## Agenda-at-a-Glance

### Wednesday March 23

**A.M.**
- 8 a.m. – 4 p.m. APBS Board of Directors Meeting (a continuation from Tuesday, March 22 from 12 p.m. – 5 p.m.)
- 11 a.m. – 6 p.m. Registration/Information Mezzanine Registration Area

**P.M.**
- 1 p.m. – 5 p.m. Pre-Conference Workshops (Pre-registration required at an additional fee)
- 4:30 p.m. – 5 p.m. Meet the Board of Directors Georgian

### Thursday March 24

**A.M.**
- 7 a.m. – 6 p.m. Registration/Information Mezzanine near Borgia
- 8 a.m. – 9:15 a.m. Welcome/Opening Keynote
- 9:30 a.m. – 10:45 a.m. Session A
- 11 a.m. – 12:15 p.m. Session B

**P.M.**
- 12:30 p.m. – 1:30 p.m. Lunch on Your Own
- 1:30 p.m. – 2:45 p.m. Session C
- 3 p.m. – 4:15 p.m. Session D
- 4:30 p.m. – 5:45 p.m. Session E
- 6:30 p.m. – 8 p.m. Reception and Poster Session Grand Ballroom

### Friday March 25

**A.M.**
- 8 a.m. – 5 p.m. Registration/Information Mezzanine near Borgia
- 8:30 a.m. – 9:45 a.m. Session F
- 10 a.m. – 11:15 a.m. Session G
- 11:30 a.m. – 12:45 p.m. Session H

### Saturday March 26

**A.M.**
- 8 a.m. – 12 p.m. Registration/Information Mezzanine near Borgia
- 8:30 a.m. – 12:30 p.m. Half-Day Skill-Building Workshops (Pre-registration required at an additional fee)

**P.M.**
- 8:30 a.m. – 4:30 p.m. Full-Day Skill-Building Workshop (Pre-registration required at an additional fee)

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### Your Agenda

This agenda program contains all the information you need to get the most out of the 13th International Conference on Positive Behavior Support. If you have any questions, please visit the APBS Registration Desk. Conference staff and volunteers will be pleased to assist you with session and program options and help you navigate your agenda program.

Each day of the conference contains an Agenda-at-a-Glance as well as a full listing of breakout session presentations. There is also a section describing major strands since there is a diverse group of individuals attending the conference and not all breakout sessions are related to the same type of setting, organization, or system.

Looking for a particular presenter? You can find presenters by referring to the index at the back of this agenda book.
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**GREETINGS FROM THE MAYOR**

On behalf of the City and County of San Francisco, it is with great pleasure that I welcome the attendees of the 13th International Conference on Positive Behavior Support, being held on March 23-26, 2016 in San Francisco. This special event will feature many oral presentations and skill-building workshops highlighting empirical findings, assessment and intervention methods, current topics, and other aspects of positive behavior support, and we welcome all of you who have traveled from near and far to participate.

San Francisco is a favorite tourist destination with numerous things to do and places to see. In addition to our fabulous downtown and beautiful waterfront, San Francisco is an international destination where boundless outdoor recreation can be enjoyed throughout the year. With several of the finest hotels in the world, exquisite dining, entertainment opportunities and major attractions in surrounding communities, San Francisco has something for everyone. I hope you will allow yourselves an opportunity to explore our multicultural neighborhoods and make sure you take a ride on our world-famous cable cars.

Welcome to the small city that dares to dream big, bound only by our capacity to imagine. San Francisco extends best wishes for an enjoyable and memorable event in our City. Congratulations to all the organizers who contributed to making this conference a true success. Best wishes for a productive and fruitful event!

With warmest regards,

Edwin M. Lee
Mayor

1 Dr. Carlton B. Goodlett Plz, Room 200, San Francisco, California 94102-4641
(415) 554-6141
ABOUT APBS
The Association for Positive Behavior Support (APBS) is an international organization dedicated to the advancement of positive behavior support. The mission of APBS is to help individuals improve their quality of life and reduce problem behaviors by advancing the development and use of positive behavior support.

The Association is made up of professionals, family members, trainers, consumers, researchers, and administrators who are involved with and interested in Positive Behavior Support (PBS). APBS is a multidisciplinary association seeking members from all fields with interests in behavior support.

APBS is an active organization focusing its attention on dissemination, education, and public policy efforts. APBS will:
• Serve as an international forum for individuals interested in Positive Behavior Support
• Host a conference every year
• Support and promote the Journal of Positive Behavior Interventions
• Publish a quarterly newsletter
• Manage and link websites on Positive Behavior Support practices, systems and examples
• Engage in policy development around the provision of behavior support
• Establish a directory of members to facilitate interaction among individuals interested in positive behavior support practices
• Work to establish national standards that define competency in the application of positive behavior support
• Encourage the training of professionals skilled in Positive Behavior Support practices through the development of training materials, and the embedding of Positive Behavior Support content in relevant professional certificate and degree programs
• Promote access to state-of-the-art books and literature pertaining to Positive Behavior Support

PLEASE CONSIDER JOINING THE ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT!

Membership Fees
• Regular membership: $80/year or 3 years for $200
• Family membership: $35/year
• Agency membership: $125/year
• Student membership: $35/year
• Transitional membership: $50/year

Family Membership: Family membership will be given to individuals who verify that they are providing direct care or support to an immediate family member, i.e., child, adolescent or adult, who demonstrates chronic or persistent challenging behavior. Applicant must complete verification on their Membership Form.

Agency Membership: Agency membership will include the following benefits:
  a) an identified agency contact will receive one copy of Journal of Positive Behavior Interventions (including the APBS Newsletter) on a quarterly basis,
  b) the agency contact will have one (1) vote on APBS voting matters, including elections, and
  c) the Agency will be able to register up to a maximum of three (3) agency staff to attend the annual conference at the membership rate for that given year, given that they meet all relevant deadlines established for registration.

Student Membership: Student members are full-time undergraduate or graduate students, residents, or interns. Students must complete verification of full-time student, intern, or resident status on their Membership Form.

Transitional Membership: A Student APBS member who completes his/her full-time status as a student may join as a Transitional member for a period of one year.

Member Benefits
• Opportunities to vote on business matters and elect members of the board
• Subscription to the Journal of Positive Behavior Interventions
• Subscription to the quarterly APBS Newsletter
• Discounted registration for APBS conference and webinars

How to Become a Member
To become a member of the Association for Positive Behavior Support, complete the Membership Form with payment and supporting documentation (at the registration table). You can learn more about how you can become involved with APBS by visiting the membership table located near the registration desk, attending our APBS membership sessions or visiting our website (www.APBS.org).
Welcome to the Conference

13TH INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

The Expanding World of PBS:

SCIENCE, VALUES, AND VISION

Welcome to the 13th International Conference on Positive Behavior Support in San Francisco, California!

While we cannot predict the weather due to El Niño, we can guarantee an impressive list of speakers, presentations and workshops for this conference. This year’s keynote address is entitled “Evidence-based Implementation of Evidence-based Innovations: Scaling Positive Outcomes in Human Service Systems” by Dean L. Fissell, PhD. Our keynote has been instrumental in examining the implementation of evidence-based programs, initiating and managing change processes in provider organizations and service delivery systems, and collaborating with others to improve the lives of children, families, and adults.

The 2016 APBS Conference is predicted to be our best yet as it will continue to provide a unique opportunity to communicate ideas, examples and success stories among scientists, practitioners, families, and educators. We achieved a record number of over 300 submissions. In total, there will be 150 presentations, 6 preconference workshops, 7 Saturday workshops, numerous featured and invited presentations, special lunch sessions, and a resourceful list of exhibitors. Further, we have expanded the availability of our “ignite” sessions which allow several presenters only 5–7 minutes each to inspire the audience in wanting more information on a particular topic. This year we are offering four sessions: school, district, state and international. These sessions are typically standing room only and our aim is that you will plan to have deeper conversations with these many presenters that have “ignited” your interest at our much anticipated Thursday evening poster session.

The international community within APBS continues to grow with over 20 countries currently comprising our membership. This week we will have many presentations from our international colleagues. Please take a moment to welcome any international attendees in our worldwide community of practice. I encourage you to talk to them about the application of PBS in their country which will provide both an opportunity to learn from and realize how many similarities we all have in this world.

As always, this conference represents a great deal of planning and coordination. We hope that you will take a moment to thank each of the 100+ planning and implementation volunteers that you meet this week. We greatly appreciate their significant efforts and this conference would not be successful without their support! If you need any assistance during the conference, please look for folks with a blue volunteer flag. On behalf of APBS, I would also like to extend a big “thank you” to Ilene Page, our Meeting Planner, Gretchen Hess, our Volunteer Coordinator, Deb Hartman and Charlotte Kemper, our Conference Assistants, and Crystal Andrexzz, our Membership Data Manager. And finally, tremendous gratitude goes to the entire 2016 Conference Committee: Rose Iovannone, Don Kincaid, Scott Ross, Brandi Simonson, Susan Barrett, Ashley MacSuga-Gage, Bob Putnam, Christine Goulbourne, Gene McConnachie, Kate Dooley, Shanna Hirsch, Anita Blonk, Jill Schofield, James Patrick Bailey, Jessica Daily, and Tara Davis. Thank you!!!

To further support our APBS Member Volunteers, we are continuing our efforts to publicly acknowledge those who have made significant contributions to APBS through their voluntary efforts. We recognize individuals quarterly that have been identified by the Dissemination, Network Development, and Training and Education Committees. Member volunteers are recognized in the APBS Newsletter and on the public side of the APBS website, in addition to receiving a letter of recognition and certificate of appreciation from APBS.

If you are not a member of APBS, I encourage you to become a member today. APBS has recently made history and has approached 1,200 members! APBS members receive discounted conference registration rates, unlimited access to all recorded sessions offered at this conference, discounted registration to live webinars with opportunities to chat directly with the presenter, opportunities to vote on important issues related to APBS, and bountiful networking opportunities. One of these resources is the opportunity to participate within and across networks. We currently have almost 30 active geographic and/or thematic networks that operate as loosely coupled communities of PBS practice. It is a very exciting time for APBS as we branch out across countries and diverse populations. We appreciate your support and look forward to your continued involvement in APBS!

Thank you again for coming to the 13th International Conference on Positive Behavior Support and being a part of this success!

Heather Peshak George, PhD
President of the Association for Positive Behavior Support
**Welcome to San Francisco and The Westin St. Francis (Union Square)**

San Francisco, in northern California, is a city on the tip of a peninsula surrounded by the Pacific Ocean and San Francisco Bay. It’s known for its billy landscape, year-round fog, iconic Golden Gate Bridge, cable cars and colorful Victorian houses. The Financial District’s Transamerica Pyramid is its most distinctive skyscraper. In the bay sits Alcatraz Island, site of the notorious former prison.

**Endorsement Policy**

The presenters of the 13th International Conference on Positive Behavior Support are expressing their own opinions and findings that are not necessarily endorsed by the Association of Positive Behavior Support (APBS) or co-sponsors of this event. The APBS and co-sponsors of this event assume no liability for loss or risk that may be incurred as a consequence to the use and application of any such facts and opinions. Similarly, the APBS and co-sponsors do not necessarily endorse any of the exhibits, products and services presented at the conference.

**Continuing Education Credits (CEUs)**

**Board Certified Behavior Analysts BCBA Type 2 Credits**

The Association for Positive Behavior Support (APBS) designates this conference for a maximum of 23.5 continuing education unit hours (16.5 hours for March 24 – 25 and 3.5 hours for March 23 and up to 7 hours for March 26). Each attendee should claim only those credit hours that were actually spent in the educational activity (session, workshop, poster session).

Board Certified Behavior Analysts (Type 2 credits from the Behavior Analyst Certification Board) credits are the only continuing education credits available at the conference this year. Certified Behavior Analysts must verify attendance at all approved sessions. Hours of credit will be determined by the number of approved sessions the participant attends. The participant will be responsible for getting the appropriate sign-in and sign-out signatures from the session hosts at each session he/she attends. Visit the registration desk for the sign-in/sign-out form of approved sessions and look for the “★” or “◆” symbols by the session descriptions in this agenda book.

**Beginning SWPBS Sessions**

Beginning school-wide positive behavior support provides practical information for district and school personnel to understand the basic components of SWPBS and the systems necessary to implement the process with fidelity. Look for the “✔” symbol by the session descriptions within this agenda book.

**Verification of Attendance**

We are pleased to offer Certificates of Attendance to those participants needing verification that they were present at the conference. A total of 15 credit hours are available for the Plenary and Conference Sessions (Thursday, March 24 and Friday, March 25, 2016). An additional 4 credit hours are available for the half-day workshops on March 23 and March 26 and 7 credit hours are available for the full-day workshop on March 26. Certificates of Attendance can be picked up at the registration area as you leave the conference.

**Room Locations**

Please refer to the Hotel Floor Plan on the inside back cover of this agenda for further details about breakout session locations.

**Session and Conference Evaluations**

Our evaluation process this year will be conducted via email immediately following the conference. We are very interested in your opinions about the quality of sessions, areas or topics that need to be addressed and any other information that you believe will improve the conference. If you do not receive an email after the conference, please look for the evaluation link on the APBS website.

**Food Options**

The Westin St. Francis (Union Square) features several onsite dining options:

- **Bourbon Steak**: Savor the culinary mastery of internationally acclaimed chef and restaurateur Michael Mina at Bourbon Steak. Located within The Westin St. Francis on Union Square, this exceptional steak restaurant invites you to savor a dinner menu that is artfully tailored to the San Francisco dining audience, incorporating fresh, seasonal West Coast treasures. Chic, modern and visually striking, Bourbon Steak excels at both igniting the taste buds and enticing the senses.

- **The Oak Room Restaurant**: Located in The Westin St. Francis on Union Square, The Oak Room Restaurant serves a full menu of American favorites with international flavors for breakfast, lunch and dinner. Additional menu choices include Westin Kid’s Club items for children 12 and under, and Westin SuperFoods breakfast items rich in antioxidants and phytonutrients. Recognized with the Open Table Diners’ Choice Award by our dining guests.

- **Clock Bar**: The classic phrase “meet me at the clock” takes on a stylish and sophisticated twist at the Clock Bar. Created by Michelin Chef Michael Mina and set in The Westin St. Francis on Union Square hotel, Clock Bar combines classic San Francisco elegance with chic, modern style, offering an atmosphere as warm and approachable as the city itself. Sip creative, hand-crafted cocktails, each made from fresh produce and premium spirits. Share a plate of gourmet finger foods with friends, or pair an entrée with a recommended choice from our 300-label wine list.

- **Caruso’s**: Located in The Westin St. Francis on Union Square, Caruso’s is the perfect cafe for morning coffee, an afternoon snack or a quick bite in the evening. Select from a diverse menu featuring specialty coffee drinks, homemade pastries, wines by the glass, Panini sandwiches, salads and a full bar. After a long day of important meetings or sightseeing in San Francisco, drop by for our friendly atmosphere, comfort food and your cocktail of choice - the perfect blend to help you unwind and relax.

**Room Service** is offered so that you may enjoy The Westin St. Francis on Union Square’s delicious cuisine in the privacy of your own guest room or suite 24-hours-a-day.
The College of Behavioral and Community Sciences, University of South Florida
The College of Behavioral and Community Sciences (CBCS) prepares students, scholars, human service providers, policy makers, and other professionals to improve the quality of life, health, and safety of diverse populations and to promote positive change in individuals, groups, communities, organizations and systems. Through multidisciplinary teaching and research, service, and engagement with community partners, the CBCS focuses on the rigorous development, dissemination/implementation, and analysis of innovative solutions to the complex challenges that affect the behavior and well-being of individuals, families, populations, and communities in which we live. The CBCS houses six undergraduate, nine master’s, and five doctoral programs across seven academic departments/schools. The CBCS is the home of the Louis de la Parte Florida Mental Health Institute, one of the largest behavioral health research and training institutes in the country, as well as 19 specialized Research Centers and Institutes.

Website: www.usf.edu/cbcs

California PBIS Coalition
The California PBIS Coalition (CPC) is a network for State Education Leaders, County Offices, School Districts and Schools implementing Multi-Tier frameworks though Positive Behavior Intervention and Supports (PBIS). It is our intention to create the opportunity for implementers dedicated to the effective implementation of PBIS to have a professional learning community where they can access information and support leading them to desired academic, behavior, and social-emotional outcomes for all California students, families and communities.

Website: www.pbisca.org

Florida’s Positive Behavioral Interventions and Support Project
Florida’s Positive Behavioral Interventions and Support Project is part of the Department of Child and Family Studies of the College of Behavioral and Community Sciences at the University of South Florida, and is funded by the State of Florida, Department of Education, Division of Public Schools and Community Education, Bureau of Exceptional Education and Student Services (BEESS), through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B. The mission of the FLPBIS:MTSS Project is to increase the capacity of Florida’s school districts to use team-based planning and problem-solving to implement PBIS within a multi-tiered system of support.

Website: http://flpbs.fmhi.usf.edu

May Institute
Founded 60 years ago, May Institute is among the largest, most respected, and innovative nonprofit organizations of its kind in the United States. The Institute provides educational, rehabilitative, and behavioral healthcare services to individuals with autism spectrum disorder and other developmental disabilities, brain injury, mental illness, and behavioral health needs. As the Northeast regional partner to the National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS), May Institute offers technical assistance and consultation to implement school- and district-wide PBIS strategies across school systems. The Institute is also a leading expert in providing school and home-based consultation services, behavioral support, and special education management strategies to public schools. With headquarters in Massachusetts, May Institute provides services in more than a dozen states.

