie Todt, Brandy Locchetta, Erin Sweeney, Bailey Webb, Marina Velez, Vanderbilt University, Nashville, TN

Strand: Families and Parent Supports

Type: Research

Telepractice Adaptation of PTR-YC to Support Families Interrupted from Services during COVID-19

This pilot study aimed to adapt and evaluate the PTR-YC in telepractice to provide emergency services in support of parenting practices in the management of behavioral problems at home in the pandemic context.

Zakaria Mestari, Mélina Rivard, Christine Lefebvre, Shaneha Patel, Diane Morin, Jacques Forget, Université du Québec à Montréal, Québec, Canada

Strand: Mental Health

Type: Skill Development

Using Virtual Reality in Wellness Spaces for Self-Regulation and De-Escalation

Strategies will be shared using Virtual Reality and other purposeful practices in mindful spaces to support positive overall mental health and well-being. Practices can be utilized to help students, staff, and family members develop life-long self-care and coping skills.

Renee Perry, Lindsay Lee, First District RESA, Brooklet, GA

H08

Strand: Equity

Type: Research

Enhancing Evaluation of Positive Behaviour Support for Students on the Autism Spectrum

The presented study adapted two commonly used school-wide PBS instruments for use within schools that supports students on the autism spectrum, so as to provide opportunity for accurate PBS evaluation in these school settings.

Abigail Love, Tom Tutton, Autism Spectrum Australia, Sydney, NSW, Australia; Phillip Whitefield, University of Sydney, NSW, Australia; Jennifer Stephenson, Macquarie University, Sydney, NSW, Australia

Lunch Session - Friday 12:45 pm - 2:00 pm



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Lunch Session - Friday 12:45 pm - 2:00 pm



Join us for a meet and greet on Friday 4/15. Bring your lunch and network with other HS implementers and researchers. Share resources, make connections, enjoy time together 'live'.

HS Network

Session I - Friday 2:00 pm - 3:15 pm

◆ I01

Invited

Strands: IDD, Home and Community

Type: Research

Implementing Prevent-Teach-Reinforce to Increase Transition-Aged Youth Access to Integrated Community Employment

Challenging behavior of transition-aged youth with disabilities is a barrier to accessing community employment transition supports. This session will describe PTR implemented within work settings to improve behaviors of four transition-aged youth with ASD/ID.

Rose Iovannone, University of South Florida; Anne Malbica, University of Utah, Salt Lake City, UT

□ I02

Invited - Ted Carr Winner

Strand: School-Wide Systems (Tier I)

Type: Conceptual

Clear a Space at the Table: The Benefits of Authentically Engaging Students

Partnering with students in the planning, decision-making and implementation of school-wide efforts benefits youth and adults. It provides an opportunity to build mutually trusting relationships, share leadership and implementation responsibilities, and contributes to equitable implementation.

Patti Hershfeldt, Old Dominion University, Norfolk, VA

I03

Strand:

Type:



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Session I - Friday 2:00 pm - 3:15 pm

I04

Strand: Integration and Alignment

Type: Skill Development

Measuring the Impact of Trauma Informed Practices through PBIS

This session will assist participants to enhance current use data sources within their PBIS implementation to ensure fidelity and outcomes of integrating trauma-informed practices are evidenced.

Katie Pohlman, Ami Flammini, Midwest PBIS Network, Hillside, IL

I05

Strand: Individualized Student Supports (Tier III)

Type: Skill Development

Check & Connect: Monitoring & Increasing Students' Academic, Behavioral, Cognitive, and Affective Engagement

Presenters will share tools for effective Check & Connect (C&C) implementation. Assessments and online supports include a C&C readiness tool, support modules, the Student Engagement Instrument, fidelity measures, and the C&C App.

Eileen Klemm, David Johnson, University of Minnesota, Minneapolis, MN

◆ **I06**

Strands: Families and Parent Supports, Individualized Student Supports (Tier III)

Type: Research

Predictors of Medication Use Among Secondary Students with Emotional and Behavioral Difficulties

This study investigated factors that predict the likelihood of the student taking medication for learning, behavioral, and emotional outcomes. Two logistic regressions revealed significant parent-related factors and significant student-related factors for medication use.

