PBIS: Supporting Our Most Vulnerable Children & Youth

October 3 - 4, 2019 | Hilton Chicago, Chicago, IL

Detailed Agenda

Wednesday, October 2nd

12:00 PM - 9:00 PM	**Pre-Registration Check In**
	Avoid long check-in lines on Thursday morning! For your convenience, early registration is available on the hotel lobby level. Why not check in with us and obtain your conference materials after you check in to your hotel room?

Thursday, October 3rd

7:30 AM - 8:30 AM	**Registration Check In**

Welcome

8:30 AM - 8:45 AM	**Welcome, Purpose, Organizer** *Lucille Eber, Project Coordinator, Midwest PBIS Network Partner, OSEP Technical Assistance Center on PBIS*

Keynote Speaker

8:45 AM - 9:45 AM	**How Do We Support Every Student to be Successful in School?** *Kent McIntosh, Co-Director, OSEP Technical Assistance Center on PBIS*

9:45 AM - 10:15 AM	**Team Planning Time**

Breakout Sessions A

10:15 AM - 11:30 AM	**A1 - Evaluating the Implementation Fidelity & Outcomes of PBIS Adoption in High School** *K. Brigid Flannery & Mimi McGrath Kato, University of Oregon*

Strand: Applied Evaluation
Recommended Experience: Some Experience with PBIS
This session will target intermediate and advanced implementers who are guiding implementation in high schools. Emphasis will be given to unique challenges in evaluating overall adoption of PBIS including both outcome and fidelity data.
Objectives:

- Identify sources of fidelity and outcome data to guide PBIS implementation in high schools
- Identify strategies to use to improve your processes of using data for decision making

10:15 AM - 11:30 AM	**A2 - Practical Problem Solving: Drilling Down Into School Data for Improved Decision Making**

Jessica Daily & Alan Cook, University of Oregon; Jennifer Rollenhagen, West Shore Educational Service District (MI)

Strand: Applied Evaluation
Recommended Experience: Some Experience with PBIS
Does your team struggle to effectively use data for decision making? Session participants will practice using the Drill Down tool in SWIS to analyze data and identify a precise problem statement. Note: While examples will be specific to SWIS, the logic and tools provided are widely applicable to data analysis.
Objectives:

- Provide language to describe the rationale for building comprehensive data collection and decision systems for monitoring data related to School-wide PBS implementation
- Describe the role of a data analyst in gathering and summarizing data prior to a team meeting to maximize meeting minutes
- Describe the core features of data analysis or "drilling down" into data sources (e.g., fidelity surveys, referral data)
- Practice conducting a drill down using referral data using the School-Wide Information System (SWIS)

10:15 AM - 11:30 AM	**A3 - Introduction to Classroom PBIS: Elementary Focus**

Terrance Scott, University of Louisville (KY); Adam Thomas, Jefferson County Public Schools (KY)

Strand: Classroom
Recommended Experience: New to PBIS
This session presents the basics of high-leverage classroom management including instruction, environment, and relationship practices. Practices will introduced in the context of scientific evidence on effect, discussed in terms of practicality for a range of classrooms/students, and demonstrated with video-based scenarios.
Objectives:

- Understand the science behind effective classroom practices
- Understand how practices can be altered to fit a variety of classroom settings while keeping the key components intact
- See realistic video examples and have opportunities to ask questions regarding potential variations to meet their own needs

10:15 AM - 11:30 AM	**A4 - Classroom Approaches to Build Family-School Partnerships & Enhance Student Academic Performance & Social Behavior: Using Academic Parent Teacher Teams (APTT)**

S. Andrew Garbacz, University of Wisconsin-Madison; Carrie Sabel & Katie Tegge, Butte De Morts Elementary School (WI)

Strand: Classroom
Recommended Experience: Some Experience with PBIS
This session describes classroom approaches to build family-school partnerships within PBIS towards enhancing student academic performance and social behavior. Academic Parent Teacher Teams (APTT) will be discussed as a classroom approach to build effective classroom systems, promote student academic performance, and enhance social behavior.
Objectives:

- Describe key features of family-school partnerships
- Explain classroom approaches to build family-school partnerships in PBIS
- Describe how Academic Parent Teacher Teams (APTT) can be leveraged to facilitate strengthening classroom approaches to family-school partnerships in PBIS