Website: www.mayinstitute.org

The Florida Center for Inclusive Communities
The Florida Center for Inclusive Communities (FCIC) at the University of South Florida was established in October 2005 through a University Centers for Excellence in Developmental Disabilities Education, Research, and Service grant award from the Administration on Developmental Disabilities. Through leadership in research and evaluation, theory, policy, capacity building, and practice the FCIC is committed to developing a range of supports and services in the areas of Community Supports, Early Childhood, Transition, Education, Employment, Health, Interdisciplinary Training, Public Policy, and Cultural Competence.

Website: http://ftfic.fmhi.usf.edu

The McDowell Institute for Teacher Excellence in Positive Behavior Support: College of Education at Bloomsburg University
The McDowell Institute for Teacher Excellence in Positive Behavior Support at Bloomsburg University of Pennsylvania was established within the College of Education to prepare future educators to become fluent in Positive Behavior Support in school-based settings with emphasis on Positive Behavior Interventions and Supports (PBIS). Additionally, successful advancement of pre-service teachers is fostered via the Multi-tiered Systems of Support (MTSS) ensuring consistent standards for professionalism and achievement among education majors. The McDowell Institute provides educators with strategies, practices and experiences to effectively support the academic, social and emotional growth of all students.

Website: www.bloomu.edu/mcdowell

The 2016 APBS Conference is supported through the voluntary service of many individuals involved with various PBS endeavors, including:

California PBIS Coalition
Florida’s Positive Behavioral Interventions and Support Project
College of Behavioral and Community Sciences, University of South Florida
May Institute
The Florida Center for Inclusive Communities
The McDowell Institute for Teacher Excellence in Positive Behavior Support: College of Education at Bloomsburg University
The mission of the Neag School of Education is leadership, scholarship, inquiry, and service. We work to develop students with strong ethical standards into educators, clinicians, practitioners, researchers, scholars, and leaders dedicated to improving education, health and wellness for all children and adults. By so doing, we strive to improve and enhance the quality of life in our ever-changing society.  

**Website:** www.education.uconn.edu

The Schiefelbusch Institute for Life Span Studies (LSI) at the University of Kansas was created in 1990 out of the Kansas Bureau of Child Research. Today it is one of the largest and most highly regarded human development and disabilities research centers in the country. The LSI brings together scientists of diverse disciplines including psychology, psychiatry, speech pathology, sociology, education, biology, pharmacology, physiology and medicine to study human development from its genetic origins through the final stages of life. The Life Span Institute's 12 centers have more than 130 programs and projects active at any one time in Kansas as well as other states.  

**Website:** www.lsi.ku.edu

The University of Virginia Curry School of Education is ranked among the nation’s top 25 graduate schools of education. To its 1,860 students the school offers degree programs in education policy and research, preK–12 teaching, school leadership, school counseling, clinical and school psychology, health and physical education and other human resources professions. The Curry School is a source of rigorous, yet practical, education research that supports positive youth development, the quality of classroom teaching and the decision making of district, state and national leaders.  

**Website:** http://curry.virginia.edu
Itions such as PBIS are already in place. Check & Connect is successfully used where universal interven-
building, problem solving and capacity building, and persistence. ginalized, disengaged students in grades K–12, through relationship
enhance student engagement at school and with learning for mar-
Check & Connect is a comprehensive intervention designed to
increase when Learning Earnings is used in the classroom.

Chalkable's Learning Earnings is a fun, proven method provided
educators and administrators the Social/Emotional tools and strategies to meet the specific
needs of all students. Boys Town specializes in partnering with schools and communities to implement a school-wide approach that improves culture through Social/Emotional Learning, classroom management strategies and students' social skill development. 14100 Crawford St.
Boys Town, NE 68010
Phone: 402-498-1070
Email: steph.jensen@boystown.org

The California PBIS Coalition (CPC) The California PBIS Coalition (CPC), an official APBS network, is a group of state, county office, and school district leaders that support the development of multi-tiered frameworks through PBIS. The CPC is dedicated to providing a standard of practice for PBIS through the work of technical assistance centers across California. 360 Nevada St.
Auburn CA, 95603
Phone: 530-745-1493
Email: mlombardo@placercoe.k12.ca.us
Website: www.pbrisca.org

CBI Consultants CBI Consultants has been providing person centered inclusive practices since 1990. We are committed to full inclusion for persons with disabilities. We have provided training and technical assistance to more than 5,000 family members, school personnel, and community living personnel throughout the world. 204-3970 Hastings St.
Burnaby, British Columbia V5C 6C1
Canada
Email: genya@cibconsultants.com

Chalkable Chalkable’s Learning Earnings is a fun, proven method provided for teachers to promote student achievement in the classroom without the typical administrative overhead associated with reward programs. Student behavior and performance has been proven to increase when Learning Earnings is used in the classroom. 739 N. University Blvd., Ste. 2000
Mobile, AL 36608
Phone: 251-459-6726
Email: pried@chalkable.com

Check & Connect, University of Minnesota Check & Connect is a comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K–12, through relationship building, problem solving and capacity building, and persistence. Check & Connect is successfully used where universal interventions such as PBIS are already in place.
Check & Connect, Institute on Community Integration University of Minnesota, 6 Pattee Hall
150 Pillsbury Dr., S.E.
Minneapolis, MN 55455
Phone: 866-434-0010
Email: checkandconnect@umn.edu
Website: checkandconnect.umn.edu

Collaborative Learning Solutions, LLC Collaborative Learning Solutions (CLS) partners with education and social service agencies to provide a comprehensive set of solutions around discipline, mental health, and equity. CLS provides (1) data solutions for PBIS, school climate, and disproportionality, (2) consultation and coaching to establish tiered systems for behavior and mental health, and (3) alternative Tier 3 programs for students traditionally served in highly restrictive settings. 1 Ridgegate Dr., Ste. 245
Temecula, CA 92590
Phone: 888-267-6096
Website: www.clssteam.net

Families Moving Forward (FMF) Program The Families Moving Forward (FMF) Program is a scientifically validated positive parenting program designed for families raising preschool or school-aged children with prenatal alcohol exposure [or fetal alcohol spectrum disorders (FASD)]. Training is available so professionals can learn to use the FMF Program as part of the services they offer at agencies or in private practice.
Seattle Children’s Research Institute
West 8th Bldg.
2001 8th Ave., Ste. 400
Seattle, WA 98115
Phone: 206-987-3810
Email: familiesmovingforand@seattlechildrens.org

Florida Institute of Technology Florida Tech’s Continuing Education offers courses in ABA. Students receive the coursework necessary for certification and CE courses to maintain certification. Dr. Jose Martinez-Diaz shares his passion and dedication to helping improve the lives of others by providing students with the education to master the concepts and principles of ABA.
150 W. University Blvd.
Melbourne, FL 32902
Phone: 321-674-8382
Email: tregan@fit.edu

IRIS Educational Media IRIS Ed is a behavioral research and development firm specializing in evidence-based professional development for K–12 educators using PBIS and RTI methods. IRIS Ed collaborates with leading educators and researchers on important behavioral topics to create engaging video-based curriculums on DVD and instant-access online.
258 E. 10th Ave.
Eugene, OR 97401
Phone: 541-343-4747
Email: info@IrisEd.com
Web: www.IrisEd.com

Lions Quest Lions Quest is a PreK–12 social and emotional learning curriculum (SEL) that promotes connection to school, positive behavior, and bullying prevention. Lions Quest combines comprehensive professional development workshops with research/evidence-based teacher, student, and parent materials to bring about lasting improvements in school climate and student achievement.
300 W. 22nd St.
Oak Brook, IL 60523
Phone: 844-567-8378
Website: www.lions-quest.org

Exhibit Hours

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Italian Room Foyer (Mezzanine Floor)
**Too Good Programs (Mendez Foundation)**
For more than 30 years, the Too Good Programs have put evidence-based social and emotional learning skills to work to promote safe and drug-free living, enabling student success in the classroom and beyond.

Mendez Foundation  
200 Ottley Dr.  
Atlanta, GA 30324  
Phone: 800-750-0986  
Email: info@mendezfoundation.org

**The NED Show (All for Kidz Inc)**
The NED Show is a 45-minute motivational assembly that encourages students to be Champions at school and in life. Use our no-cost assembly, online lessons, activities and videos to enhance school climate.

20700 44th Ave. W., Ste. 220  
Lynnwood, WA 98036  
Phone: 877-872-9696  
Email: loishickman@allforkidz.com  
Website: www.thenedshow.com

**Nightingale**
Nightingale is a tool for applied behavior analysts and other service providers to design, implement and manage care team workflow from custom data sheets to automated graphing and reporting. We provide convenient data collection and accurate analytics from any mobile device, all saved in the cloud via our HIPAA-compliant system.

660 York St., Ste. 101  
San Francisco, CA 94110  
Phone: 801-896-8210  
Email: hello@nightingaleapp.com

**Partners In Learning**
We offer professional designs and school-wide PBIS branding that connects with students and brings your PBIS culture to life. Our proven and effective communication tools are the perfect solution to raise, strengthen and sustain PBIS enthusiasm school-wide.

Behavior Expectations + Visual Reinforcement = Positive Outcomes!

2531 State St., Studio E  
San Diego, CA 92101  
Phone: 619-407-4744  
Email: tom@pilpinc.com

**PBIS Rewards**
PBIS Rewards is an affordable technology-based, school-wide PBIS management system that assists schools in the area of Primary Prevention by making it quick and easy to continuously reward students for meeting behavior expectations. Teachers reward students with points from their smartphone or PC anytime.

223 NW 2nd St., Ste. 300  
Evansville, IN 47708-1221  
Phone: 812-434-6625  
Email: rick.culiver@tmnow.com  
Website: www.PBISrewards.com

**PBISApps**
Educators have been using PBISApps data systems (The SWIS Suite, PBIS Assessment) for over ten years to make schools safer, more productive learning environments — empowering them to make data-based decisions in real time. PBISApps is run by Educational & Community Supports, a research unit at the University of Oregon.

1235 University of Oregon  
Eugene, OR 97405-1235  
Phone: 541-346-8684  
Email: rspeetl@uoregon.edu

**PBIS Teaching Tools**
Help us make the world a better place, one positive example at-a-time! Leading edge educators are learning that using their school mascot as a role model to demonstrate positive behaviors — WORKS! We give educators tools to leverage their mascot as a positive behavior role model: clipart sets, posters, banners and more.

5121 S.W. Mallard Pt.  
Lee’s Summit, MO 64082  
Phone: 816-366-0199  
Email: info@pbisteachingtools.com

**Pearson**
Review360® is a web-based, research-supported behavior solution that employs best practices with content, assessments, and progress monitoring. Review360® includes solutions for: Improving Student Behavior and School Climate, implementing RtI/PBIS, promoting practices to prevent bullying, and behavior solutions for improving behavior for Students with EBD, Autism, and/or Intellectual Disabilities.

4119 Montrose Blvd., Ste. 500  
Houston, TX 77006  
Phone: 713-965-6943  
Email: jen.levy@pearson.com  
Website: www.pearson.com

**University of New Brunswick**
UNB’s College of Extended Learning (UNB CEL) has provided Autism and Behavior Intervention Training Program to over 1,000 clinical supervisors, consultants, educational assistants and autism support workers in the provinces of New Brunswick and Saskatchewan, Canada and in France. UNB continues to grow its offerings in Autism and Behavior Intervention with research and support.

6 Duffie Dr.  
Fredericton, New Brunswick E3B 5A3  
Canada  
Phone: 506-458-7843  
Email: fjutras@unb.ca

**West Love Color and Culture**
WEST LOVE Color and Culture is the premiere community artisan visual arts exhibitor of linen and silk cultural artwear and textiles for the purpose of enhancing cultural awareness, valuing cultural diversity, encouraging educational equity and promoting cultural competency.

4256 S. Norton Ave.  
Los Angeles, CA 90008  
Phone: 323-294-3406  
Email: westloveld@aol.com
**Sixth Annual Ted Carr Initial Researcher Award**

The Initial Researcher Award is in honor of one of our founding members, Dr. Ted Carr. This year, Dr. Sara McDaniel has been chosen. The award will be presented at the Annual Conference during the opening session.

Sara McDaniel, PhD, is an Assistant Professor in the Department of Special Education and Multiple Abilities at the University of Alabama. She spent six years as a classroom teacher in Georgia and her expertise is in teaching students with challenging behaviors and training practitioners to implement best practices to support these students. Dr. McDaniel is the Executive Director of the Alabama Positive Behavior Support Office and provides PBIS training and coaching to schools and districts across the state. Her research interests include Tier 2 identification and intervention, classroom management, and effective and efficient interventions for students placed in alternative settings.

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**Conference at a Glance**

**Wednesday, March 23, 2016**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 a.m. – 6 p.m.</td>
<td>Registration/Information (Mezzanine Registration Area)</td>
</tr>
<tr>
<td>1 p.m. – 5 p.m.</td>
<td>Pre-conference Workshops (Pre-registration required at an additional fee)</td>
</tr>
</tbody>
</table>

**Thursday, March 24, 2016**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 a.m. – 6 p.m.</td>
<td>Registration/Information (Mezzanine near Borgia)</td>
</tr>
<tr>
<td>8 a.m. – 9:15 a.m.</td>
<td>Welcome/Opening Keynote</td>
</tr>
<tr>
<td>9:30 a.m. – 10:45 a.m.</td>
<td>Session A</td>
</tr>
<tr>
<td>11 a.m. – 12:15 p.m.</td>
<td>Session B</td>
</tr>
<tr>
<td>12:30 p.m. – 1:30 p.m.</td>
<td>APBS Network Lunch Session</td>
</tr>
<tr>
<td>12:30 p.m. – 1:30 p.m.</td>
<td>APBS Student Network Meet &amp; Greet</td>
</tr>
<tr>
<td>1:30 p.m. – 2:45 p.m.</td>
<td>Session C</td>
</tr>
<tr>
<td>3 p.m. – 4:15 p.m.</td>
<td>Session D</td>
</tr>
<tr>
<td>4:30 p.m. – 5:45 p.m.</td>
<td>Session E</td>
</tr>
<tr>
<td>6:30 p.m. – 8 p.m.</td>
<td>Reception and Poster Session</td>
</tr>
</tbody>
</table>

**Friday, March 25, 2016**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 a.m. – 5 p.m.</td>
<td>Registration/Information (Mezzanine near Borgia)</td>
</tr>
<tr>
<td>8:30 a.m. – 9:45 a.m.</td>
<td>Session F</td>
</tr>
<tr>
<td>10 a.m. – 11:15 a.m.</td>
<td>Session G</td>
</tr>
<tr>
<td>11:30 a.m. – 12:45 p.m.</td>
<td>Session H</td>
</tr>
<tr>
<td>1 p.m. – 2 p.m.</td>
<td>Lunch On Your Own</td>
</tr>
<tr>
<td>2 p.m. – 3:15 p.m.</td>
<td>Session I</td>
</tr>
<tr>
<td>3:30 p.m. – 4:45 p.m.</td>
<td>Session J</td>
</tr>
</tbody>
</table>

**Saturday, March 26, 2016**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 a.m. – 12 p.m.</td>
<td>Registration/Information (Mezzanine near Borgia)</td>
</tr>
<tr>
<td>8:30 a.m. – 12:30 p.m.</td>
<td>Half-Day Workshops (Pre-registration required at an additional fee)</td>
</tr>
<tr>
<td>8:30 a.m. – 4:30 p.m.</td>
<td>Full-Day Workshop (Pre-registration required at an additional fee)</td>
</tr>
</tbody>
</table>
## Conference Strands / Session Types

### Conference Strands

The breakout sessions for the 13th International Conference on Positive Behavior Support have been organized into strands again this year to help you find the presentations you are most interested in attending. These strands include:

<table>
<thead>
<tr>
<th>Strand</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academics</strong></td>
<td>Presentations in this strand demonstrate how PBS affects the academic success of students within a multi-tiered system of support (MTSS) or Response to Intervention ( RtI), a systems approach for preventing academic failure and promoting student success. Particular emphasis is placed on integrating efforts focused on academic achievement within a comprehensive system of positive behavior support.</td>
</tr>
<tr>
<td><strong>Autism Spectrum Disorder</strong></td>
<td>Presentations in this strand highlight best practices in supporting individuals with Autism Spectrum Disorder/Aspergers Syndrome. Some presentations highlight empirical findings; others focus on technical assistance or model demonstrations.</td>
</tr>
<tr>
<td><strong>Classroom</strong></td>
<td>Presentations in this strand focus on how the principles and technologies of PBS are implemented within classroom settings.</td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td>Presentations in this strand will address the application of PBS in diverse community environments for individuals with and without disabilities. Particular emphasis may be placed on evaluating a complex community system and the impact of PBS.</td>
</tr>
<tr>
<td><strong>Early Childhood Intervention</strong></td>
<td>The Early Childhood Intervention strand includes presentations about systems change efforts and case study presentations related to young children (birth to age 5) and PBS implementation.</td>
</tr>
<tr>
<td><strong>Ethics, Policy and Best Practice in PBS</strong></td>
<td>This strand focuses on important issues related to best practice and fidelity of positive behavior support facilitation.</td>
</tr>
<tr>
<td><strong>Families</strong></td>
<td>Family members interested in how PBS is implemented within home and community settings will find a variety of useful presentations in this strand.</td>
</tr>
<tr>
<td><strong>Individual Student</strong></td>
<td>This strand emphasizes the use of PBS to support individual students within a school. The focus is on one or more specific students, rather than the school system.</td>
</tr>
<tr>
<td><strong>Individual Supports</strong></td>
<td>The Individual Supports strand includes presentations that focus on implementing PBS plans with children and adults in work, home, and community settings.</td>
</tr>
<tr>
<td><strong>Intellectual and/or Developmental Disabilities</strong></td>
<td>Presentations in this strand will highlight the application of PBS to support children and/or adults with IDD. An intellectual disability is characterized by limitations in intellectual functioning and difficulties in a variety of everyday social and practical skills. A developmental disability is attributed to a cognitive or physical impairment that results in limitations in areas such as self-care, language, and mobility. The term IDD covers a broad range of disorders and syndromes.</td>
</tr>
<tr>
<td><strong>Justice</strong></td>
<td>Presentations in this strand describe how PBS is applied to juvenile justice and other alternative settings.</td>
</tr>
</tbody>
</table>

### Session Types

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptual</strong></td>
<td>Conceptual presentations consist of a discussion of topics including philosophical, case studies, or systems level issues in the area of positive behavior support or a related field.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Research presentations are intended to share data from studies with individuals or large groups of subjects or agencies.</td>
</tr>
<tr>
<td><strong>Skill Development</strong></td>
<td>Skill development presentations are intended to provide introductory information about new, practical intervention strategies or instruments/tools for use with families, schools, or community agencies.</td>
</tr>
</tbody>
</table>

### Structured Networking

Structured Networking sessions offer participants the opportunity to connect with other members of the APBS community and experts to discuss issues relevant to the session topic. Unlike the brief Q&A periods at the end of the sessions, this is an opportunity for in-depth conversations about topics of interest to you and your peers/colleagues.