Elise Settanni, Irem Bilgili-Karabacak, Kyleigh Ivory, Lee Kern, Lehigh University, Bethlehem, PA; Steve Evans, Ohio University, Athens, OH



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Session I - Friday 2:00 pm - 3:15 pm

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Ignite – Classroom (Tier II) and School-Wide Systems (Tier I)

Strand: Classroom (Tier II)

Type: Skill Development

Using Behavior Specific Praise to Support Intrinsic Motivation

Behavior specific praise is an effective technique for promoting students' prosocial behaviors. We explain how to use it to support intrinsic motivation and provide examples of praise statements supporting effort and process.

Lucia Smith-Menzies, California State University, San Bernardino, CA; Holly Menzies, Ya-Chih Chang, California State University, Los Angeles, CA

Strand: Classroom (Tier II)

Type: Research

Classwide Function-Related Intervention Teams: A Review of the Literature

This review identifies 26 peer-reviewed publications investigating the efficacy of the Universal-level intervention, Classwide Function-Related Intervention Teams (CW-FIT). CW-FIT has been investigated across grade levels & classroom settings, consistently increasing on-task behavior while decreasing disruptive behaviors.

Peter Alter, Saint Mary's College of California, Moraga, CA

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Practical Whole Child Strategies for Educators

By addressing the needs of the Whole Child, educators will learn how to create sustainable change in schools and communities so every child is whole—healthy, safe, challenged, supported, and engaged.

Erica Lee, Greg Benner, Pam Bailey, Sara Sanders, Elizabeth Michael, University of Alabama, Tuscaloosa, AL

Strand: Classroom (Tier II)

Type: Conceptual

MTSS: Enhancing Supports for Student Success

Behavior, mental health and social emotional supports within the MTSS framework have been put in place based on student needs and data. Our MTSS journey of enhancing supports will be shared.

Gina Skinner, Spartanburg District 2, Spartanburg, SC

Strand: Classroom (Tier II)

Type: Research

Examining Paraprofessional Training and Implementation of Evidence-Based Practices for Students With ASD

Evidence-Based Practices (EBPs) are essential to helping students with ASD fulfill their academic potential, yet paraprofessionals receive limited training. Standardized training and supported implementation are critical to support both paraprofessionals and students.

Alexa Curhan Budavari, Elise Pas, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD; Gazi Azad, Division of Child and Adolescent Psychiatry, Department of Psychiatry, New York State Psychiatric Institute and Columbia University, Center for Autism and the Developing Brain, Weill Cornell Medicine, New York, NY; Tamara Marder, Johns Hopkins School of Education, Baltimore, MD

Strand: School-Wide Systems (Tier I)

Type: Research

Impact of Social-Emotional Learning on Academic Engagement in an Elementary Setting

SEL is a preventative intervention that can impact students' engagement. We will review the evidence base for SEL, discuss a case example, and provide opportunities for discussion of applying SEL at your school.

BCBA Type 2 Credit **Beginning SWPBS Sessions**

Margaret Simpson, Davis School District, Farmington, UT



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Session I - Friday 2:00 pm - 3:15 pm

I08

Ignite – Mental Health

Strand: Integration and Alignment

Type: Skill Development

Better Together: Enhancing PBIS with Positive Psychology for Complete Mental Health

This session will build knowledge of research and implementation tools for enhancing PBIS with positive psychology interventions. Benefits of integration and alignment will be highlighted through examples of positive staff and student outcomes.

Dama Abshier, Catherine Raulerson, Brooke Curtis, University of South Florida, Tampa, FL

Strand: Individualized Student Supports (Tier III)

Type: Conceptual

Working Beyond the Schoolhouse Door: Youth- and Family-Driven Wraparound Within Tier III

New Hampshire's wraparound model is a comprehensive planning and team-based support that places families at the center to reach their vision. This presentation will demonstrate how wraparound aligns with MTSS and Tier 3 supports.

JoAnne Malloy, Kathryn Francoeur, Institute on Disability at the University of New Hampshire, Durham, NH; Nanette Desrochers, NFI, North, Inc., Hopkinton, NH; Stephanie Pelley, Nami-NH, Concord, NH

Strand: Mental Health

Type: Conceptual

Promoting Youth Positive Mental Health: Integrating Peer-Networking in PBS Framework

Social media is a way through which we can promote youth positive mental health. It is a potentially inexpensive way to have conversations about mental health, impart information and challenge stigma.

Carl Bouchard, Université du Québec en Outaouais, Gatineau, Québec, Canada

Strand: Mental Health

Type: Research

ISF in a Comprehensive Secondary School: A Practical Approach through PBIS

This session will describe high school PBIS teaming strategies and skills to implement mental health and wellness for students and staff using the Interconnected Systems Framework.