10:15 AM - 11:30 AM	**A5 - Cultivating a Durable Commitment to Equity: Where Do We Start?** *Kent McIntosh & Eoin Bastable, University of Oregon; Therese Sandomierski, University of South Florida; Rosalind Hall, Levy County District Schools (FL)* **Strand:** Equity **Recommended Experience:** Some Experience with PBIS Although many school and district teams want to address racial and ethnic equity in school discipline, finding ways to start the conversation constructively and effectively can be challenging. In this introduction to the equity strand, presenters will describe a range of approaches to building commitment that align with the strand sessions and approach developed by the National Center on PBIS. **Objectives:** • Describe issues related to building commitment to address equity in school discipline • Identify and avoid approaches that are unlikely to be effective in building commitment • Share strategies for increasing commitment to equity in school discipline
10:15 AM - 11:30 AM	**A6 - Ensuring Equitable Student Engagement: Does Your High School Welcome All?** *Patti Hershfeldt, Center for Social Behavior Supports, Old Dominion University (VA); Angela Lopez-Simons, Salinas High School (CA)* **Strand:** Equity **Recommended Experience:** Some Experience with PBIS Student connectedness is critical to student success. It is as much about equitable access to academic achievement as social and behavioral engagement. This session offers strategies for engaging all students in the high school experience. A Central California HS will share their efforts to include/support for (students who are newly arrived, migrant, ELL,..) and describe how these efforts are anchored to the SW-PBIS initiative. **Objectives:** • Learn about the potential outcomes of engaging students in the high school experience • Be presented with strategies and examples from a high school(s) who have had success with actively engaging students from vulnerable populations in the SW PBIS initiative • Reflect upon their current efforts to engage all students in the PBIS initiative and consider ways to include those students who may not be currently connected

10:15 AM - 11:30 AM	**A7 - Reengaging Youth from Juvenile Justice** *Heather Griller Clark and Sarup Mathur, Arizona State University* **Strand:** Juvenile Justice **Recommended Experience:** Some Experience with PBIS This session will focus on reentry interventions and supports that promote engagement for one of our most vulnerable populations, youth in the juvenile justice system. Presenters will share evidence-based strategies in reentry for youth, including those with disabilities, as well as research-based findings related to community engagement, implementation of a tier two transition curriculum, use of a transition specialist, enhancement of career and technical education, and engagement with employers. **Objectives:** ● Learn the characteristics of justice involved youth and the systems that serve them ● Learn evidence-based practices in the area of juvenile justice transition ● Learn strategies for reengaging justice involved youth in school and work ● Learn where to access resources related to reengaging youth from the juvenile justice system
10:15 AM - 11:30 AM	**A8 - Extending the Reach of PBIS to Novel Environments** *Ashley Greenwald, University of Nevada Reno; Brenda Scheuermann, Texas State University; Shiralee Poad, University of Melbourne (AUS)* **Strand:** Juvenile Justice **Recommended Experience:** Some Experience with PBIS This session will describe modifications needed to implement PBIS in alternative settings, including secure care juvenile facilities, residential mental health programs, and parole programs. **Objectives:** ● Identify how each of the critical components of Tier I PBIS can be contextualized to meet the unique needs of non-school settings ● Describe the barriers to PBIS implementation in novel settings and develop potential solutions ● Describe how multi-tiered systems of supports can be adapted to novel settings
10:15 AM - 11:30 AM	**A9 - Supporting the Evolving Role of the School-based Clinician** *Ami Flammini, Midwest PBIS Network (IL); Michael Kelly, Loyola University (IL)* **Strand:** Mental Health Integration **Recommended Experience:** Some Experience with PBIS Clinicians, Share in the learning about how to be more effective and efficient in your role. This session will explore job descriptions, workload/caseload, the "crisis" crisis, and supporting your school staff in professional development. Research on how clinicians spend their time will be shared with an opportunity to action plan. **Objectives:** ● Compare and contrast micro, mezzo, and macro practice ● Explore the importance of clear job descriptions, workload/caseload, defining crisis, and their role in delivering professional development to all staff ● Develop concrete action plans on an area of focus
10:15 AM - 11:30 AM	**A10 - An Introduction to an Interconnected Systems Framework for Integrating PBIS & School Mental Health** *Kelly Perales, Midwest PBIS Network (IL)*