### Ignite Sessions

Ignite sessions were presented in 2015 and are offered again this year as one of the new options for presentations. Ignite Session, each presenter/proposal will receive from 5–10 minutes to present about one important aspect of their experience. A 75-minute time slot may include presentations from 7–10 different presenters arranged around a common theme. This year we will allocate four themes for Ignite Sessions: School, District, State and International Applications of PBS.
# Wednesday Pre-Conference Workshops

### Wednesday at a Glance

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 a.m. – 6 p.m.</td>
<td>Registration/Information (Mezzanine Registration Area)</td>
</tr>
<tr>
<td>1 p.m. – 5 p.m.</td>
<td>Pre-conference Workshops (Pre-registration required at an additional fee)</td>
</tr>
</tbody>
</table>

### Pre-conference Workshops

**1 p.m. – 5 p.m.**

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Strand</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 101</td>
<td>California West</td>
<td>Classroom</td>
<td>Skill Development</td>
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<tr>
<td></td>
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<td></td>
<td><strong>Taking a Walk Through a Classroom Coaching Guide</strong>&lt;br&gt;Stephanie Martinez, Deven Minch, Kathy Christiansen, and Anna Winneker, University of South Florida, Tampa, FL; Ashley MacSuga-Gage, University of Florida, Gainesville, FL&lt;br&gt;Participants will learn a process for coaching teachers to apply PBS principles within their classrooms. Utilizing case scenarios, participants will practice using a Classroom Coaching Guide. Electronic copies of the guide will be provided.</td>
</tr>
<tr>
<td>SWK 102</td>
<td>Elizabethan B</td>
<td>School-wide Systems</td>
<td>Skill Development</td>
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<td><strong>Using Team-initiated Problem Solving (TIPS II) for Academic/Behavioral Data-based Problem Solving</strong>&lt;br&gt;Dale Cusumano, Angela Preston, Bob Algozzine, and Kate Algozzine, University of North Carolina at Charlotte, Charlotte, NC; Anne Todd, University of Oregon, Eugene, OR&lt;br&gt;This workshop will highlight the Team-Initiated Problem Solving (TIPS II) model as an effective, efficient, and data-driven, decision-making process for academic and behavior problem solving with modeling and hands-on practice opportunities embedded throughout the training.</td>
</tr>
<tr>
<td>SWK 103</td>
<td>Elizabethan A</td>
<td>School-wide Systems</td>
<td>Skill Development</td>
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<td><strong>Utilizing the Biquadratic Power of the Pyramid in PBIS</strong>&lt;br&gt;Laura Riffel, University of Kansas, Lawrence, KS&lt;br&gt;This presentation on the fourth side of the pyramid will focus on the greater community involved with the students before they arrive on the school steps: families, businesses, service providers, and transportation services.</td>
</tr>
<tr>
<td>SWK 104</td>
<td>Elizabethan C</td>
<td>Mental Health</td>
<td>Skill Development</td>
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<td><strong>Integrating Mental Health Within School-wide Systems of PBIS: Systems, Practices, and Data</strong>&lt;br&gt;Lucille Éber, Midwest PBIS Network, Lombard, IL; Kelly Perales, Community Care Behavioral Health, Hummelstown, PA&lt;br&gt;Overview on expanding the continuum of interventions within schools to ensure a comprehensive system of behavioral health supports across a multi-tiered system of support using the Inter-connected Systems Framework. Key features, tools and examples included.</td>
</tr>
<tr>
<td>SWK 105</td>
<td>California East</td>
<td>School-wide Systems</td>
<td>Skill Development</td>
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<td></td>
<td><strong>Multi-tiered Behavior Supports for Improving Outcomes for All Students: Systems, Practices, Data</strong>&lt;br&gt;Rob Horner, University of Oregon, Eugene, OR; George Sugai, University of Connecticut, Storrs, CT&lt;br&gt;This workshop will provide an overview of multi-tiered behavior frameworks (MTBF). Examples and guidelines will be presented related to rationale, core features, essential implementation practices and systems, and evaluation questions and decision rules.</td>
</tr>
<tr>
<td>SWK 106</td>
<td>Elizabethan D</td>
<td>Training</td>
<td>Skill Development</td>
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<td></td>
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<td></td>
<td><strong>Coaching Schools to Integrate Academic and Behavior Supports and Use Data Effectively</strong>&lt;br&gt;Brian Gaunt, University of South Florida, Tampa, FL; Scott Ford, Pflugerville Independent School District, Austin, TX&lt;br&gt;This workshop will teach participants how to analyze sources of academic and behavior data to develop comprehensive, integrated Tier 1 plans. Participants will also learn how to identify and troubleshoot barriers to effective data use.</td>
</tr>
</tbody>
</table>
Thursday Conference Sessions

THURSDAY AT A GLANCE
March 24, 2016
7 a.m. – 6 p.m. Registration/Information  (Mezzanine near Borgia)
8 a.m. – 9:15 a.m. Welcome/Opening Keynote
9:30 a.m. – 10:45 a.m. Session A
11 a.m. – 12:15 p.m. Session B
12:30 p.m. – 1:30 p.m. APBS Network Lunch Session
12:30 p.m. – 1:30 p.m. APBS Student Network Meet & Greet
1:30 p.m. – 2:45 p.m. Session C
3 p.m. – 4:15 p.m. Session D
4:30 p.m. – 5:45 p.m. Session E
6:30 p.m. – 8 p.m. Reception and Poster Session

THURSDAY, MARCH 24
Thursday Conference Sessions
 BCBA Type 2 Credit  ❑  Beginning SWPBS Sessions

Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision

THURSDAY, MARCH 24

Welcome/Opening Keynote
8 a.m. – 9:15 a.m.

Keynote
Type: Conceptual

Evidence-based Implementation of Evidence-based Innovations: Scaling Positive Outcomes in Human Service Systems
Dean Fixsen, National Implementation Research Network, Chapel Hill, NC

Session A
9:30 a.m. – 10:45 a.m.

A1
Ted Carr Award Winner
Strand: School-wide Systems
Type: Conceptual

An Ounce of Prevention: Problem Solving for Improving Tiers 1 and 2
Sara McDaniel, University of Alabama, Tuscaloosa, AL
This presentation will review a multi-faceted problem solving approach used to turn practical failures with Tier 1 and Tier 2 PBIS implementation in schools into opportunities to create and refine prevention efforts for continuous improvement.

A2
Strands: Classroom; School-wide Systems
Type: Skill Development

Enhancing Teachers’ Classroom Management: Efficient, Effective, and Teacher-driven Implementation Supports
Brandi Simonsen, Jennifer Freeman, and Kathryn Dooley, University of Connecticut, Storrs, CT
Presenters will share (a) an implementation model for supporting teachers’ classroom management, (b) self-management strategies teachers can use to improve their implementation, and (d) tools to assist with developing a class-wide and school-wide implementation plan.

A3
Invited Presenter
California West
Strand: Academics
Type: Structured Networking

Multi-tiered Support for Academics and Behavior
Steve Goodman, MiBLSi, Holland, MI
This structured networking session will provide participants the opportunity to meet with others who are implementing integrated academic and behavior systems. Discussion will focus on developing staff buy-in, program considerations and implementation logistics.

A4
Invited Presenter
California East
Strand: School-wide Systems
Type: Skill Development

Bullying Prevention Within a Framework of PBIS
Scott Ross, Colorado Department of Education, Denver, CO; Christian Sabey, Utah State University, Logan, UT
This presentation will introduce a novel approach to bullying prevention, which gives students the tools to reduce bullying through the blending of PBIS, explicit instruction, consistent adult responses, and a redefinition of the bullying construct.

A5
stranded: Families
Type: Research

Evidence based Practice for Families of Individuals With ID or Autism
George Singer, University of California, Santa Barbara, Santa Barbara, CA
Results of a review of the intervention literature for families of children ages 5 and above will be presented and EVPs identified, strengths, and limitations are identified.

A6
Invited Presenter
St. Francis East
Strands: School-wide Systems; Academics
Type: Conceptual

Using Implementation Science to Integrate Academic and Behavior Systems Across North Carolina
Amy Jablonksi, Lynn Bailey, Angela Godwine Batts, Beth Boggs, Angie Cloninger, Susan Lacew, Amy Miller, Correy Watkins, and Laura Winter, NC Department of Public Instruction, Raleigh, NC
This session will introduce participants to the process, timeline, supports and science used to develop a statewide initiative to integrate academic and behavior systems in North Carolina as a Multi-Tiered System of Support.

A7
Invited Presenter
Elizabethan A
Strands: Classroom; Individual Students
Type: Skill Development

Escalating Behavior: Supporting Students Using Effective Strategies and Tools
Syvela Martinez and Josia Garza, Los Angeles Unified School District, Los Angeles, CA
LAUSD’s Interim Behavior Response Plan (IBRP) supports schools in the development and implementation of plans for preventing and responding to escalating behaviors. Effective defusing strategies, tools, and IBRP plans will be shared and discussed.
Thursday Conference Sessions

A8
Strands: Training; School-wide Systems
Type: Skill Development
Driving Into PBIS: A Framework and Training for School Bus Drivers
Kristen Kennedy and Seth King, Tennessee Technological University, Cookeville, TN
This session introduces a model for the implementation of universal, or Tier 1, PBIS on school buses along with recommendations for training school bus personnel with fidelity.

A9
Strand: Ethics, Policy and Best Practice in PBS
Type: Conceptual
An Integrated Perspective on PBS: Defining Features Derived from Research and Practice
Meme Hieneman, Positive Behavior Support Applications, Palm Harbor, FL
This presentation will focus on how PBS researchers and practitioners can reframe perspectives, language, and implementation to engage collaboration across stakeholders and settings, thereby enhancing outcomes for the individuals and systems we serve.

A10
Strands: Individual Students; School-wide Systems
Type: Research
Sustaining Effective Individualized Behavior Support: An Assessment of Barriers and Enablers
Kathleen Strickland-Cohen, Texas Christian University, Fort Worth, TX; Sheldon Loman, Portland State University, Portland, OR
The purpose of this presentation is to describe the systems and structures needed at the school and district levels to ensure that effective individualized behavior support practices are implemented with fidelity and maintained over time.

A11
Strands: School-wide Systems; Training
Type: Skill Development
Implementing a System of Academic and Behavior Supports at the State-wide Level
Christa Knight, Cheryl Huffman, Barbara Kurey, and Karie Crews-St. Yves, State Department of Education, Oklahoma City, OK; Laura Riffel, University of Kansas, Lawrence, KS
The purpose of this presentation is to introduce a model for the implementation of universal, or Tier 1, PBIS on school buses along with recommendations for training school bus personnel with fidelity.

A12
Strands: Middle & High School; Mental Health
Type: Conceptual
Building Capacity by Building Partnerships to Meet Youths’ Needs at Tier 3
Patti Hershfield, Sheppard Pratt Health System, Baltimore, MD; Kathryn Francour, University of New Hampshire, Durham, NH
Maryland and New Hampshire will provide a blueprint for building capacity to improve delivery of services to students with greatest need through creative collaboration with mental health and school professionals using the RENEW model.
Thursday Conference Sessions

B3  Featured Session  California West
Strand: Autism Spectrum Disorder
Type: Research
Pivotal Response Treatment and Positive Reframing for Individuals With Autism
Robert Koegel, University of California, Santa Barbara, Santa Barbara, CA
This presentation focuses on how teaching positive reframing of negative comments by persons with Autism can impact pivotal areas of responding producing improvements in affect, depression, confidence, and overall perception of self.

B4  California East
Strands: Community; Positive Behavior Supports for Adults
Type: Conceptual
A Meeting of the Minds: Law Enforcement and PBS – A Groundbreaking Partnership
Victoria Hatch, CBI Consultants, Ltd, Burnaby, British Columbia, Canada; Sherry Adam, Royal Canadian Mounted Police, Surrey, British Columbia, Canada; Taylor Quee, Kwantlen Polytechnic University, Langley, British Columbia, Canada
This presentation will share a unique partnership between law enforcement and a community-based PBS agency. Literature review, education, planning, and response strategies will be discussed with data from two case studies.

B5  Invited Presenter  Georgian
Strand: Classroom
Type: Skill Development
Analyzing Data for Integrated Academic-behavior Support Planning in SWPBS Classroom Settings
Brian Gaunt and Devon Minch, University of South Florida, Tampa, FL
This presentation will demonstrate how Tier 1 behavioral data and classroom academic learning data can be used to develop integrated academic-behavior support plans within SWPBS classrooms.

B6  St. Francis East
Strand: School-wide Systems
Type: Skill Development
Psychometric Evaluation of Implementation Instruments in MTSS Research and Practice
Nicholas Gage, University of Florida, Gainesville, FL; Karen Childs and Don Kincaid, University of South Florida, Tampa, FL
This presentation will provide a nuts and bolts workshop for school-based practitioners on the role, use, and interpretation of psychometrics in MTSS fidelity of implementation instruments.

B7  Elizabethan A
Strand: Classroom
Type: Skill Development
Precorrection: A Data-based Strategy to Prevent Problem Behavior
Dustin Bindreiff and Randall De Pry, Portland State University, Portland, OR
This presentation will help researchers, practitioners, and leaders understand the definition and utility of a behavior support strategy, precorrection. A review of the precorrection literature will summarize the utility of precorrection across domains and subjects.

B8  Elizabethan B
Strands: Individual Students; Middle & High School
Type: Research
Evaluating and Improving Student Responses to Functional Assessment Interviews
Paula Chan, Cleveland State University, Cleveland, OH
Although student interviews are commonly used in FBAs, few studies have evaluated their usefulness. In this presentation, I will present findings from research evaluating student interview responses, and provide recommendations for improving student responses.

B9  Elizabethan C
Strands: Individual Students; Academics
Type: Research
The Effects of Teacher Greetings Upon Second Grade Student Task Engagement
Brit’ny Stein and Benjamin Solomon, Oklahoma State University, Stillwater, OK
This presentation focuses on the effects of teacher greetings on task engagement in second grade students. Participants will gain a better understanding of where teacher greetings may best fit in tiered systems of support.

B10  Elizabethan D
Strands: Early Childhood Intervention; School-wide Systems
Type: Skill Development
Start With the Heart: Building Warm and Welcoming Early Learning Climates
Michelle Sandrock, Brandy Fair, and Lucy Quinonez, Metropolitan Regional Educational Service Agency, Smyrna, GA; Tara Davis, Georgia Department of Education, Atlanta, GA
Come learn about Start with the Heart, a state collaboration blending the curricula of the Tier School-wide PBIS framework with the Program-Wide PBIS framework via the Pyramid Model for early learners, Birth–3rd grade.

B11  Olympic
Strands: Middle & High School; School-wide Systems
Type: Skill Development
Too Cool for Warm and Fuzzy: Making PBS Work in Middle School
Kathryn Grimble, Meresani Jorrin, Jennifer Weibelt, and Coleman Kells, Riverside Unified School District, Riverside, CA
Practical strategies for making PBS work with middle school students and staff when they are too cool for positive incentives and typical community building activities from a staff in current practice.