Hayley Newman, Angelica Simons, Salinas Union High School District, Salinas, CA

Session J - Friday 3:30 pm - 4:45 pm

J01

Invited

Strand: Mental Health

Type: Research

Northwest MHTTC: Supporting the School Mental Health Workforce Through Training and TA

A SAMHSA-funded center has developed and delivered professional learning to the school mental health workforce in the Northwest for three years and grounded the approach in the Interconnected Systems Framework and Implementation Science.

Kelcey Schmitz, Eric Bruns, Rayann Silva, University of Washington, Seattle, WA



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J02

Invited

Strand: Individualized Student Supports (Tier III)

Type: Research

A Comprehensive Review of 300 FBA-BIPs: Implications for Systemic Improvement

Although FBA-BIPs are a common practice, the research base is limited. This descriptive analysis examined the FBA-BIP records of 300 students with disabilities. The results, limitations, future research, and implications for practice will be discussed.

Shanna Hirsch, Clemson University, Clemson, SC; Tim Lewis, University of Missouri, Columbia, MO



J03

Invited

Strand: Integration and Alignment

Type: Conceptual

Keep Austin Weird: Aligning Behavioral Practices By Breaking Down Departmental Silos

Learn about a large, urban District as they began collaborating across departments to align and systematize behavioral supports across the tiers and how the use of an electronic student case management system supported the initiative.

Krystal Colhoff, Heidi Lambert, Pearl Garza-Hinojosa, Austin ISD, Austin, TX



J04

Strand: Classroom (Tier II)

Type: Research

"Just Chill": Centering Youth Perspectives on Implementing Class-Wide Behavior Strategies

Teachers of students with emotional disturbance face considerable challenges implementing class-wide behavioral interventions. Themes from teacher, administrator, and student focus groups related to these challenges will be presented and the impact will be discussed.

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



J05

Strand: Integration and Alignment

Type: Research

Supporting Students with an SEL Intervention and a Secondary Level Trauma Intervention

This presentation will describe the implementation of a primary prevention SEL program (Second Step) and a trauma-informed intervention (Bounce Back) implemented in urban elementary schools. Outcomes from an RCT will be discussed

Carl Sumi, Michelle Woodbridge, Kristen Rouspil, SRI International, Menlo Park, CA

J06

Ignite – Capacity Building/Training

Strand: Integration and Alignment

Type: Conceptual

We've got the hammer: Align the other tools

Our premise: "so many tools, so little time". Watch how a matrix for district implementation and supporting tools can align for ease of stakeholder use. Be ready to evaluate an Academic Tiered Fidelity Inventory!

Regina Pierce, Kim DuPre, Virginia Tiered Systems of Supports/Research and Implementation Center, Richmond, VA

Strand: IDD

Type: Research

Teacher-Delivered Training to Support Paraprofessionals in Functional Communication Training Implementation

A special education teacher trained paraprofessionals to implement functional communication training (FCT) with high levels of fidelity to address challenging behaviors among students with autism spectrum disorder.

Melissa Tapp, Virginia Walker, Nicolette Ogden, Megan Carpenter, University of North Carolina, Charlotte, NC



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Strand: Individualized Student Supports (Tier III)

Type: Research

Functional Behavioral Assessments: A Scoping Review of Special Education Teacher Preparation

Before implementing individualized interventions for students exhibiting challenging behaviors, practitioners must be equipped to assess behavioral functions. This presentation explores the preparation of pre-service special education teachers and needs of practicing teachers on conducting FBAs.

Rebecca Folkerts, University of Illinois at Urbana-Champaign, Urbana, IL

Strand: School-Wide Systems (Tier I)

Type: Conceptual

Building Capacity for Family-School Collaboration at the District Level

Guidance on building district capacity to increase culturally responsive family-school collaboration within a PBIS framework will be presented along with an illustrative case example and self-checklist.

Katherine Meyer, Adam Feinberg, University of Connecticut, Storrs, CT; Lindsay Fallon, University of Massachusetts, Boston, MA; Phylitia Jamerson, Lynn Public Schools, Lynn MA

Strand: Integration and Alignment

Type: Skill Development

The Grassroots Evolution of Georgia's Conference on Positive Behavior Support

Attendees will understand the collaborative process between P-12 teachers, leaders, districts, universities, researchers, and a state department of education during the decade-long journey toward the creation of a thriving state-level conference in Positive Behavior Support.