B12  Tower Salon B
Strands: Individual Supports; Families
Type: Skill Development
Special Considerations for Applying PBS to Those With Alzheimers and Other Dementias
Kelley Gorlbaum and Lindsay Bozanich, ATCBS.org, Oregon;
Washington, Northern California
This workshop provides an overview of the application of new research and PBS practice in aging populations, especially those with I/DD. We will discuss self-regulation, memory, and other brain functions and their effects on behavior.
Beginning SWPBS Sessions
BCBA Type 2 Credit

Thursday Conference Sessions

Thursday, March 24

B13 Yorkshire
Strands: Mental Health; Ethics, Policy and Best Practice in PBS
Type: Skill Development

Practices to Prevent or Reduce the Use of Crisis Procedures
Kathryn Dooley, Laura Kern, Jennifer Freeman, and Brandi Simonsen, University of Connecticut, Storrs, CT
We will present findings, recommendations, and implications of a systematic literature review on the use of seclusion and restraint of students with disabilities and share tools that guide schools in responding to crisis procedures.

B14 Victorian
Strands: Multi-cultural; School-wide Systems
Type: Research

Native American Students' Classroom Experiences and Achievement: What the Data Tell Us
Tary Tobin and Janne Underriner, University of Oregon, Eugene, OR
We present data on the relationships between Native American students' classroom experiences and their reading and math outcomes. Issues of measurement regarding teacher practices and teaching methodology in relation to student outcomes will be discussed.

B15 Hampton
Strands: Families; Mental Health
Type: Research

Using Positive Behavior Support Techniques With Families: Fetal Alcohol Spectrum Disorders Intervention
Joanne Sparrow, Seattle Pacific University, Seattle, WA; Heather Olson, University of Washington, Seattle, WA, and Seattle Children's Research Institute, Seattle, WA
This presentation will discuss the Families Moving Forward Program, an innovative intervention using PBS and other treatment techniques, used with families raising children with the surprisingly common condition of fetal alcohol spectrum disorders.

SESSION C
1:30 P.M. – 2:45 P.M.

C1 Featured Session
Colonial
Strand: Classroom
Type: Skill Development
Empowering Teachers With Low Intensity Strategies: Choice, Opportunities to Respond, and Self-monitoring
Robin Parks Ennis, University of Alabama at Birmingham, Birmingham, AL; Wendy Peia Oakes, Arizona State University, Tempe, AZ; Kathleen Lane, University of Kansas, Lawrence, KS
Empowering Teachers is a project designed to examine the degree to which teachers can implement strategies with limited university support. We will provide an overview of three investigations, instructional choice, opportunities to respond, and self-monitoring.

C2 Invited Presenter
Tower Salon A
Strand: School-wide Systems
Type: Structured Networking
School-wide Systems and Training
Heather Pesuk George, University of South Florida, Tampa, FL
This networking session is an opportunity to understand how to establish and sustain school-wide systems to implement a multi-tiered behavioral framework. Bring your ideas, questions and learn from others across state, district and school levels.

C3 Invited Presenter
California West
Strand: School-wide Systems
Type: Research
Treatment Integrity: Are We Doing What We Said We Would Do?
Shanna Hirsch, University of Virginia, Charlottesville, VA; Allison Bruhn, University of Iowa, Iowa City, IA
Assessing and understanding treatment integrity (TI) is a critical, yet challenging, component of MTSS. We highlight the current status of Tier 1 TI, with a focus on methods of assessment and recommendations for troubleshooting.

C4 Featured Session
California East
Strand: Training: Individual Students
Type: Research
Results from State-wide FBA/BSP Trainings for School Personnel
Sheldon Loman, Portland State University, Portland, OR; Kathleen Strickland-Cohen, Texas Christian University, Fort Worth, TX
Outcomes and procedures of a statewide, hybrid (live and web-based) version of the Basic FBA/BSP training series for over 200 school-based personnel (including administrators, teachers, social workers, counselors) will be presented.

C5 Featured Session
Georgian
Strand: Multi-cultural
Type: Research
School-wide Positive Behavior Interventions and Supports in Europe
Sui Lin Goei, Windesheim University of Applied Sciences, Zwolle, Overijssel, The Netherlands; Randall De Pry, Portland State University, Portland, OR
Throughout Europe there are numerous initiatives where SWPBIS has been adopted by teachers, administrators, researchers, and psychologists. Current SWPBIS implementation efforts throughout Europe and how SWPBIS can be contextualized across countries and cultures are outlined.

THURSDAY LUNCH SESSIONS
12:30 P.M. – 1:30 P.M.

Invited Presenter
Elizabethan A
APBS Network Lunch Session
Ashley MacSuga-Gage, University of Florida, Gainesville, FL
This lunch session provides a forum for existing networks to share outstanding achievements and for new/interested groups to find out more about how to become an APBS network. All are welcome and encouraged to attend!

Invited Presenter
Elizabethan B
APBS Student Network Meet and Greet
Kathryn Dooley and Lola Gordon, University of Connecticut, Storrs, CT
During this informal lunch session you will learn about the mission, organizational structure, activities, and goals of the APBS Student Network. Additionally, students will have an opportunity to connect and learn how to get involved!
Thursday Conference Sessions

C6 St. Francis East
Strands: Middle & High School; School-wide Systems
Type: Research
PBIS in High School: Reaching Fidelity and Enhancing Tier 1
Jennifer Freeman and Laura Kern, University of Connecticut, Storrs, CT; Jessica Swain-Broadway, Midwest PBIS, Lombard, IL.
We will present patterns of strength and weakness for high school implementation fidelity and share suggestions for enhancing Tier 1 practice based on these findings, including strategies for expanding students’ college and career readiness skills.

C7 Elizabethan A
Strands: Academics; Training
Type: Skill Development
We Tried Everything! Now What? Practical Solutions to Intensify Supports for Nonresponders
Teri Marx, American Institutes for Research, Washington, DC; Ellen Reinhart and Michele Walden-Deppe, Northern Rhode Island Collaborative, Lincoln, RI
Don't know what to do for nonresponsive students? This session will share resources and highlight lessons learned in districts and schools that are intensifying supports for students with severe and persistent academic and behavioral needs.

C8 Elizabethan B
Strands: Individual Students; Training
Type: Skill Development
Resources to Develop Tier 3 Systems, Data, and Practices
Deb Childs and Diane Feeley, University of Missouri Center for SW-PBS, Columbia, MO
Missouri’s SW-PBS Tier 3 workbook was developed for training school teams to plan and implement basic FBA/BIP systems, data, and practices. Presenters will share resources that support schools in implementing individual supports with fidelity.

C9 Elizabethan C
Strand: School-wide Systems
Type: Conceptual
Motivation and Behaviour: Know What You’re Doing When You Give a “Reward”
Jennifer Payne, Department of Education, Western Australia, Australia
Explores the effects of “rewards” on Intrinsic Motivation and how educators can use an evidence based model of Motivation to increase students Internalisation of Regulation of behaviour.

C10 Elizabethan D
Strands: School-wide Systems; Mental Health
Type: Research
Positive Behavior Supports in Alternative Education Settings: Benefits, Barriers, and Finding Balance
Caley Arzamaszki, Brown University, Providence, RI
This presentation aims to review the literature examining PBIS within alternative education (AE) settings and highlight the specific procedures of a pilot study that implemented PBIS within an AE setting in the Northeastern United States.

C11 Olympic
Strands: School-wide Systems; Ethics, Policy and Best Practice in PBS
Type: Conceptual
Role of Student Support Personnel in a 3 Tiered Model for Behavior
Sheri Lucching and Ami Flammini, Midwest PBIS Network, Lombard, IL.
This session will explore the role of the School Support Personnel in the context of a Multi-Tiered System of Support for Behavior with a focus on data, systems, and practices.

C12 Tower Salon B
Strands: Mental Health; Individual Supports
Type: Research
Wraparound for the Highest Need Children, Youth, and Their Families
JaAnne Malloy, University of New Hampshire, Concord, NH; Mark Meister, NAMI-NH, Concord, NH; Adele Gallant, NH Department of Health and Human Services, Concord, NH
This session focuses on the key model elements, case examples, and outcome data from a Wraparound project implemented in New Hampshire with 20 families who have a child or youth with emotional or behavioral challenges.

C13 Yorkshire
Strands: Individual Supports; Classroom
Type: Research
Obstacles to Implementing Behavior Intervention Plans: Lessons From a Statewide Teacher Survey
Rachel Robertson and Anastasia Kokina, University of Pittsburgh, Pittsburgh, PA
Presenters share lessons learned from a statewide teacher survey on the obstacles teachers face to implementing behavior intervention plans. Implications for improving support for teachers of students with disabilities and problem behavior will be discussed.

C14 Victorian
Strands: Positive Behavior Supports for Adults; IDD
Type: Conceptual
Using The Rule of Four 3’s to Improve the Implementation of PBS
George Suebs, The Arc of Delaware County, Walton, NY
Finding good candidates to implement PBS strategies is difficult. Using the Rule of Four 3’s will help. Come to this session to learn about this very effective interview and selection process.

C15 Hampton
Strands: Early Childhood Intervention; Mental Health
Type: Research
Achieving Implementation Fidelity: Coaching Early Education Professionals and Parents to Use PBIS
Angel Pettig, University of Massachusetts Boston, Boston, MA; Lise Fox, University of South Florida, Tampa, FL; Erin Varton, Vanderbilt University, Nashville, TN
We will present the results of three studies that examined coaching strategies to support early education professionals and parents to use PBIS strategies. Presenters will use videos and scenarios to guide reflection on implementation fidelity.
Thursday Conference Sessions

**SESSION D**

3 P.M. – 4:15 P.M.

**D1**  
**Featured Session**  
Strand: Individual Supports  
Type: Skill Development  
Building Interventions for Students With Serious Problem Behavior via a School-wide PBIS  
Lucille Eker, Midwest PBIS Network, Lombard, IL  
This session will provide descriptions and examples of individualized interventions for students with chronic, intensive behavior problems and how these interventions can be positioned within a school-wide system of PBIS. System features and tools included.

**D2**  
**Invited Presenter**  
Strand: Classroom  
Type: Structured Networking  
Structured Networking in Classroom PBIS  
Brandi Simonsen, University of Connecticut, Storrs, CT  
This structured networking session provides an opportunity to engage in a facilitated conversation about (a) the critical features of classroom PBIS, (b) issues with implementation, and (c) strategies to support teachers’ implementation of classroom PBIS.

**D3**  
**Invited Presenter**  
Strand: School-wide Systems  
Type: Research  
Summarizing Our Work on Team-initiated Problem Solving  
Dale Cusumano, Bob Algozzine, Kate Algozzine, and Angela Preston, University of North Carolina at Charlotte, Charlotte, NC; Rob Horner, Steve Newton, and Anne Todd, University of Oregon, Eugene, OR  
This presentation will share two dimensions to our work on the Team-Initiated Problem Solving (TIPS II) model: 1) outcomes of our research to date and 2) application of TIPS beyond the domains of research.

**D4**  
**Ignite Presentation**  
Strand: Individual Supports  
Type: Research  
Behavior via a School-wide PBIS  
Heather Peshak George, University of South Florida, Tampa, FL  
Several international participants will showcase one or two unique and effective PBIS strategies that they have used in their country and will answer questions from the audience.

**D5**  
**Invited Presenter**  
Strand: Autism Spectrum Disorder  
Type: Research  
Project DATA: Blending Approaches to Meet the Need of Children With ASD  
Ilene Schwartz, University of Washington, Seattle, WA; Bonnie McBride, University of Oklahoma Health Science Center, Oklahoma City, OK  
Project DATA is a school based program for young children with ASD that has been in operation since 1997. We will present the core components of the Project DATA model and share outcome data.

**D6**  
**Featured Session**  
Strand: Classroom; Training  
Type: Skill Development  
Implementing Class-wide PBIS Across a Large, Urban School District: Reflections and Results  
Diane Myers, Texas Woman’s University, Denton, TX; Cheryl Boland, Angela Hernandez, Joanne Muldrew, and Eric Zeissig, Arlington Independent School District, Arlington, TX  
This presentation focuses on CWPBIS implementation in an urban district with over 60,000 students. We describe the process of district-wide CWPBIS implementation, examine initial results of CWPBIS implementation, and explain lessons learned along the way.

**D7**  
**Invited Presenter**  
Strand: Justice; Individual Students  
Type: Conceptual  
Individual Factors That Predict Response to a PBS Program in Juvenile Detention  
Paula Fitte, University of Kansas, Lawrence, KS; Andrew Wolff and Pam Wiegand, Douglas County Youth Services, Lawrence, KS  
This study examined individual characteristics contributing to risk for increased interventions in a juvenile detention facility that utilizes PBS. Behavioral dysregulation and reactive aggression were most strongly associated with risk for increased interventions.

**D8**  
**Invited Presenter**  
Strand: Individual Students; Training  
Type: Research  
Building Tier 3 Capacity in Schools: Training “Basic FBA to BSP”  
Chris Borgmeier and Sheldon Loman, Portland State University, Portland, OR  
“Basic FBA to BSP” will be presented with recommendations for maximizing district professional development to build school capacity to implement Tier 3 systems. Live and web-based training materials will be presented with outcome data.

**D9**  
**Featured Session**  
Type: Conceptual  
Reviewing Impact and Perceptions of Applied Behavior Analysis in Positive Behavior Support  
Ashley Greenwald and Jade Soracco, University of Nevada, Reno, NV; Christian Sabey, Utah State University, Logan, UT; Rose Iovannone, University of South Florida, Tampa, FL  
Applied Behavior Analysis and Positive Behavior Support have a long-standing yet commonly misunderstood relationship that will be explored including the historical relationship of each discipline, as well as the present day practices and perceptions.

**D10**  
**Invited Presenter**  
Strand: School-wide Systems; Academics  
Type: Research  
A Need for PBIS Implementation: Examining Kindergarten Discipline and 3rd Grade Achievement  
Annulise Bolland and Sara McDaniel, University of Alabama, Tuscaloosa, AL  
This study examines risky behaviors (disciplinary infractions and school absences) in kindergarten students and the trajectory on academic outcomes in 3rd grade, a crucial year, thus highlighting the need for early implementation of PBIS.
Thursday Conference Sessions

D11 Olympic
Strands: Training; School-wide Systems
Type: Skill Development
Using Video Scenarios to Train School Personnel in Evidence-based Practices Across Tiers
Terrance Scott, Justin Cooper, and Regina Hirn, University of Louisville, Louisville, KY
This presentation provides examples from a range of video-based training modules that are used to train school personnel in evidence-based practices for school-wide, classroom, and individual intervention. Discussion of online delivery and evaluation are included.

D12 Tower Salon B
Strands: School-wide Systems; Mental Health
Type: Research
Creating Positive Climate Across the School System, Using the MDS 3 Survey
Virginia Dolan, Anne Arundel County Public Schools, Annapolis, MD; Katrina Debnam, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD; Kathleen D. Lane, Anne Arundel County Public Schools, Annapolis, MD; Catherine Bradshaw, University of Virginia, Charlottesville, VA
This presentation will include results of and implications of a school climate survey in a large school system with collaboration from Maryland State Department of Education, Johns Hopkins University and Sheppard Pratt Health Systems.

D14 Victorian
Strands: Positive Behavior Supports for Adults; IDD
Type: Conceptual
PBS Within Diverse Human Services Organizations: An Example of Systems Change
Jonathan Worcester and Kathleen Jordan, Seven Hills Foundation, Worcester, MA
This presentation will discuss a large human services organization’s progression through the PBS phases of implementation across systems of care, providing context to illustrate differences from traditional school-based applications, successes, lessons learned, and future directions.

D15 Hampton
Strands: Families; Early Intervention
Type: Skill Development
Prevent–Teach–Reinforce for Families: Behavior Intervention in Home and Community Settings
Christopher Vatland, University of South Florida, Tampa, FL; Glen Dunlap, University of Nevada, Reno, Reno, NV
This session will provide an overview and research demonstrating how the Prevent–Teach–Reinforce for Families model can be implemented in family home settings to achieve improved social and emotional outcomes for young children and their families.

SESSION E
4:30 P.M. – 5:45 P.M.

E1 Colonial
Strand: School-wide Systems
Type: Conceptual
Coaching Implementation of PBIS: Four Key Functions of Coaching
Rob Horner, University of Oregon, Eugene, OR
This session will distinguish between “training” and “coaching,” the skills needed for effective coaching, and the four “key functions” of coaching that make a direct difference in both initial implementation and sustained implementation of PBIS.

E2 Tower Salon A
Strand: Multi-cultural; School-wide Systems
Type: Skill Development
CARED: Identifying “Why” Disproportionality Occurs to Identify Solutions, Why is There Disproportionate Discipline in Your Respective State, District or School Site?
Dia Davis, Cat Raulerson, and Stephanie Martinez, University of South Florida, Tampa, FL
Five domains will be introduced (curriculum, awareness, relationships, environment, and discipline; CARED) as a way to develop hypotheses around root cause analysis.

E3 California West
Strands: School-wide Systems; Multi-cultural
Type: Skill Development
Discipline and Disproportionality: Implementing Positive Behavior Supports Through a Culturally Responsive Lens
Timothy Fulenwider, Bakersfield City School District, Bakersfield, CA; Connie Silva-Brousard, Napa County Office of Education, Napa, CA; Jon Eyler, Collaborative Learning Solutions, Temecula, CA
Culturally responsive approaches can improve the effectiveness of PBS for ALL students and eliminate disproportionate discipline of minority students. Effective strategies used in California and the successful experience of one district will provide valuable insight.

E4 California East
Strand: School-wide Systems
Ignite Presentation
Don Kincaid, University of South Florida, Tampa, FL
Eight to 10 school PBIS teams will showcase one or two unique and effective strategies that they have used in their school-wide PBIS efforts and answer questions from the audience.

E5 Georgian
Strand: IDD
Type: Skill Development
Implementing PBS, Person-centered Thinking, and Planning in Organizations Supporting People With Disabilities
Rachel Freeman, University of Minnesota, Minneapolis, MN
This presentation will introduce system-level tools and processes that are used to implement person-centered thinking and planning, and PBS in IDD organizations. Strategies for supporting data-based decision making for both practices will be described.
Beginning SWPBS Sessions

**BCBA Type 2 Credit**

### Thursday Conference Sessions

**E6**

Ted Carr Award Winner

**St. Francis East**

**Strands:** Classroom; School-wide Systems
**Type:** Research
**Implementing a Systematic Framework for Tier 2 Identification and Intervention**

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

Presenters will describe a framework for Tier 2 identification and intervention. Three studies utilizing the same 5-step framework to identify students’ specific problem behaviors and match them to an appropriate intervention will be discussed.

**E7**

Elizabethan A

**Strands:** Classroom; Individual Students
**Type:** Research
**Improving Elementary Classroom and Individual Student Outcomes with the CW-FIT Program**

Howard Wills and Debra Kamps, Juniper Gardens Children’s Project, Kansas University, Kansas City, KS; Joseph Webb and Terrell McGuire, Vanderbilt University, Nashville, TN; Paul Gallardella and Richard Young, Brigham Young University, Provo, UT

Class-wide Function-related Intervention Teams (CW-FIT) is a multi-tiered group contingency program that assists teachers with classroom level supports with a focus on prevention. Implementation examples, resources, videos, and cross-site evaluation results will be shared.

**E8**

Elizabethan B

**Strands:** Individual Supports
**Type:** Research
**Evaluation of a Self-management Intervention to Increase On-task Behavior of Children With ADHD**

Lindsey Slattery, University of South Florida, Tampa, FL

This presentation will discuss the use of self-management interventions to increase on-task behavior of children with ADHD in the home setting. Results indicate self-management was an effective and socially valid intervention for three families.

**E9**

Elizabethan C

**Strands:** School-wide Systems; IDD
**Type:** Research
**Examining the Inclusion of Students With Severe Disabilities in SWPBIS**

Virginia Walker, Illinois State University, Normal, IL; Sheldon Loman, Portland State University, Portland, OR; Kristy Park, George Mason University, Fairfax, VA; Kathleen Strickland-Cohen, Texas Christian University, Fort Worth, TX

We will share results of a survey used to assess the extent to which schools include and prioritize involvement of students with severe disabilities in SWPBIS and discuss SWPBIS action planning to promote inclusive practices.

**E10**

Elizabethan D

**Strand:** School-wide Systems
**Type:** Skill Development
**Preliminary Validation of a Scale for Assessing Implementation and Sustainability of SW-PBIS**

Carl Bouchard, Université du Québec en Outaouais, Saint-Jérôme, Quebec, Canada; Ann–Michelle McNulty, Conseil des Ecoles Catholiques du Centre–Est, Ottawa, Ontario, Canada

In order to assess implementation fidelity, we created a new scale intended to be used by SW-PBIS teams. During this session, we will present how this tool is used. Next steps will also be discussed.

**E11**

Olympic

**Strands:** Training; School-wide Systems
**Type:** Research
**Evaluation of an Online Professional Development Model for Building Tertiary Supports**

Scott Spaulding, Carol Davis, Annie McLaughlin, and Douglas Judge, University of Washington, Seattle, WA

This session describes initial evaluation of our online professional development model to guide teachers in the implementation of a web-based individual-student behavior support tool. Differences in teacher, school, and district performance will be discussed.

**E12**

Tower Salon B

**Strand:** Ethics, Policy and Best Practice in PBS
**Type:** Conceptual
**Nevada’s Total Performance System for Coaching**

Jodie Soracco and Kathryn Rose, University of Nevada, Reno, Reno, NV

Nevada’s TPS for Coaching is a four component system that significantly reduces the need for direct supervision. This presentation describes the Nevada TPS for Coaching, documents and resources, ethical guidelines for coaches, and preliminary data.

**E13**

Yorkshire

**Strands:** Early Childhood Intervention; Training
**Type:** Research
**Using the Teaching Tools for Young Children With Challenging Behavior for Kindergarteners**

Katherine Cameron and Kwang-Sun Blair, University of South Florida, Tampa, FL

This session presents the results of a study that demonstrated successful use of the Teaching Tools for Young Children with Challenging Behavior (TTYC) in kindergarten classrooms to support children at-risk for developing severe challenging behavior.

**E14**

Victorian

**Strands:** Autism Spectrum Disorder; Positive Behavior Supports for Adults
**Type:** Skill Development
**Improving Outcomes for Transitioning Adults With Autism Spectrum Disorder: Research and Interventions**

Kristen Ashbaugh, Erin Engstrom, and Benjamin Ross, University of California, Santa Barbara, Santa Barbara, CA

This presentation will discuss the transition to adulthood for individuals with Autism Spectrum Disorder. Specifically, we will describe general areas of concern, common target behaviors, specific behavioral techniques, and current research with adults with ASD.

**E15**

Hampton

**Strands:** Families; School-wide Systems
**Type:** Conceptual
**Beyond the School Yard: Positive Behavior Support in Tacoma Neighborhoods**

Kelcy Schmitz and Gregory Benner, University of Washington Tacoma, Tacoma, WA; Pricilla Listich, Safe Streets Campaign, Tacoma, WA

This session will share how an unprecedented community-wide effort in a large urban city is linking families, neighborhoods and schools together to promote positive behavior and support the whole child and the well-being of citizens.
Thursday Poster Session

RECEPTION AND POSTER SESSION
6:30 P.M. – 8 P.M. GRAND BALLROOM

Poster 101
Strands: School-wide Systems; Training
Type: Research
A Four-year Randomized Control Trial Examining School-based Problem Solving
Dale Casumano, Angela Preston, Bob Algozzine, and Kate Algozzine, University of North Carolina at Charlotte, Charlotte, NC; Rob Horner and Anne Todd, University of Oregon, Eugene, OR
This poster shares findings from a randomized control trial (N = 38 school teams) that examined the impact of our team-based problem-solving model. Differences in problem solving behaviors after our intervention will be shared.

Poster 102
Strand: Classroom
Type: Skill Development
Classroom Teacher as Group Counseling Facilitator: Class Meetings
Frank Miller, Pittsburg State University, Pittsburg, KS
This poster session provides a practical, hands-on method for enhancing the self-esteem of students while fostering a positive classroom environment. The presenter gives pointers for conducting effective class meetings with children of all ages.

Poster 103
Strand: School-wide Systems
Type: Research
Usability of School-wide Positive Behavior Interventions and Supports in Urban Schools
Jacquelyn DuBois, EASTCONN, Columbia, CT; Laura Rutherford, Devereux Foundation, Villanova, PA
This presentation explores the usability of School-wide Positive Behavior Interventions and Supports (SW-PBIS) from staff at eight urban schools, including whether staff believe SW-PBIS is feasible, understandable, complementary to school culture, and requiring consultative support.

Poster 104
Strands: Autism Spectrum Disorder; Individual Supports
Type: Conceptual
From Closet to Community
Wendy Counsell, University of British Columbia, Vancouver, British Columbia, Canada
From Closet to Community is an in depth look into how setting events (Rapport), PBS intervention and Quality of Life brought an individual literally out of a front hallway closet and into the community.

Poster 105
Strand: Individual Supports
Type: Skill Development
State-wide PBS Initiatives to Promote Fidelity, Systems Change and Sustainability Across Disciplines
Charlotte Hays and Gloria Sage, Marshall University, Huntington, WV; Chris Crytser, Unlimited Possibilities, Milton, WV
The West Virginia Association of Positive Behavior Support (WVAPBS) Network targeted fidelity, sustainability and systems change issues through key initiatives that will be shared along with tools, strategies and outcomes.

Poster 106
Strands: Mental Health; Training
Type: Research
Variations in Fidelity of Group CBT by Type of Support for Interventionists
Ricardo Eiraldi, University of Pennsylvania, Philadelphia, PA; Billie Schwartz, The Children’s Hospital of Philadelphia, Philadelphia, PA
This presentation examines implementation fidelity of group CBT for externalizing and anxiety disorders according to type of support for therapists: Initial workshop plus co-therapy; Initial workshop plus consultation; Initial workshop plus consultation plus coaching.

Poster 107
Strands: Individual Students; Training
Type: Skill Development
Training Teachers to Implement Behavior Contracts During Extended School Year (ESY) Services
Doris Adams Hill, Auburn University, Auburn, AL
Six teachers (pre-and in-service) were trained to implement behavior contracts in the ESY setting for students with ASD/DD. Teachers demonstrated fidelity of implementation and competence in data collection and graphing.

Poster 108
Strand: School-wide Systems
Type: Skill Development
Project ABRI: Systematically Improving State-wide Behavioral and Academic Outcomes
Justin Cooper, Regina Hirn, and Amy Lingo, University of Louisville, Louisville, KY
This presentation provides an overview of Project ABRI, a state-wide initiative in Kentucky implementing a system of School-wide Positive Behavior Supports and Response to Intervention in reading and mathematics. Implementation and current data are discussed.

Poster 109
Strands: Early Childhood Intervention; Classroom
Type: Research
CW-FIT: Implementing a Positive Behavior Support Group Contingency in Preschools
Krystine Jolstead and Paul Caldarella, Brigham Young University, Provo, UT
CW-FIT, a group contingency involving PBS principles, was implemented in four preschool classrooms. CW-FIT was implemented with fidelity and was found to improve student on-task behavior and teacher praise rates and to be socially valid.

Poster 110
Strands: School-wide Systems; Ethics, Policy and Best Practice in PBS
Type: Skill Development
One District, One Vision, One World
Maureen Thayer, Michael LeGault, Brian Lumb, Kelley O’Connell, and Erin Schneider; Hilton Central School District; Hilton, NY
HSCD has melded PBS and the International Baccalaureate Programme (IB) to accelerate the development of positive culture. Learn about “Cadet Connection” and how this unified approach has expedited the development of caring, global citizens.
Thursday Poster Session

Poster 111
Strands: Middle & High School; Individual Supports
Type: Research
Utilizing the Prevent, Teach, Reinforce Model for Young Adults With Disabilities
Kagendo Mutua, Sara McDaniel, and Amy Williamson, University of Alabama, Tuscaloosa, AL
This presentation will describe the use of the (PTR) model for young adults with disabilities and improving employability. A case study and the practical details of implementing PTR in a transition program will be described.

Poster 112
Strands: School-wide Systems; Classroom
Type: Research
Time Lost to Office Referrals: Effect of Disability Status, Behavior, and PBIS
Leslie Church and James Fox, East Tennessee State University, Johnson City, TN
Administrators, general and special educators in two city and two county districts estimated time lost to office referrals. Results indicated lost administrative and instructional time depended on disciplinary offense, student disability, and use of PBIS.

Poster 113
Strands: Training; Classroom
Type: Research
Training and Coaching Effects on Teacher Implementation Fidelity of a Self-management Intervention
Tasha Owens and Ya-yu Lo, University of North Carolina at Charlotte, Charlotte, NC
This session addresses the effects of a teacher training and coaching package on the implementation fidelity of a self-monitoring strategy used as a Tier 2 intervention with students identified as at risk or with EBD.

Poster 114
Strands: Individual Students; Classroom
Type: Research
Check-In/Check-Out: Effectiveness and Feasibility in Finnish Schooling System
Anne Karhu and Vesa Närhi, University of Eastern Finland, Joensuu, Finland; Hannu Savolainen, University of Jyväskylä, Jyväskylä, Finland
The effectiveness and feasibility of the intensified level support CICO was experimented by multiple baseline single case design in two Finnish primary schools. This observation study was conducted during the school year 2014–2015.

Poster 115
Strands: Middle & High School; Training
Type: Research
Effects of Paraprofessionals' Fidelity of Implementation of Peer Support Arrangements: Lessons Learned
Heartley Huber and Erik Carter, Vanderbilt University, Nashville, TN
We will present findings from a study examining the effects of high versus low fidelity of peer support arrangements on the social behavior of peers and students with severe disabilities.

Poster 116
Strands: Classroom; School-wide Systems
Type: Conceptual
Expanding PBS: McDowell Institute Initiatives to Enhance Teacher Preparation
Tim Knoster, Bloomsburg University of Pennsylvania, Bloomsburg, PA
McDowell Institute engages in outreach endeavors to promote PBS, add value to teacher preparatory programs at BU and other institutions that train education professionals through collaboration on Multi-tiered Systems of Supports and specifically PBIS.

Poster 117
Strands: School-wide Systems; Multi-cultural
Type: Research
Investigating SW-PBIS and Equitable Discipline: Relationships Between Implementation and Referral Categories
Christopher Barclay, Jose Gastille, Don Kincaid, Robert Dedrick, and Linda Raffaele-Mendez, University of South Florida, Tampa, FL
Equitable school disciplinary practices remain elusive as current practices result in disproportionate referral of racial minority students to the office. Only this study has examined relationships between SW-PBS implementation fidelity, student race/ethnicity, and infraction type.

Poster 118
Strands: Classroom; Academics
Type: Research
A Meta-analysis of Classroom Management
Nicholas Gage and Ashley MacSuga-Gage, University of Florida, Gainesville, FL
This poster presentation will describe a comprehensive systematic review and meta-analysis of classroom management. Included studies must have focused on the impact of classroom management on student outcomes.

Poster 119
Strands: Classroom; Research Topics and Grant Writing
Type: Research
Multi-tiered Support Professional Development (MTS-PD) to Increase Evidence-based Classroom Management Practices
Ashley MacSuga-Gage and Nicholas Gage, University of Florida, Gainesville, FL
The purpose of this poster is to describe the impact of a data-based professional development (PD) model to increase in-service elementary teachers’ use of evidence-based classroom management (CM) practices during large group instruction.

Poster 120
Strand: School-wide Systems
Type: Skill Development
Safe Landing Program: A Tier 2 Attendance and Tardy Intervention
Kristin Kladis, Leanne Hawken, and Robert O'Neill, University of Utah, Salt Lake City, UT
The Safe Landing Program is a Tier 2 intervention based on the Check-In/Check-Out (CICO) intervention and supports students in elementary settings who are at-risk for school failure due to moderate rates of absenteeism and tardies.
| Poster 121 | Strand: School-wide Systems  
Type: Research  
Finnish SWPBIS – Initial Results on the Reduction of Problem Behaviors  
Hanna Savolainen, University of Jyväskylä, Jyväskylä, Finland; Vesa Närhi, University of Eastern Finland, Joensuu, Finland; Olli-Pekka Malinen, Niilo Mäki Institute, Jyväskylä, Finland  
The Finnish school-wide PBIS program ‘ProSchool’ reduces problem behaviors in the first two years of implementation. Schools advance with varying pace in the implementation.  

| Poster 122 | Strands: Multi-cultural; Classroom  
Type: Research  
Preliminary Content Validation Results of the Culturally and Contextually Relevant Teacher Self-assessment  
Lindsay Fallon, University of Massachusetts Boston, Boston, MA  
A self-assessment is needed to gauge the delivery of culturally and contextually relevant classroom supports. Preliminary content validation results indicate 10 subject-matter experts agreed on the classification and relevance of items constructed for this tool.  

| Poster 123 | Strands: School-wide Systems; Research Topics and Grant Writing  
Type: Research  
Effects of 3:1 Positive-Negative Feedback Ratio on Performance During Pattern Recall Task  
Christian Sabey and Cade Charlton, Brigham Young University, Provo, UT; Shawn Charlton, University of Central Arkansas, Conway, AR  
This poster addresses the practice of promoting a 3:1 ratio of positive-negative feedback by presenting the results of an examination of different ratios of positive-negative feedback on individual’s engagement on a novel pattern recall task.  

| Poster 124 | Strands: School-wide Systems; Mental Health  
Type: Skill Development  
Shopping for Screeners: Selecting a Tool for Universal Behavioral Health Screening  
Brittany Hearon and Christopher Barclay, University of South Florida, Tampa, FL  
This presentation provides an overview of critical criteria for selecting an appropriate universal behavioral health screening instrument, details several published screeners and their merits regarding these criteria, and describes implementation considerations for schools and districts.  

| Poster 125 | Strand: Classroom  
Type: Research  
Teacher Preferred-group Contingencies and Data Driven Decision Making on Class-wide Behavior  
Fernando Herrera and Kwang-Sun Blair, University of South Florida, Lutz, FL  
This session presents findings from a study that examined implementation of the teacher preferred group contingency to improve class-wide academic engagement and decrease disruptive behaviors and how data-driven decision making enhanced student behavioral outcomes.  

| Poster 126 | Strands: Classroom; Individual Supports  
Type: Research  
Evaluation of the Good Behavior Game in a Secondary Classroom in Germany  
Anna-Maria Hintz and Michael Paal, Universität Siegen, Siegen, Germany  
The aim of this study is to examine the effects of the Good Behavior Game on 6th grade students’ behavior in a secondary classroom in Germany. Results indicate the intervention’s effectiveness in reducing problematic behavior.  

| Poster 127 | Strands: Training; Classroom  
Type: Research  
Effective Professional Development on Teachers’ Classroom Management Practices: A Literature Review  
Lola Gordon, Jennifer Kowitt, Sang Byun, Sarah Wilkinson, Janet VanLone, and Jennifer Freeman, University of Connecticut, Storrs, CT  
A literature review on effective professional development in classroom management is presented. The review addresses the characteristics of the literature examining professional development in classroom management and identifies common elements of effective professional development.  

| Poster 128 | Strands: Positive Behavior Supports for Adults; Ethics, Policy and Best Practice in PBS  
Type: Conceptual  
Mining Data Within Human Services: Using Analytics Supporting Adults With Intellectual Disabilities  
Jonathan Worcester, Seven Hills Foundation, Worcester, MA; Delian Asparouhov, Nightingale, San Francisco, CA  
This presentation will offer a case illustration of a large human services organization’s adoption of a web-based data analysis and reporting software as a central component of its system-wide PBS implementation.  

| Poster 129 | Strands: Early Childhood Intervention; Individual Supports  
Type: Research  
Effective Tools for Enhancing Functional Behavioral Assessment Methods in Early Childhood Settings  
Jaleenca Ferro, University of South Florida, Tampa, FL; Brenna Wood, Lehigh University, Bethlehem, PA  
Presenters describe an interview tool used with young children during an FBA in an EC setting, strategies for building rapport, and adaptations for children with disability. Findings from a field test and practitioner feedback included.  

| Poster 130 | Strands: Classroom; Training  
Type: Research  
Improving Treatment Integrity Through Scaffold Instruction of Intervention Elements  
Candace Gann, University of Texas at San Antonio, San Antonio, TX  
This study examined the effectiveness of scaffold instruction of behavior intervention elements with an elementary special education teacher. This method of intervention training was effective in increasing treatment integrity levels, thereby increasing student on-task behavior.  