Rob Sumowski, Georgia College and State University, Milledgeville, GA; Kymberly Harris, Georgia Southern University, Statesboro, GA

Strand: Integration and Alignment

Type: Conceptual

Link for Schools: Promoting Staff Self-Efficacy in Responding to Challenging Behavior

Learn how the right combination of educator training and support for a multi-tiered intervention to reduce student violence can increase staff feelings of preparedness and confidence in working with trauma-exposed youth.

Stephanie Neff, Cedar Rapids Community School District, Cedar Rapids, IA



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J07

Combined Session

Strand: Equity

Type: Skill Development

School Psychologist Role in the Implementation of School-Based Supports for LGBTQ Youth

Survey findings from a national sample of school psychologist practitioners will be presented that explores barriers and facilitators (school and practitioner-level characteristics) in their role implementing safe, affirming, and evidence-based supports for LGBTQ youth.

Geovanna Rodriguez, John Gallo, Jazz Garcia, Spencer Brower, University of Oregon, Eugene, OR

Attending to Attendance: Improving Attendance Through MTSS in Live and Virtually Settings

Ensuring student academic and social success is only possible if they are present and engaged in school. This presentation will provide a multi-tiered evidence-based approach with a district and school case example for improving attendance.

Amber Casavant, Mark Pellegrino, Joyce West, Gardner Public Schools, Gardner, MA; Robert Putnam, Christine Downs, May Institute, Randolph, MA

J08

Strand: Home and Community

Type: Conceptual

Telehealth and PBS During Covid-19: A Comprehensive Demonstration Across the Lifespan

This presentation highlights a person-centered PBS agency in British Columbia, Canada, rapidly transitioning from a direct PBS consulting model to a virtual, telehealth model during COVID-19. The transition involved 500 focus individuals and their families.

Paul Malette, CBI Consultants, Vancouver, British Columbia, Canada

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

SWK 108

Strand: Classroom (Tier II)

Type: Skill Development

In the Driver's Seat: A Classroom Roadmap for Supporting ALL Students

This practical, interactive workshop is designed for practitioners, including classroom teachers and support personnel, interested in learning how to improve their implementation of evidence-based classroom management practices resulting in positive and productive learning environments.

Karen Robbie, University of Connecticut, Storrs, CT; Laura Kern, University of South Florida, Tampa, FL; Sarah Wilkinson, University of Wisconsin-Parkside, Kenosha, WI; Janet VanLone, Bucknell University, Lewisburg, PA

SWK 109

Strand: Classroom (Tier II)

Type: Skill Development

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

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

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



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

◆ **SWK 110**

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Bullying Prevention in Positive Behavior Support (BP-PBS)

This workshop will describe a functional approach to bullying prevention that gives students the tools to reduce bullying through the blending of PBIS, explicit instruction on effective responses to problem behavior, and consistent adult responses.

Scott Ross, California State University Monterey Bay, Monterey, CA

◆ **SWK 111**

Strand: Equity

Type: Skill Development

Discussing Race, Racism, and Current Events with Students and Staff

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

Kent McIntosh, University of Oregon, Eugene, OR; Stephanie Martinez, University of South Florida, Tampa, FL

□ **SWK 112**

Strand: IDD

Type: Skill Development

Improving Outcomes for Adults with IDD in Home and Employment Settings

This workshop will highlight strategies used to make positive changes in organizations supporting adults with IDD using person-centered practices and PBS. Learn more about new APBS resources you can use in your work.

Rachel Freeman, University of Minnesota, Minneapolis, MN

□ **SWK 113**

Strand: Integration and Alignment

Type: Skill Development

International Implementation of PBIS: Examples from Europe, Canada, Asia and Australia

This workshop discusses the challenge of cultural responsiveness by narratives from Europe, Canada, Asia, and Australia within international implementation. Your take away will be what do we all can learn for our own (system-wide) implementation.

Sui Lin Goei, Windesheim University of Applied Sciences, Zwolle, Overijssel, Netherlands; Shiralee Poed, University of Queensland, Brisbane, Queensland, Australia; Normand St-Georges, Télé-Université (TELUQ), Quebec, Ontario, Canada

Special Family Workshop - Saturday 8:30 am - 12:30 pm

□ **SWK 201**

Strand: Families and Caregiver Supports

Type: Skill Development

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

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

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

Pre-Recorded Sessions – Early Childhood

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



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Pre-Recorded Sessions – Early Childhood



Invited

Strand: Early Childhood

Type: Skill Development

School Readiness With PBS: Providing Individualized Home-Preschool Interventions for Young Children

Persistent challenging behavior in young children often impacts the development of skills needed for school readiness. Case studies and tools that use PBS to develop individualized multi-component interventions at home and school will be shared.