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**Thursday Poster Session**

- BCBA Type 2 Credit
- Beginning SWPBS Sessions
Thursday Poster Session

Poster 131
Strands: School-wide Systems
Type: Skill Development
Integrating Student, Personnel, and Parent School Climate Data Within PBIS
Tami Ba La Salle, University of Connecticut, Storrs, CT
The purpose of the presentation is to discuss how school climate data can enhance PBIS decision making and present preliminary data examining the relationship between PBIS on perceptions of school climate at the school level.

Poster 132
Strands: Individual Students; Individual Supports
Type: Conceptual
Proposing a Tiered Approach to Behavior Assessment in Schools
Sindy Sanchez and Don Kincaid, University of South Florida, Tampa, FL
This presentation will provide an outline of FBA methodology and propose a tiered approach to using FBA components to address the needs of students in school settings.

Poster 133
Strands: Classroom; Individual Supports
Type: Research
Positive Supports for Students With Emotional/Behavioral Disorders: Improving Behavioral and Academic Outcomes
Chris Huszczek, Reviews360 Pearson, Houston, TX; Kimberly Vannest, Texas A&M University, College Station, TX
Research indicates that students with emotional and behavioral difficulties represent some of the hardest students to instruct. This presentation discusses how multi-tiered behavioral solutions and evidence-based interventions can impact student behavioral and academic outcomes.

Poster 134
Strands: Research Topics and Grant Writing
Type: Research
Effects of Implementing PBIS With Fidelity on Academic and Behavior Outcomes
Steve Tonelson, PBIS of VTSS, Richmond, VA; Corinne Wilson, Amanda Working, and Robert Gable, Old Dominion University, Norfolk, VA
We investigate if the fidelity of implementation benchmark of 70% on the Benchmarks of Quality (BoQ) is the only marker by which a statistically significant difference in behavior outcomes and academic achievements can be defined.

Poster 135
Strands: Mental Health; School-wide Systems
Type: Skill Development
Regional Exploration and Readiness to Implement the Interconnected Systems Framework
Andrew Ecker and Vance Austin, Manhattanville College, Purchase, NY; John McCabe and Sara Fienup, Lower Hudson RSE-TASC, Yorktown Heights, NY
This participatory presentation outlines regional efforts of school and community administrators, family partners, and practitioner-researchers as they systematically collaborate to enhance academic, behavioral and mental health outcomes for all students through the Interconnected Systems Framework.

Poster 136
Strands: Classroom; Research Topics and Grant Writing
Type: Research
Making the Case for Praise
Heather Hatton, University of Missouri, Columbia, MO; Mack Burke, Texas A&M University, College Station, TX
Why do some educators resist using praise? How can you resolve the resistance? This session reviews the evidence base for praise and provides suggestions for coaching reluctant implementers.

Poster 137
Strands: School-wide Systems; Multi-cultural
Type: Skill Development
Aussies Reveal Secrets to Sharing the ‘D’ Word to Improve Learning: DATA!!!
Trevor Herry, Jackson School, Melbourne, Victoria, Australia; Daniel Gulbaka and Angel Jannasch-Pennell, KOI Education, Phoenix, AZ, USA; Yadira Flores, Scottsdale USD, Scottsdale, AZ, USA; Brad Moyle, Rushworth P12 College, Rushworth, Victoria, Australia
Got Kangaroos? Learn how a rural town of 875 rebranded their school, their students, and their community (not the kangaroos!) using PBIS principles and learn the Aussie ways for kicking community involvement up a notch.

Poster 138
Strands: School-wide Systems; Multi-cultural
Type: Skill Development
Rural Australian PBIS Success: Capturing and Engaging Your Community
Brad Moyle, Rushworth P12 College, Rushworth, Victoria, Australia; Trevor Herry, Jackson School, Melbourne, Victoria, Australia; Daniel Gulbaka and Angel Jannasch-Pennell, KOI Education, Phoenix, AZ, USA; Yadira Flores, Scottsdale USD, Scottsdale, AZ, USA
Want to know how these Aussie teachers and students implement PBIS and share their success stories? Join us to learn the ins and outs of PBIS implementation in rural Australia.

Poster 139
Strands: IDD; Training
Type: Conceptual
Effective and Sustainable Organization-wide Person-centered and Positive Behavior Support Practices: State-wide Implementation
Barb Kleist, Anne Roehl, and Rachel Freeman, University of Minnesota, Minneapolis, MN; Carol Anthony, Minnesota Department of Human Services, Minneapolis, MN
This presentation will describe how one state is using implementation science to design technical assistance for organizations supporting people with IDD. Tools, strategies, and training systems in person-centered practices and positive behavior support are introduced.

Poster 140
Strands: Training
Type: Skill Development
Removing Obstacles to Effective School-based Coaching
Anna Paula da Silva, Dia Davis, and Robyn Vanover, University of South Florida, Tampa, FL
Using data from high implementing districts in Florida, this presentation will provide strategies for addressing common challenges around the facilitation skills, collaborative problem solving skills, and content knowledge skills that are critical to effective school-based coaching.
Friday Conference Sessions

Poster 141
Strands: Families; Early Intervention
Type: Skill Development
Creating Collaborative Partnerships With Families to Decrease Challenging Behavior in Young Children
Kiki McGough, Catholic Charities EHS, Denver, CO; Denver Great Kids Head Start, Denver, CO
A presentation of a multi-tiered system to support young children and families through developing nurturing relationships, targeted interventions for school and home and family friendly function-based behavior support plans with examples and take home strategies.

Poster 142
Strands: Academics; Mental Health
Type: Skill Development
Pyramid of Interventions – Middle Years RTI: School-wide, Targeted and Intensive Supports
Sabrina Melanson-Bankowsky, Pembina Trails School Division, Manitoba, Canada
This presentation will outline three years of planning and documented success in Attendance, Academics and Engagement in a Canadian Middle Years School. A focus on school-wide, targeted and intensive supports.

Poster 143
Strands: School-wide Systems; Multi-cultural
Type: Skill Development
Lifting Up Voices: Working Towards Equity in Schools With Small Minority Populations
Therese Sandomierski, Rebecca Webster, and Robyn Vanover, University of South Florida, Tampa, FL
This session will provide suggestions for data analysis in schools with large imbalances between majority and minority student groups.

Poster 144
Strands: School-wide Systems; Multi-cultural
Type: Research
Lessons Learned From Guam's Implementation of PBIS in a Multicultural School District
Nieves Flores, University of Guam, Mangilao, Guam, Guam
This poster session will share the lessons learned from three years of implementing the PBIS framework at the elementary level and eight years at the middle school level in the island of Guam.

Poster 145
Strands: Multi-cultural; School-wide Systems
Type: Conceptual
Implementation of School-wide Positive Behavioral Interventions and Supports in Korea
Jerin Kim, University of Oregon, Eugene, OR
This poster will propose the implementation of school-wide positive behavior support as an alternative approach to consequence-based disciplines with recommendations for implementation and adaptation.

Poster 146
Strands: Multi-cultural; School-wide Systems
Type: Conceptual
APBS Network Spotlight Presentation Featuring the Georgia APBS Network
The Georgia APBS Network
During this poster presentation the Georgia APBS Network will share an overview of their work including successes, challenges, recent accomplishments, and future goals. Visit and get to know more about PBS in practice!

FRIDAY AT A GLANCE
March 25, 2016

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<th>Time</th>
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<td>8:30 a.m. – 9:45 a.m.</td>
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<td>10 a.m. – 11:15 a.m.</td>
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SESSION F
8:30 A.M. – 9:45 A.M.

- **F1** Invited Presenter Colonial
  Strand: School-wide Systems
  Type: Skill Development
  Multi-tiered Behavior Frameworks: Prevention, Teaching, and Reinforcement
  George Sugai, University of Connecticut, Storrs, CT
  Purpose of this session is to emphasize importance and features of adopting a deliberate, explicit, and direct approach to MTBF implementation, especially explicitly teaching social skills, establishing positive school and classroom climate.

- **F2** Tower Salon A
  Strand: Classroom; Training
  Type: Skill Development
  Coaching Practices to Address the Complex Nature of Classrooms With Challenging Behaviors
  Lori Newcomer and Daniel Cohen, University of Missouri, Columbia, MO
  We will examine the impact of a collaborative coaching model to improve teachers’ classroom management in classrooms with significant behavior challenges. Specific coaching strategies and structural considerations for developing a formal approach will be shared.

- **F3** California West
  Strand: School-wide Systems
  School District PBIS Ignite Session
  Susan Barrett, Mid-Atlantic PBIS, Richmond, VA
  A number of school district PBIS teams will showcase one or two unique and effective strategies that they have used to implement or scale-up their district PBIS efforts.

- **F4** California East
  Strand: Multi-cultural; School-wide Systems
  Type: Research
  Blending Cultural Responsiveness and SWPBS to Teach School-wide and Classroom Expectations
  Ya-yu Lo, Tosha Owens, Robai Werunga, and Belva Collins, University of North Carolina at Charlotte, Charlotte, NC; Lefki Kourea, University of Cyprus, Nicosia, Cyprus
  This presentation addresses the importance and effects of blending cultural responsiveness and SWPBS by developing and implementing social skill instruction that integrated parents’ input to teach school-wide expectations and classroom rules for African American students.
Friday Conference Sessions

F5 Invited Presenter
Georgian
Strand: Individual Student
Type: Skill Development
Prevent-Teach-Reinforce: Making an Individualized FBA/BIP Process Feasible and Acceptable for School Implementation
Rose Iovannone, University of South Florida, Tampa, FL
The PTR FBA/BIP Model will be described along with feasibility adaptations made to enhance efficiency and a job-embedded professional development framework to train facilitators. Case examples will be shown and participants will receive sample tools.

F6 St. Francis East
Strands: School-wide Systems; Training
Type: Skill Development
Into the Rabbit Hole: Supporting Root-cause Analyses of Disproportionate Discipline
Theresa Sandomierski and Anna Winneker, University of South Florida, Tampa, FL
Implementing PBIS includes addressing disproportionate discipline. This session will discuss how one state project collaborated with schools to examine data and utilize an applied systematic problem-solving process. Lessons learned and strategies will be shared.

F7 Elizabethan A
Strand: Academics
Type: Research
Implementing Intensive Intervention: Integrating Behavior and Academics Through Data-based Individualization
Sarah Arden, American Institutes for Research, Washington, DC; Lee Kern, Lehigh University, Bethlehem, PA
This presentation will discuss the National Center on Intensive Intervention's process for implementing data-based individualization in behavior and academics for students with severe, persistent needs. Data from multiple students will illustrate assessment and intervention processes.

F8 Elizabethan B
Strands: Individual Students; Autism Spectrum Disorder
Type: Research
Functional Communication Training for Children With Autism Spectrum Disorders and Challenging Behavior
Kwang-Sun Blair, University of South Florida, Tampa, FL; Soo Ok Yoo, Portland State University, Portland, OR
This presentation will provide participants with an understanding of current trends and limitations of studies on alternative functional communication skills training for young children with autism spectrum disorders, and will discuss future research directions.

F9 Elizabethan C
Strand: School-wide Systems
State PBIS Team Ignite Session
Heather Peshak George, University of South Florida, Tampa, FL
Several state PBIS teams will showcase one or two unique and effective strategies that they have used in their state-wide PBIS efforts and will answer questions from the audience.

F10 Elizabethan D
Strands: School-wide Systems; Training
Type: Skill Development
PBIS Implementation in California: Building the Capacity of County Offices of Education
Josh Harrower, California State University, Monterey Bay, Seaside, CA; Rebecca Mendiola, Santa Clara County Office of Education, San Jose, CA; Esther Rubio, Monterey County Office of Education, Salinas, CA
This presentation will describe the efforts of the Santa Clara County Office of Education PBIS Project to build the capacity of other county offices to scale up PBIS implementation across multiple school districts in California.

F11 Olympic
Strands: Training; School-wide Systems
Type: Research
Special Educators and Students With Disabilities in PBIS: State-wide Study Findings
Abbie Jenkins, Brooke Shuster, Jenny Gustafson, Rebecca Shafer, Melissa Hine, Marilynn Porritt, Blair Lloyd, and Erik Carter, Vanderbilt University, Nashville, TN
Participants will learn how special educators are involved in and perceive Positive Behavioral Interventions and Supports (PBIS), and how statewide surveys can inform the resource development, training design, and technical assistance efforts of PBIS projects.

F12 Tower Salon B
Strands: Ethics, Policy and Best Practice in PBS; School-wide Systems
Type: Skill Development
Help! We’re Drowning in Data! Can Teams Efficiently Use All Their Data?
Nadia Sampson, Katie Conley, and Jessica Krueger Daily, University of Oregon, Eugene, OR
This session will discuss how schools can organize multiple data systems into efficient decisions systems that allow teams to make day-to-day, month-to-month, and annual decisions that lead to better outcomes for students and staff.

F13 Yorkshire
Strand: Early Childhood Intervention
Type: Skill Development
Applying ABA Principles in Natural Environments: Evidence-based Early Intervention Teaching Practices
Michael Brink and Valerie Postal, Office of Child Development and Early Learning, Johnstown, PA
This session will demonstrate the use of ABA principles in natural environments. The focus will be teaching new skills and reducing interfering behavior in young children, while focusing on compassionate, constructive, and educationally oriented strategies.

F14 Victorian
Strands: Positive Behavior Supports for Adults; Mental Health
Type: Skill Development
PBS for At-risk Adults With Developmental Disabilities and Mental Illness
Paul Malette, CBI Consultants, Vancouver, British Columbia, Canada; Bob Cornish and Wrenn Weston, Thompson Community Services, Vancouver, British Columbia, Canada; Tom Wildgoose, Tom Wildgoose Consulting, Vancouver, British Columbia, Canada
This presentation is about 15 remarkable adults with developmental disabilities and mental illness living in British Columbia, Canada. The presentation will detail the collaborative, positive behavior support provided and inspiring life changes that occurred.

BCBA Type 2 Credit  Beginning SWPBS Sessions
Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision

FRIDAY, MARCH 25
Friday Conference Sessions

BCBA Type 2 Credit  ❑  Beginning SWPBS Sessions

F15  Hampton
Strands: School-wide Systems; Ethics, Policy and Best Practice in PBS
Type: Skill Development
Keeping Teaching Behaviour at the Forefront of Your Practice: Creative New Ideas
Ann-Michelle McNulty and Jacqueline Hertner, CECCE, CEPEO, CSDCEO, Ottawa, Ontario, Canada
Our research shows that teaching behavioural expectations and social skills should be at the forefront of our SW-PBIS framework. Learn some creative new ideas to teach behaviour both at the elementary and high school levels.

SESSION G
10 A.M. – 11:15 A.M.

❑ G1  Invited Presenter  Colonial
Strand: Classroom
Type: Skill Development
The Nuts and Bolts of Preventive Classroom Management: PBS in the Classroom
Tim Knoster, Bloomsburg University of Pennsylvania, Bloomsburg, PA
This invited session will highlight effective instructional practices that facilitate responsible behavior and achievement in the classroom. The importance of preventive, evidence-based practices will be highlighted with practical strategies shared throughout the session.

❑ G2  Tower Salon A
Strands: School-wide Systems; Training
Type: Research
Sustainability of Evidence-based Practices in Schools: Results From a Longitudinal SWPBIS Study
Kent McIntosh and Rhonda Nese, University of Oregon, Eugene, OR; Sarah Pindelman, George Mason University, Fairfax, VA
Presenters will share results of a three-year national study of over 800 schools implementing SWPBIS. Results identify school-level predictors of sustained implementation and types of district support that most effectively enhance sustainability of effective practices.

❑ G3  California West
Strands: Individual Students; Individual Supports
Type: Research
Increasing Behavior Support Plan Implementation through Implementation Planning: Efficient and Effective Support
Lisa Sanetti, University of Connecticut, Storrs, CT
To improve student outcomes, behavior support plans must be implemented adequately and consistently, which requires implementation support. A study evaluating an efficient strategy for supporting teachers will be presented and applications will be discussed.

❑ G4  California East
Strands: Research Topics and Grant Writing; Positive Behavior Supports for Adults
Type: Research
Implementing PBIS in Secure Juvenile Facilities: Results of The First Systematic Study
Jeffrey Sprague, University of Oregon, Eugene, OR; Kristine Jolivette, Georgia State University, Atlanta, GA
This session describes the recommended adaptation and implementation of the PBIS framework in secure juvenile facilities. We present the methods and results from the first ever study of PBIS implementation in secure juvenile justice facilities.

❑ G5  Invited Presenter  Georgian
Strand: Early Childhood Intervention
Type: Conceptual
From Birth to Graduation: Implementing a Seamless System of PBIS
Lise Fox, University of South Florida, Tampa, FL
PBIS is not just for schools! PBIS can be used in early intervention and education programs to prevent challenging behavior and promote social competence. Learn more about the power and promise of a seamless system.

G6  St. Francis East
Strands: School-wide Systems; Classroom
Type: Conceptual
Integration of Restorative Practices into SWPBIS
Jessica Swain-Bradway, Midwest PBIS Network, Lombard, IL; Dan Maggin, University of Illinois, Chicago, IL; Nathan Stevenson, Kent State University, Kent, OH
This session will describe the alignment and examples of Restorative Practices embedded into the SWPBIS framework. Guidelines will be presented on training, coaching, data use, fidelity and enhancing restorative classroom management practices.

G7  Elizabethan A
Strands: Justice; Training
Type: Research
Inside Out: Transforming Perceptions, Practice, and Purpose in Juvenile Corrections With OW-PBIS
Matt Enyart and Jennifer Kurth, University of Kansas, Lawrence, KS; Stephanie Rabn, Shawnee County Juvenile Corrections, Topeka, KS; Jodi Taylor, Johnson County Juvenile Corrections, Olathe, KS
We will describe the Organization-wide Positive Behavior Support Model, discuss emphasis on wraparound and transition planning, and share qualitative and quantitative findings related to pre/post implementation perceptions, practice, and purpose within two juvenile correction facilities.

G8  Elizabethan B
Strand: Training
Type: Skill Development
Students With Intensive Needs: Important Considerations When Selecting Interventions and Assessment Instruments
Allison Gandhi, American Institutes for Research, Walpole, MA; T. Chris Riley-Tillman, University of Missouri, Columbia, MO
Looking for information and resources to improve outcomes for students with intensive needs? This session will discuss important considerations when making decisions about interventions and assessments for students with severe and persistent learning needs.

G9  Elizabethan C
Strands: Multi-cultural; Training
Type: Skill Development
PBIS in School Boards and Youth Serving Organizations in Québec, Canada
Normand St-Georges and Steve Bissonnette, TÉLUQ | Université du Québec, Québec, Québec, Canada; Claude Lévesque, Boscoville 2000, Montréal, Québec, Canada
A collaborative initiative aimed at developing and implementing PBIS in School Boards as well as youth facilities (including First Nations) in Québec will be presented. Training process and materials will be made available to participants.

From Birth to Graduation: Implementing a Seamless System of PBIS
Lise Fox, University of South Florida, Tampa, FL
PBIS is not just for schools! PBIS can be used in early intervention and education programs to prevent challenging behavior and promote social competence. Learn more about the power and promise of a seamless system.
Friday Conference Sessions

**G10**
Strand: School-wide Systems; Mental Health
Type: Conceptual
Aligning Mental Health Practices and Educational Behavioral Supports Within a SWPBS Framework
Stewart Pisco, Pearson Clinical Assessment, Houston, TX; Chris Huczyn, Review360 Pearson, Houston, TX; Kimberly Vannest, Texas A&M University, College Station, TX
This presentation investigates how the strengths in mental health services can be coordinated in concert with “best practices” from PBIS to improve the efficacy of schools’ efforts in facilitating social/emotional development in their students.

**G11**
Strand: School-wide Systems
Type: Skill Development
I Am SAM: The Self-Assessment of Multi-tiered Systems of Support
Karen Childs, Natalie Romer, Jose Castillo, Kevin Stockslager, and Amber Bramlage, University of South Florida, Tampa, FL
Can you determine how effectively your school(s) is implementing a tiered system for academic and social-emotional behavior support? Come and meet SAM, the Self-Assessment of MTSS implementation.

**G12**
Strand: Individual Supports
Type: Research
Training Educators on Individualized Positive Behavior Supports
Emily Graybill, Georgia State University, Atlanta, GA
This session describes four different models, with outcome data, of training and technical assistance (T&T) provided to educators on the use of individualized positive behavior support.

**G13**
Strands: Ethics, Policy and Best Practice in PBS; Training
Type: Skill Development
PBIS Partnering: A Training Experience for Students With Disabilities and Officers
Laura Zeff, Los Angeles Unified School District, Los Angeles, CA; James Ream, Los Angeles School Police Department, Los Angeles, CA
This presentation will describe specific strategies leadership teams can utilize in partnering to develop a PBIS training experience for students with disabilities and officers. Practical strategies and lessons learned in Los Angeles will be shared.

**G14**
Strands: Mental Health; Training
Type: Skill Development
Increasing Student and Family Success Through Integrated Multi-tiered Systems of Support
Steph Jensen, Boys Town, Boys Town, NE
Review findings from Calcasieu Parish in Louisiana and Riverside County SELPA in California. By offering an integrated model of prevention, assessment, skills training, and parenting support to improve services and outcomes to students and families.

**G15**
Strands: Positive Behavior Supports for Adults; Training
Type: Conceptual
The Use of Technology to Facilitate Agency-wide Capacity Training in PBS
Maryam Rognini, CBI Consultants, Burnaby, British Columbia, Canada; Alex Moynham, Younghusbands Resources, Maple Ridge, Canada
An overview of technology for training and implementation of PBS within agencies supporting adults with developmental disabilities. This training model consists of multi-level online training and tracking software to monitor progress and quality of life.

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**SESSION H**
11:30 A.M. – 12:45 P.M.

**H1**
Invited Presenter
Invited Panel
Strand: Individual Student
Type: Skill Development
Check-in Check-out + Social Skills: Bullying Prevention Strategies for Non-responders to BP-PBS
Scott Ross, Colorado Department of Education, Denver, CO
This session will describe Check-in Check-out plus Social Skills (CICO+SS), an intervention developed for non-responders to Tier 1 Bullying Prevention and CICO strategies.

**H2**
Invited Presenter
Strand: Early Childhood Intervention
Type: Structured Networking
Structured Networking in Early Childhood
Jolenea Ferro, University of South Florida, Tampa, FL; Brenna Wood, Lehigh University, Bethlehem, PA
This early childhood structured networking session provides an opportunity to discuss: a) FBA tools for early childhood settings, b) strengths and barriers to use, and c) linking literacy and behavior in Tier 1 interventions.

**H3**
Invited Panel
Strand: Ethics, Policy and Best Practice in PBS
Discussion of Key Issues in the Future Direction of PBS and JPBI
Lee Kern and Brittany Kuder, Lehigh University, Bethlehem, PA; Kathleen Lane, University of Kansas, Lawrence, KS; Glen Dunlap, University of Nevada, Reno, Reno, NV; Rob Horner, University of Oregon, Eugene, OR; Kristine Jolivette, Georgia State University, Atlanta, GA; Don Kincaid and Shelley Clarke, University of South Florida, Tampa, FL; Tim Knoester, Bloomsburg University of Pennsylvania, Bloomsburg, PA; Robert Koegel, University of California, Santa Barbara, Santa Barbara, CA; George Sugai, University of Connecticut, Storrs, CT
The field of PBS has evolved considerably over the past two decades, with implications for the future direction of PBS and its flagship journal, JPBI. A panel of pioneers and experts discuss key issues.
Friday Conference Sessions

H4 | California East
---|---
**Strand:** Classroom  
**Type:** Research  
**Behavioral Outcomes Associated With The Good Behavior Game: A Single-case Research Meta-analysis**  
Lisa Bowman-Perrott and Mack Burks, Texas A&M University, College Station, TX  
This session will provide a review of the Good Behavior Game literature, and findings from a meta-analysis of single-case research. The impact of EBD risk status, reinforcement frequency, and other variables will be discussed.

H5 | Georgian
---|---
**Strand:** School-wide Systems  
**Type:** Conceptual  
**The 7th Annual PBIS Film Festival**  
Shauna Hirsch, University of Virginia, Charlottesville, VA; Ashley MacSuga-Gage, University of Florida, Gainesville, FL; Robin Parks Ennis, University of Alabama at Birmingham, Birmingham, AL  
All conference attendees are invited to view films from schools using video to support their SW-PBIS systems and practices. Come laugh and learn as we screen some of the best films of the year!

H6 | St. Francis East
---|---
**Strand:** Multi-cultural  
**Type:** Skill Development  
**Addressing School Discipline Disproportionality: New Tools From Policy to Practice**  
Rhonda Nese, Erin Chaparro, and Kent McIntosh, University of Oregon, Eugene, OR; Ambra Green, University of Missouri, Columbia, MO  
Presenters from the National Center on PBIS will share free tools and interventions to make school practices more equitable for all students. Content will include policy development, instructional delivery, and alternatives to exclusionary discipline.

H7 | Elizabethan A
---|---
**Strand:** Individual Students  
**Type:** Skill Development  
**The FBA/BIP Technical Adequacy Tool for Evaluation (TATE): Applications for Improving Practice**  
Rose Iovannone, Kathy Christiansen, and Natalie Romer, University of South Florida, Tampa, FL  
This session describes the TATE, a tool used to evaluate the quality of completed FBA/BIPs. Participants will practice using the tool with case examples and leave the session with a copy of the tool.

H8 | Elizabethan B
---|---
**Strands:** Training; School-wide Systems  
**Type:** Research  
**Scaling up State-wide PBIS Implementation Through Mentoring: Reports From an Australian Initiative**  
Shiralee Poed, The University of Melbourne, Melbourne, Victoria, Australia  
This session offers a detailed overview of an Australian statewide PBIS scaling up effort, outlines the strategies used to provide unified training to schools, and provides feedback from schools involved in this mentoring initiative.

H9 | Elizabethan C
---|---
**Strands:** School-wide Systems; Training  
**Type:** Research  
**Using Peer Praise Notes to Address Problem Behavior at Recess**  
Elisa Teerlink and Paul Caldarella, Brigham Young University, Provo, UT; Giovanna Guzman and Alex Judd, Provo City School District, Provo, UT  
Peer praise notes (PPNs) were implemented during recess to address problem behaviors. The reduction of playground office disciplinary referrals and results from social validity surveys suggested PPNs were an effective strategy to support positive behavior.

H10 | Elizabethan D
---|---
**Strands:** School-wide Systems; Training  
**Type:** Conceptual  
**Developing an Online Learning System for Program-wide PBIS**  
Anne Farrell, Melanie Furman, Robyn Denke, and Jason Meier, University of Connecticut, Storrs, CT  
This presentation describes the development of an online learning system to train out-of-school time staff on PBIS fundamentals. Components include content modules with pre- and post-tests, video examples, and exercises, all geared to Bloom’s pedagogic taxonomy.

H11 | Olympic
---|---
**Strands:** Classroom; Individual Students  
**Type:** Skill Development  
**Promoting Social Skills Associated With Academic Success in Early Elementary Grades**  
Brian Marquez, IRIS Educational Media, Eugene, OR; James Wood, San Juan Unified School District, San Juan, CA  
We present the key components of a social skills curriculum for Grades K-3 as well as its impact on teachers and students. We provide implementation strategies as well as demonstrations of implementation in authentic classrooms.

H12 | Tower Salon B
---|---
**Strands:** School-wide Systems; Training  
**Type:** Research  
**New PBIS Tool: Staff Perceptions of Behavior and Discipline Survey**  
Ashli Tyre, Seattle University, Seattle, WA; Laura Feuerhorn, University of Washington, Tacoma, Tacoma, WA  
The SPBD is an open-access survey that assesses staff beliefs about discipline and their perceptions of school climate and systemic supports. Herein, we demonstrate the SPBD’s practical utility to achieve lasting, meaningful implementation of PBIS.

H13 | Yorkshire
---|---
**Strands:** Families; School-wide Systems  
**Type:** Skill Development  
**Partnering With Families Within a Multi-tiered System of Support**  
Sarah Fefer, University of Massachusetts Amherst, Amherst, MA; Meme Hieneman, Positive Behavior Support Applications, Palm Harbor, FL; Kimberli Breen, Affecting Behavior Change Inc., Chicago, IL; Leanne Haruken, University of Utah, Salt Lake City, UT  
Schools often struggle to effectively partner with all families. We will share examples of positive family contact practices across all three tiers, considerations for matching reinforcement and demand, and preliminary school-related outcomes of these practices.
Friday Conference Sessions

H14  Victorian
Strands: Middle & High School; Classroom
Type: Research
Structural Analysis to Inform Peer Supports in High School General Education Classrooms
Heartley Huber and Erik Carter, Vanderbilt University, Nashville, TN
This presentation describes ongoing research designed to build internal capacity for implementing SWPBS with mental health supports in urban schools. Implementation strategies across two projects are presented along with implementer-, school-, and student-level outcomes.

H15  Hampton
Strands: Mental Health; Training
Type: Research
Implementation of SWPBIS With Mental Health Supports in Urban Schools
Ricardo Eiraldi, University of Pennsylvania, Philadelphia, PA; Billie Schwartz, Children’s Hospital of Philadelphia, Philadelphia, PA; Barry McCurdy, Devereux Foundation, King of Prussia, PA
This presentation describes ongoing research designed to build internal capacity for implementing SWPBIS with mental health supports in urban schools. Implementation strategies across two projects are presented along with implementer-, school-, and student-level outcomes.

FRIDAY LUNCH SESSION
1 P.M. – 2 P.M.

I2  Tower Salon A
Strands: School-wide Systems; Individual Students
Type: Skill Development
Supporting Students At-Risk: Check-In/Check-Out (CICO), Families and Diversity
Leanne Havken and Kristin Kladi, University of Utah, Salt Lake City, UT; Kimberli Breen, Affecting Behavior Change Inc., Chicago, IL
Multi-Tiered Systems of Support (MTSS) require efficiency for interventions to reach all students. Learn how CICO and other Tier 2 interventions can be systematized for ease of delivery to all students at-risk and their families.

I3  California West
Strand: Classroom
Type: Research
Implementation of Evidence-based Social Emotional Learning Strategies in Urban Classrooms
Karen Stober, Samuel Purdy, Amy Kaminski, and Sara Carre, University of Wisconsin-Milwaukee, Milwaukee, WI
The presentation highlights best practices in social-emotional learning strategies in urban classrooms using a systematic coaching model. Participants will learn key components and outcomes in supporting teachers, improving classroom climate, and increasing students’ social competence.

I4  California East
Strands: School-wide Systems; Training
Type: Conceptual
The Georgia Story: State PBIS Strategic Plan to School Climate Accountability System
Deborah Gray and Victoria O’Connell, Georgia State Department of Education, Atlanta, GA
The Georgia story shares the journey to develop a state-wide PBIS plan. Presenters will provide data demonstrating the correlation between the implementation of PBIS, improved student performance and high score on the School Climate Rating.

I5  Invited Presenter  Georgian
Strand: Multi-cultural
Type: Research
Investigating the Effects of Tiered Interventions on Behaviors of African American Males
Kimberly Bunch-Crump, The University of Southern Mississippi, Hattiesburg, MA; Ya-yu Lo, The University of North Carolina at Charlotte, Charlotte, NC
This presentation will address the effects of tiered interventions on the academic and social behaviors of African American male students. Presenters will also offer directions for practical implications and future research for this student population.

I6  St. Francis East
Strand: Classroom
Type: Skill Development
The ABC’s of Implementing Class-wide Positive Behavior Supports: Promoting Teachers’ Strategy Use
Ashley MacSuga-Gage, University of Florida, Gainesville, FL; Shanna Hirsch, University of Virginia, Charlottesville, VA; Lauren Evansovich, University of Louisville, Louisville, KY
This session provides a review of strategies to increase teachers’ use of class-wide positive behavior support (CWPBS) strategies. Additionally, results of recent studies focusing on teacher’s self-management of their use of strategies will be shared.

SESSION I
2 P.M. – 3:15 P.M.