Mara "Shelley" Clarke, Anna Winneker, University of South Florida, Tampa, FL



Invited

Strand: Early Childhood

Type: Conceptual

Providing Culturally Responsive Behavior Intervention to Latino Families

This presentation will utilize large group presentation that focuses on the ongoing barriers that Latino families face in accessing services for their children and how practitioners can incorporate culturally responsive strategies into their work.

Adriana Luna, Angel Fetting, University of Washington, Seattle, WA



Invited

Strand: Early Childhood

Type: Skill Development

Examination of Positive Support Consultative Training and Implementation in Early Childhood Settings

Describes a consultation coaching model aimed to improve positive learning environment practices in urban, early childhood classrooms. Findings demonstrate that explicit positive support consultative training led to significant improvements in trainees' competencies and classroom environments.

Karen Stoiber, Zachary Bella, University of Wisconsin, Milwaukee, WI

Pre-Recorded Sessions – Equity

Invited

Strand: Equity

Type: Research

Promoting the Equitable Delivery of Teacher Statements Through Performance Feedback

We present a study on the effects of delivering performance feedback to secondary teachers about their praise and reprimand rates to students by race and gender. We discuss teacher/student outcomes, limitations, and practical implications.

Ashley Rila, University of Iowa, Iowa City, IA



Invited

Strand: Equity

Type: Research

An Inquiry of Implementing School-wide Positive Behavior Support in Taiwan

This presentation describes the procedure, preliminary results, barriers, and implications of installing and implementing School-wide PBS in an elementary school in northeast Taiwan within the framework of implementation science.

Pei-Yu Chen, National Taipei University of Education, Taipei City, Taiwan



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Pre-Recorded Sessions – Equity

Strand: Equity

Type: Conceptual

Cultural adaptation in behavioral research and implications for implementation science

We present the Cultural Adaptation Checklist, which was developed based on intervention research. The purpose of this tool is to systematically appraise cultural adaptation of intervention and to guide research and practice

James Lee, Juniper Gardens Children's Project, KU, Kansas City, KS; Michelle Sands, University of Wisconsin, Oshkosh, WI; Hedda Meadan, Melanie Martin, Kaori Terol, Christy Yoon, Department of Special Education, University of Illinois at Urbana-Champaign, Champaign, IL

Pre-Recorded Sessions – Families and Parent Supports



Invited

Strand: Families and Parent Supports

Type: Skill Development

Engaging Families/ Caregivers to Promote Discipline Equity and Behavior Supports in Schools

Family/ caregiver voice is a core component of culturally responsive PBIS. This session will engage an audience of school staff and caregivers in discussing challenges and successful strategies to creating meaningful family-school engagement in PBIS.

Kathleen Beaudoin, Laura Feuerborn, University of Washington, Tacoma, WA; Ashli Tyre, Seattle University, Seattle, WA; Lisa Hoyt, Bella Bikowsky, Educational Consultant, Seattle, WA



Invited

Strand: Families and Parent Supports

Type: Research

Telepractice Intervention to Support Families with Children At-Risk for Emotional/Behavioral Disabilities

This session describes a telepractice parent training protocol which practitioners use to provide caregivers with training in applied behavior analysis, increase their skill acquisition and fluency, and teach interventions they apply to their own children.

Rachel Kaplan, Brittany Batton, Kaci Ellis, Carla Schmidt, University of Florida, Gainesville, FL



Invited

Strand: Families and Parent Supports

Type: Research

Telehealth Caregiver Behavior Skills Training in Principles of Applied Behavior Analysis

The purpose of this study is to examine the effect of telehealth training on caregiver's use of ABA practices with young children with ASD. Procedures, findings, and implications for continued research will be addressed.

Brittany Batton, Rachel Kaplan, Carla Schmidt, Kaci Ellis, University of Florida, Gainesville, FL



Invited

Strand: Families and Parent Supports

Type: Research

Integrating PBS and CBT for a Child with Autism and Anxiety

An evaluation of Family Centered Positive Behaviour Support (FCPBS) combined with Cognitive Behavior Therapy (CBT) in the treatment of anxiety related-problem behavior for a child with ASD and Intellectual Disability.

Monica Millar, Joseph Lucyshyn, University of British Columbia, Vancouver, British Columbia, Canada

Pre-Recorded Sessions – Home and Community

◆ BCBA Type 2 Credit □ Beginning SWPBS Sessions



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Pre-Recorded Sessions – Home and Community

Invited

Strand: Home and Community

Type: Research

Doing it Down Under: Community-based PBS and TelePBS in Australia and Beyond

This three-part presentation explores the community-based PBS model operating in Australia and the findings and associated resources from a TelePBS translational research project. The presentation will also outline the extension of this model into Vietnam.

Genevieve Johnsson, Jessica Degrassi, Autism Spectrum Australia, Frenchs Forest, NSW, Australia; Kim Bulkeley, University of Sydney, Camperdown, NSW, Australia



Invited

Strand: Home and Community

Type: Research

Positive Behaviour Support for Adults with Acquired Brain Injury and Challenging Behaviours

We have recently completed randomised controlled trial of 12 months of PBS for 49 adults with severe brain injury and challenging behaviour. This session will explore the trial outcomes, and perspectives of participants and clinicians.

Jennie Ponsford, Kate Gould, Amelia Hicks, Penny Analytis, Monash University, Melbourne, Victoria, Australia



Invited

Strand: Home and Community

Type: Conceptual

Integrating Prevent-Teach-Reinforce into the Service Model of a PBS Consulting Agency

A PBS consulting agency embedded a Prevent-Teach- Reinforce framework into their consulting model for home, school, and community settings. Training practices, systems change, behavioural, social validity, and QoL outcomes are shared

Ben Reiman, CBI Consultants Ltd, Burnaby, British Columbia, Canada

Pre-Recorded Sessions – Integration and Alignment

Strand: Integration and Alignment

Type: Skill Development

Connecting the Dots: Aligning and Integrating Trauma Sensitive Practices within MTSS

Using a Multi-Tiered System of Support framework, participants will leave with a deeper understanding of trauma sensitive strategies to align and integrate with other Tier 1 strategies, including social emotional learning, equity, academics, and behavior.

Kim Dupre, Regina Pierce, Virginia Commonwealth University, Richmond, VA



Invited

Strand: Integration and Alignment

Type: Skill Development

Integrating Behavioral, Social, and Emotional Initiatives to Support Mentally Well School Climates

Integrating initiatives is essential to cultivating a positive school climate and whole-child approach to care. Addressing students' behavioral, social, and emotional needs fosters an environment that allows for learning and staff and student wellness.

Kristyn DiCostanzo, Lauren Parker, Orange County Public Schools, Orlando, FL



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Pre-Recorded Sessions – Integration and Alignment



Invited

Strand: Integration and Alignment
Type: Skill Development

“TIPS” For Scaling Up PBIS: Systems Change In Children’s Behavioral Health

This presentation will share an example of incorporating team-initiated problem-solving (TIPS) in a scale up of PBIS in children’s behavioral healthcare. Information will be shared on the processes of training, coaching and integrity measurement.

Barry McCurdy, Philadelphia College of Osteopathic Medicine, Philadelphia, PA; Lisa Thomas, Jessica Martin, Devereux Center for Effective Schools, King of Prussia, PA



Invited

Strand: Integration and Alignment
Type: Skill Development

Improving Mental Health Outcomes - Interconnected Systems Framework – Aligning SEL/Mental Health & MTSS

Mental health wellness is critical to student’s success in school and life. This presentation will explore one district’s journey to create effective ISF systems to improve the social/emotional behaviors of their students.

Joyce West, Amber Casavant, Mark Pellegrino, Gardner Public Schools, Gardner, MA; Robert Putnam, Christine Downs, May Institute, Randolph, MA



Invited

Strand: Integration and Alignment
Type: Skill Development

Aligning PBIS and Trauma-Informed Care: Behavioral Principles, Practices, and Systems

This session will describe opportunities to align trauma-informed care and PBIS within an integrated framework. Points for student intervention and staff implementation support will be highlighted through both applied behavior analytic and cognitive-behavioral lenses.