I1  Invited Presenter  Colonial
Strand: Individual Student
Type: Research
Supporting School Districts to Redesign Tier 3 Behavioral Supports
Don Kincaid and Rose Iovannone, University of South Florida, Tampa, FL
This presentation will describe the Tier 3 Redesign Blueprint to engage districts in an action planning process to 1) evaluate strengths and needs, 2) develop a collaborative action plan, and 3) implement and evaluate outcomes.
Friday Conference Sessions

17
Strands: Training; Ethics, Policy and Best Practice in PBS
Type: Skill Development
Go With the Flow….Charts: Graphic Decision Making Tools for Tier 2 Teams
Linda Bradley, Karin Levecke, Deanna Maynard, and Sarah Moore, MU Center for School-wide Positive Behavior Support, Columbia, MO
Learn how Missouri used flow charts to assist Tier 2 teams to effectively and efficiently identify students, place them in function based group interventions and to progress monitor. Examples and outcomes will be shared.

18
Strands: School-wide Systems; Training
Type: Skill Development
Team-initiated Problem-solving: An Urban Experience
Laura Rutherford and Nicolette Grasley, Devereux Center for Effective Schools, King of Prussia, PA; Jacquelyn DuBois, EASTCONN, Hampton, CT; Amy Williams, School District of Philadelphia, Philadelphia, PA
The purpose of this presentation is to describe the training and coaching adaptations that were made in successfully implementing TIPS within urban schools as part of a national youth violence prevention initiative.

19
Strand: School-wide Systems
Type: Conceptual
Risky Business – Using Risk Ratios to Tell the Story of Disproportionality
Jennifer Grodsky, Wisconsin RtI Center, Milwaukee, WI
Presentation of a spreadsheet tool that helps schools record, analyze, and use risk ratios for aggregate and dis-aggregate behavior and academic student level data to tell the story of disproportionality.

10
Strands: School-wide Systems; Classroom
Type: Skill Development
Our House: An Integrated Model for Academic and Behavioral Success
Albert Felts and Angela Isenberg, Region 13 Education Service Center, Austin, TX
A synergist implementation of four MTSS initiatives that includes PBIS, RtI, SEL, and RD. The goal is to provide participants with a review of both our accomplishments and struggles through the review of data.

11
Strands: Justice; School-wide Systems
Type: Conceptual
Building Communities: The Relationship Between Restorative Practices and PBIS
Michael Bailey, Jenna Sage, and Molly Blair, Pasco County Schools, Land O Lakes, FL; Zorka Karanxha, University of South Florida, Tampa, FL
Participants will learn how Restorative Practices can be conceptualized as a model for building relationships within schools and between schools and communities.

12
Strands: Middle & High School; School-wide Systems
Type: Research
An Investigation of Social Validity and Treatment Integrity of Check & Connect
Shu-Chen Tsai and Lee Kern, Lehigh University, Bethlehem, PA
This study, using secondary data analyses, examined the consistency across two yearly student social validity ratings, and the relation between mentors’ ratings of social validity of Check & Connect and their treatment integrity.

13
Strands: Mental Health; School-wide Systems
Type: Skill Development
Utilizing PBIS to Scale up Mental Health Services in California’s Schools
Addressing the scaling up of mental health and suicide prevention efforts as part of a comprehensive MTSS system, this presentation will provide tools, resources, and strategies that infuse mental wellness efforts into the PBIS framework.

14
Strands: School-wide Systems; Middle & High School
Type: Conceptual
Bridge Between Education and Prevention of Substance Use; Implementing PBIS in Turkey
Lale Hazar, Lia Yuanyi Gurun, Cihan Sumer, and Tanju Yildirim, EDC Consultancy, Istanbul, Turkey; Margreet van Oudheusden, Windesheim University, Zwolle, The Netherlands
In Istanbul, Turkey, the number of schools that implement PBS is growing. In the current project PBS is connected with the prevention of substance use. Positive experiences and pitfalls are shared.

15
Strands: Autism Spectrum Disorder; Individual Supports
Type: Skill Development
Assessing and Treating Anxiety and Problem Behavior in Autism Spectrum Disorder
Lauren Moskwitz, St. John’s University, Queens, NY
Describes the multimethod assessment of anxiety in three children with autism spectrum disorder and intellectual disability. Describes the multicomponent intervention plan, integrating PBS and CBT, developed to treat anxiety and problem behavior for these children.

SESSION J
3:30 P.M. – 4:45 P.M.

J1 Invited Presenter
Strand: Classroom
Type: Skill Development
Classroom Coaching: Setting Up a Systemic Approach to Supporting Classroom PBIS
Stephanie Martinez, Devon Minch, Kathy Christiansen, and Anna Winneser, University of South Florida, Tampa, FL; Ashley MacSuga-Gage, University of Florida, Gainesville, FL
Participants will learn strategies for setting up a district-level system for providing coaching supports to school-based coaches around Classroom PBIS. Suggestions for selecting coaches, delivering training, and facilitating ongoing technical assistance will be provided.
Friday Conference Sessions

**J2** Invited Presenter  
Strand: School-wide Systems  
Type: Conceptual  
**Having Fun With Positive Behavioral Interventions and Supports**  
Laura Riffel, University of Kansas, Lawrence, KS

This presentation will focus on ways to use data (SWIS, Survey Monkey, and Google Docs) to have fun beefing up your PBIS program. Real pictures from schools around the world will be shared.

**J3** California West  
Strands: Early Childhood Intervention; Individual Students  
Type: Research  
**Prevent–Teach–Reinforce for Young Children: Results From a 4-year Randomized Controlled Trial**  
Glen Dunlap and Janice Lee, University of Nevada, Reno, Reno, NV; Phil Strain and Jaclyn Joseph, University of Colorado Denver, Denver, CO

This session is intended to share results from a 4-year randomized trial that is evaluating effects of the Prevent-Teach-Reinforce for Young Children model. Methods, results, procedures and implications will be discussed.

**J4** California East  
Strands: Multi-cultural; Research Topics and Grant Writing  
Type: Research  
**Double Check: A Randomized Study to Increase Cultural Responsiveness and Student Engagement**  
Katrina Debnam and Elise Pas, Johns Hopkins University, Baltimore, MD, and Johns Hopkins Center for the Prevention of Youth Violence; Catherine Bradshaw, University of Virginia, Curry School of Education, Charlottesville, VA; Virginia Dolan, Anne Arundel County Public Schools, Annapolis, MD; Kathleen D. Lane, Anne Arundel County Public Schools, Annapolis, MD

This presentation will summarize findings from a randomized controlled trial of the Double Check model for increasing teachers’ cultural responsiveness, and engage diverse learners. The future directions for the implementation, evaluation, and dissemination of the Double Check model will be discussed.

**J5** Invited Presenter  
Strand: Middle & High School  
Type: Research  
**Building Resiliency With the Most Disengaged Youth: Self-determination, Self-efficacy, and Social Capital**  
JoAnne Malloy, Kathryn Francouer, and Jonathon Drake, University of New Hampshire, Concord, NH; Mike Minor, Pennsylvania Training and Technical Assistance Network, Harrisburg, PA

This session will provide an in-depth analysis of the reflections of adolescents who have received the RENEW (Rehabilitation for Empowerment, Natural Supports, Education, Work) intervention, focusing on several specific constructs related to resiliency.

**J6**  
Strands: Training; Classroom  
Type: Research  
**Self-Monitoring is Not Just for Student Behavior! An Overview of Teacher Self-Monitoring**  
Mandy Rispoli, Purdue University, West Lafayette, IN; Samar Zaini, Lisa Sanchez, Jennifer Nimci, and Mack Burke, Texas A&M University, College Station, TX

Teacher self-monitoring can increase implementation fidelity of evidence-based behavioral practices for challenging behavior. This session presents results from two recent studies: a systematic literature review and a single case research study examining teacher self-monitoring.

**J7**  
Strand: Research Topics and Grant Writing  
Type: Research  
**Social Acceptability: Measurement and Reporting in Intervention Research for Students With EBD**  
Talida State, Montclair State University, Montclair, NJ; Judith Harrison, Rutgers, the State University of New Jersey, New Brunswick, NJ

This presentation describes the results of a literature review of the measurement and reporting of social acceptability in intervention research targeting students with EBD. Implications will be discussed in relation to future research and practice.

**J8**  
Strands: Classroom; Individual Supports  
Type: Research  
**Effects of Incidental Teaching Training in Instructors of Students With ASD**  
Su-Je Cho and Holly Cea, Fordham University, New York, NY

This session will cover the effects of a training package on incidental teaching in instructors, and on targeted initiations of students with ASD, along with effective ways to add PBS to maximize intervention effects.

**J9**  
Strands: Individual Students; Individual Supports  
Type: Skill Development  
**Implementing Effective Behavior Support Plans Through the Use of Behavioral Scripts**  
Kelly Dunlap, Statewide Autism Resources & Training, Grand Rapids, MI; Stephanie Dyer, Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi), St Johns, MI

The best of behavior plans are often rendered ineffective due to limited or inconsistent implementation. The purpose of this session is to equip school teams to develop and use behavioral scripts to improve implementation.

**J10**  
Strand: School-wide Systems  
Type: Research  
**Results of Program-wide PBIS Implementation Study in Afterschool Programs**  
Anne Farrell, Robyn Denke, Melanie Farman, and Jason Meier, University of Connecticut, Storrs, CT

Presenters describe the Positive Behavior in Out-of-School-Time curriculum (PBIS adapted for afterschool programs), implementation methods and fidelity measures, and the results of a year-long, program-wide implementation in five elementary afterschool programs in a Northeastern city.
Saturday Skill-Building Workshops

SATURDAY AT A GLANCE

March 26, 2016

8 a.m. – 12 p.m.  Registration/Information (Mezzanine near Borgia)
8:30 a.m. – 12:30 p.m.  Half-Day Workshops (Pre-registration required at an additional fee)
8:30 a.m. – 4:30 p.m.  Full-Day Workshop (Pre-registration required at an additional fee)

MORNING HALF-DAY WORKSHOPS 8:30 A.M. – 12:30 P.M.

♦ SWK 107 Elizabethan B
Strand: Ethics, Policy and Best Practice in PBS
Type: Skill Development
Navigating Ethical and Professional Issues When BCBAıs Work or Consult in Schools
Irene Schwartz and Nancy Rosenberg, University of Washington, Seattle, WA
This presentation will look at ethical and professional conflicts that can arise when behavior analysts are working in or consulting with schools and will present a framework for resolving the ethical dilemmas which may arise.

♦ SWK 108 California East
Strand: Middle & High School
Type: Skill Development
National PBIS Leadership Academy for Secondary School Leaders
JaAnne Malloy, Institute on Disability at the University of New Hampshire, Concord, NH; Jessica Swain-Bradway, Illinois-Midwest PBIS Network, Lombard, IL; Brigid Flannery and Kent McIntosh, University of Oregon, Eugene, OR; Jennifer Freeman, University of Connecticut, Storrs, CT; Susan Barrett, Shepard Pratt Health Systems, Baltimore, MD
Join us for an interactive, hands-on session supporting middle and high school leaders who are exploring or currently implementing PBIS, including case examples and tools for effective implementation and practice in secondary settings.

♦ SWK 109 Elizabethan A
Strand: IDD
Type: Skill Development
Using Organization-wide Positive Behavior Support to Improve Outcomes for Individuals With Disabilities
Rachel Freeman, University of Minnesota, Minneapolis, MN; Robert Putnam, May Institute, Randolph, MS
This workshop will introduce PBS tools and processes for preventing problem behavior and enhancing quality of life (QOL) for individuals with disabilities. Attendees will learn how systems change strategies can improve social interactions and QOL.

♦ SWK 110 Elizabethan D
Strand: School-wide Systems
Type: Skill Development
Bullying Prevention Within an MTSS framework
Scott Ross, Colorado Department of Education, Denver, CO
This workshop will describe a novel approach to bullying prevention, which gives students the tools to reduce bullying through the blending of PBIS, explicit instruction, consistent adult responses, and a redefinition of the bullying construct.

J11 Olympic
Strand: School-wide Systems
Type: Conceptual
From Blueprint to Scale: Linking Teams from School to State Using Data
Garrett Petrie and Mary Hunt, Minnesota Department of Education, Roseville, MN; Rachel Freeman, University of Minnesota, Minneapolis, MN
This presentation will share examples to demonstrate how a state uses its five-year blueprint with implementation science as a guide and data as the tool to coach change across state, regional, district and school teams.

J12 Tower Salon B
Strand: Families; Individual Supports
Type: Skill Development
Consulting With Families to Implement Behavioral Interventions at Home With Fidelity
Linday Fallon, Melissa Coller-Meek, and Adam Feinberg, University of Massachusetts Boston, Boston, MA; Lisa Sanetti, University of Connecticut, Storrs, CT
Empirically supported interventions implemented with adequate levels of treatment fidelity typically result in positive outcomes. This presentation describes how to support families to consistently implement positive behavioral interventions at home to increase children’s prosocial behavior.

J13 Yorkshire
Strand: Individual Supports; Research Topics and Grant Writing
Type: Research
Supporting District Capacity to Implement Restraint and Seclusion Procedures
Courtney Pabolski and Brian Cavanaugh, University of Maine at Farmington, Farmington, ME; Jim Artesani, University of Maine, Orono, ME
Results from a study examining districts’ capacity to implement restraint/seclusion procedures will be presented. Guidelines on supporting districts’ capacity to implement safe and ethical restraint/seclusion procedures are discussed.

J14 Victorian
Strand: Ethics, Policy and Best Practice in PBS
Type: Conceptual
Essential Components of Special Education Teacher Preparation in Classroom Management
Jennifer McKenzie, University of Missouri, Columbia, MO
This interactive session will define basic competencies in classroom and behavior management that effective, novice special education teachers must possess by the time they leave preservice training, based on a literature synthesis of evidence-based practices.

J15 Hampton
Strand: Mental Health; School-wide Systems
Type: Skill Development
Raising a Village: Integrating PBIS and Mental Health Supports
Natalie Romer, Cat Rawlerson, and Christopher Barkley, University of South Florida, Tampa, FL; J. Eric Ehrbart and Brandy Polly, Polk County Public Schools, Bartow, FL
Come learn about one state’s process and strategies at both the state and district level for expanding their Positive Behavior Interventions and Supports (PBIS) systems to integrate mental health supports and collaborate across youth-serving organizations.
Saturday Skill-Building Workshops

♦ SWK 111  
Georgian  
Strand: Individual Student  
Type: Skill Development  
Prevent-Teach-Reinforce Model: An Evidence-based Functional Behavior Assessment/Intervention Process  
Rose Iovannone, University of South Florida, Tampa, FL  
Often school-based FBA/BIPs do not result in interventions being implemented and improved student outcomes. This presentation will describe a standardized FBA/BIP process that is accepted by teachers and is effective in improving student outcomes.

♦ ❑ SWK 201  
Elizabethan C  
Strand: Individual Supports  
Type: Skill Development  
Working Together to Resolve Behavior Challenges Through Positive Behavior Support  
Meme Hieneman, Positive Behavior Support Applications, Palm Harbor, FL  
This workshop will guide parents and professionals to engage in a collaborative, practical, problem-solving process to identify goals, patterns, possible function-based strategies, and an implementation and monitoring plan to support children with behavioral challenges.

Full-day Workshop  
8:30 A.M. – 4:30 P.M.  
SWK 112  
California West  
Strand: Classroom  
Type: Skill Development  
Positive Interventions and Effective Strategies in the Classroom: Tier 2 Strategies  
Laura Riffel, University of Kansas, Lawrence, KS  
This workshop will focus on providing three levels of support within the walls of the classroom. Special emphasis will be on the second tier of internalizing behaviors and how they affect behavior in the classroom.
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# My Personal Conference Agenda

## Wednesday, March 23, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Name/Number</th>
<th>Location</th>
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<tbody>
<tr>
<td>1 p.m.</td>
<td>Pre-Conference Workshops</td>
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## Thursday, March 24, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Name/Number</th>
<th>Location</th>
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<tbody>
<tr>
<td>8 a.m.</td>
<td>Welcome/Opening Keynote</td>
<td>Grand Ballroom</td>
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<tr>
<td>9:30 a.m.</td>
<td>Session A</td>
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<tr>
<td>11 a.m.</td>
<td>Session B</td>
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<tr>
<td>12:30 p.m.</td>
<td>Lunch Session</td>
<td>Elizabethan A</td>
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<tr>
<td>12:30 p.m.</td>
<td>Lunch Session</td>
<td>Elizabethan B</td>
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<tr>
<td>1:30 p.m.</td>
<td>Session C</td>
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<tr>
<td>3 p.m.</td>
<td>Session D</td>
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<tr>
<td>4:30 p.m.</td>
<td>Session E</td>
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<tr>
<td>6:30 p.m.</td>
<td>Reception and Poster Session</td>
<td>Grand Ballroom</td>
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## Friday, March 25, 2016

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:30 a.m.</td>
<td>Session F</td>
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<td>10 a.m.</td>
<td>Session G</td>
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<tr>
<td>11:30 a.m.</td>
<td>Session H</td>
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<tr>
<td>1 p.m.</td>
<td>Lunch</td>
<td>Georgian</td>
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<tr>
<td>2 p.m.</td>
<td>Session I</td>
<td></td>
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<td>3:30 p.m.</td>
<td>Session J</td>
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## Saturday, March 26, 2016

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<td>Half-Day Skill-Building Workshops</td>
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<tr>
<td>8:30 a.m.</td>
<td>Full-Day Skill-Building Workshop</td>
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### Notes

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Save the date for the...

14th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

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• Skill-Building Workshops
• Breakout Sessions
• Networking
• Posters
• Exhibits

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