Brittany Zakszeski, Laura Rutherford, Rachel Eisenberg, Devereux Center for Effective Schools, King of Prussia, PA

Pre-Recorded Sessions – IDD



Invited

Strand: IDD
Type: Skill Development

Organizing PBS in Organizations Supporting People With IDD

This symposium focuses on the installation of multi-tiered PBS within organizations supporting people with IDD. Three providers organizations will share their unique experiences, specific examples, and resources that can be used to support your implementation

Jennifer Jeffrey-Pearsall, Sheppard Pratt, Towson, MD; Bob Putnam, May Institute, Randolph, MA; Stewart Shear, Devereux Advanced Behavioral Health, Villanova, PA

Pre-Recorded Sessions – Mental Health



BCBA Type 2 Credit



Beginning SWPBS Sessions



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Pre-Recorded Sessions – Mental Health



Strand: Mental Health, Integration and Alignment
Type: Conceptual

Addressing Social Emotional Wellness of Youth Through Partnerships in Positive Behavior Support

This session will highlight a regional approach to organizing and operating a Community of Practice approach to supporting to ECE programs and seventeen school districts to situate social emotional wellness initiatives within the PBIS framework.

Tim Knoster, Danielle Empson, McDowell Institute, COE at Bloomsburg University, Bloomsburg, PA; Bernadette Boerckel, Central Susquehanna Intermediate Unit, Montandon, PA



Strand: Mental Health
Type: Skill Development

Mental Health or Behavior? Assessment to treatment: Strategies to support struggling students

Assessment of complex problem behavior by an interdisciplinary team will address the whole child. This training will focus on how to identify and design intervention that address both mental health and positive behavior interventions.

Tara Zomouse, Kristin Moore, California Department of Education, Diagnostic Center-North, Fremont, CA



Invited

Strand: Mental Health
Type: Skill Development

A Mindfulness Approach to Promoting Social-Emotional Wellbeing for MTSS/PBIS Implementers

The Mindfulness Challenge Blueprint addresses the intersection of MTSS/PBIS framework and an educator self-care practice, supporting positive teacher/student relationships. This session explores four pillars of social-emotional wellbeing using the Healthy Minds Innovations APP.

Barbara Kelley, Cristy Clouse, CalTAC-PBIS, California



Invited

Strand: Mental Health
Type: Skill Development

Trauma Assessment and Interventions Across the Tiers

Schools increasingly have to deal with students experiencing trauma & its impact. This presentation will review ways to screen and provide evidence-based interventions for academic, emotional, and behavioral issues related to trauma at all three tiers.

Maria Sasaki Solis, Endicott College, Beverly, MA; Bob Putnam, Christine Downs, May Institute, Randolph, MA

Pre-Recorded Sessions – School-Wide Systems (Tier I)



Invited

Strand: School-Wide Systems (Tier I)
Type: Skill Development

Utilizing Real-Time Implementation Data to Improve Fidelity and Outcomes

Using no-cost Google Sheets, this session will overview and provide data-centered online tools that support implementation. Data and examples will be shared and include site, district, and TA Center specific tools and outcomes.

Luke Anderson, Michael Lombardo, Kerri Fulton, Placer County Office of Education, Auburn, CA



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Pre-Recorded Sessions – School-Wide Systems (Tier I)



Invited

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Rediscovering the Power of Reinforcement: What Works? Why? And Ways to Improve!

Rediscover the power of reinforcement systems by learning how to enhance your current practices to improve student behavior. Then, learn to use these practical tools through exemplars to support effective reinforcement.

Brooke Curtiss, Karen Elfner, Nichole Fintel, University of South Florida-FLPBIS, Tampa, FL



Invited

Strand: School-Wide Systems (Tier I)

Type: Research

Individual Teachers' Perceptions of Implementation Climate Related to Feasibility of Implementing SWPBIS

Our study finds teachers' individual perceptions of implementation climate (IC) is positively associated with feasibility of SWPBIS. Based on this, we will discuss the promise of tailored individualized supports for effective implementation of SWPBIS.

Maria Hugh, Catherine Corbin, Chayna Davis, Jill Locke, Aaron Lyon, University of Washington, Seattle, WA; Clayton Cook, University of Minnesota, Minneapolis, MN; Eric Brown, University of Miami, Coral Gable, FL; Mark Ehrhart, University of Central Florida, Orlando, FL

Invited

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Leveraging T1 Practices to Lift Stakeholder Voice: A Collective Response to School-Community

Investing in tier 1 practices and lifting stakeholder voice and choice into decision-making is one way a rural school district has approached and engaged with the ever changing times we all have been experiencing.

Kimberly Yanek, Patricia Hershfeldt, Old Dominion University, Norfolk, VA; Jessica McClung, Roanoke County Public Schools, Roanoke, VA



Strand: School-Wide Systems (Tier I)

Type: Skill Development

Strategically Leveraging Building Leaders to Foster Adaptive Change for District-Wide MTSS

The support of leadership is one of the critical drivers of systems change. This presentation will review the process of developing and fostering collaborative, facilitative, adaptive, and transformative leadership practices to enhance outcomes for all.

Mark Pellegrino, Joyce West, Amber Casavant, Gardner Public Schools, Gardner, MA; Bob Putnam, Christine Downs, May Institute, Randolph, MA

Pre-Recorded Sessions – Classroom (Tier II)



Invited

Strand: Classroom (Tier II)

Type: Research

Evaluating Tier 1 Supports in the Tier 2 Literature Base: A Meta-Analysis

Researchers will present findings from a meta-analysis of Tier 2 behavior interventions, with a specific focus on the impact of Tier 1 fidelity on Tier 2 effectiveness.

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



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Pre-Recorded Sessions – Classroom (Tier II)



Invited

Strand: Classroom (Tier II)

Type: Skill Development

Don't Quit, Adapt! Data-based Decision Making for Tier 2 Behavior Interventions

Tier 2 behavior interventions include features related to student characteristics, classroom context, and student response that can be adapted to increase effectiveness. Attendees will learn how to maintain fidelity of interventions while making needed adaptations.

Caitlyn Majeika, Brittany Sterrett, American Institutes for Research, Crystal City, VA; Allison Bruhn, University of Iowa, Iowa City, IA; Sara McDaniel, University of Alabama, Tuscaloosa, AL

Invited

Strand: Classroom (Tier II)

Type: Research

Evaluating Generalizability and Dependability of Classroom Observational Data on Students and Teachers

Researchers will present findings from a generalizability and decision study analyzing classroom observational data. Dependent variables evaluated include teacher praise, reprimands, and opportunities to respond, as well as student engagement and disruptive behavior.

Eleanor Hancock, Joseph Wehby, Vanderbilt University, Nashville, TN



Invited

Strand: Classroom (Tier II)

Type: Conceptual

Supporting Students' Social, Emotional, and Behavioral Growth with Effective Classroom Practice

This session highlights simple classroom practices to support and respond to students' social, emotional, and behavioral needs. We share actionable resources and discuss approaches to monitor and use fidelity and outcome data to guide implementation.

Brandi Simonsen, Karen Robbie, University of Connecticut, Storrs, CT; Maria Reina Santiago-Rosario, University of Oregon, Eugene, OR; Heather George, University of South Florida, Tampa, FL

Pre-Recorded Sessions – Individualized Student Supports (Tier III)



Invited

Strand: Individualized Student Supports (Tier III)

Type: Skill Development

Developing Tier 3 Individualized Function-Based Behavior Supports

This session will provide an overview of a 5 step process for developing, implementing and monitoring Tier 3 individualized, function-based behavior supports with students for whom Tier 1 and Tier 2 supports have been insufficient.

Josh Harrower, California State University, Monterey Bay, Seaside, CA



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Pre-Recorded Sessions – Individualized Student Supports (Tier III)



Invited

Strand: Individualized Student Supports (Tier III)

Type: Skill Development

ABC-Match: Selecting Autism EBPs Using Common Elements And The Behavior ABCs

Selecting evidence-based practices (EBPs) for included preschoolers with autism can be challenging. To support this decision-making, we will walk through a tool incorporating the contextual fit and common elements of EBPs within the Antecedent-Behavior-Consequence sequence.

Maria Hugh, Angel Fettig, University of Washington, Seattle, WA

Invited

Strand: Individualized Student Supports (Tier III)

Type: Skill Development

Tools to Select and Intensify Academic Interventions for Students Tier 3 Needs

The National Center on Intensive Intervention has tools to guide decisions for selecting or evaluating interventions within a Tier 3 framework. This session will share how educators can use these tools in daily practice.

Caitlyn Majeika, American Institutes for Research, Crystal City, VA; Jill Pentimonti, University of Notre Dame, Notre Dame, IN

Strand: Individualized Student Supports (Tier III)

Type: Skill Development

Understanding, Preventing & Effectively Addressing Troublesome And Dangerous Behavioral Escalations

This presentation provides participants an evidence-based emotional regulation skill building model to prevent, and effectively address potentially dangerous and damaging behavioral escalations. Strategies to avoid reactive "discipline" procedures and ensure a positive approach are outlined.

Ben Smith, iBehaviorSupport.com, Portland, OR