Strand: Mental Health Integration
Recommended Experience: New to PBIS
Whether new to PBIS or interested in better supporting social, emotional, and behavioral health of all students, this session will describe how the core features of PBIS are enhanced by integrating Mental Health and other community partners across the tiers. Learn about an implementation guide, tools and resources to support state, district, and school leaders as they move from a co-located to an integrated approach.
Objectives:

- Learn about the core features of the PBIS MTSS and how they are enhanced with ISF
- Define Interconnected Systems Framework and describe the key messages
- Describe the steps to exploration, installation, and implementation in an ISF

10:15 AM - 11:30 AM	**A11 - Getting Started with School-wide PBIS, Part 1** *Heather Peshak George, University of South Florida* **Strand:** PBIS Foundations **Recommended Experience:** New to PBIS Are you new to school-wide PBIS or need a refresher? If yes, this session has been designed for you. Key features, working principles and implementation supports will be described and practical examples will be shared. This session is Part 1 of a 2-part sequence and is a highly recommended prerequisite to Part 2. **Objectives:** • Describe key terms: PBIS, Multi-Tiered Systems of Support (MTSS), Evidence-Based Practices (EBPs), Data-Based Problem-Solving, Classroom Practices, School-wide Discipline • Explain how data, outcomes, systems and practices are interrelated within the PBIS framework • Describe the core practice features of teaching social skills
10:15 AM - 11:30 AM	**A12 - Building Capacity in a District Through a Trainer of Trainer Model** *Brian Meyer, Midwest PBIS Network; Melissa Brown & Molly Lahr, Waterloo Central School District (NY)* **Strand:** PBIS Foundations **Recommended Experience:** Advanced Experience with PBIS District Leaders, learn how a district builds capacity by first going through training, then participating in a trainer of trainer model for Tier 1. Staff co-trained at their second round of Tier I team training and have taken their skills back to buildings to support their teams, staff, and students. **Objectives:** • Understand the importance of a district professional development plan for buildings • Become familiar with what a training of trainers model entails • Identify their capacity to build a training and coaching model within their districts/regions/states
10:15 AM - 11:30 AM	**A13 - School-wide PBIS Implementation in Rural, High Poverty Communities** *Sara McDaniel & DeAna Byrd, University of Alabama; Justin Kelly, Selma City Schools (AL)* **Strand:** Special Topics **Recommended Experience:** Some Experience with PBIS

	Much of the foundation of PBIS is based on city and suburban communities and districts. This presentation for educators and community stakeholders will focus on common barriers and strengths found in rural settings with strategies to improve effectiveness in rural and rural/high poverty settings with an exemplar from Alabama. **Objectives:** ● Learn about common barriers to PBIS implementation in rural and high poverty settings ● Learn specific strengths found in rural communities to support PBIS implementation ● Learn strategies for improving the effectiveness of rural PBIS implementation
10:15 AM - 11:30 AM	**A14 - Making it Work: PBIS & Early Childhood** *Anna Winneker, University of South Florida; Rebecca Herrara, Menchaca Early Childhood Center (TX)* **Strand:** Special Topics **Recommended Experience:** Some Experience with PBIS School-wide PBIS is meant to be implemented in all areas of school. However, the contextual fit for our youngest learners needs to be considered. This session will discuss what PBIS would like in PreK/K settings and how to implement developmentally appropriate practices in these classroom. Participants will learn how an Early Childhood Center for PreK/K utilized PBIS to provide school-wide support and the practices they used to meet the developmental needs of their students. Lessons learned, along with resources, will be shared. **Objectives:** ● Identify ways of using school-wide PBIS to meet the needs of all learners ● Identify resources and strategies to meet the developmental needs of young students ● Identify potential barriers and ways to problem-solve implementation in PreK/Kindergarten
10:15 AM - 11:30 AM	**A15 - HomeWork Lunch: An Academic & Behavioral Support for Secondary Level Students (6-12)** *Barbara Mitchell, University of Missouri & Dainon Couzic, Busselton Senior High School (AUS)* **Strand:** Tier II Systems & Practices **Recommended Experience:** Advanced Experience with PBIS This session will outline a Tier II system to decrease student apathy towards work completion. This successful system was co-designed by a group of teachers using the Team Initiated Problem Solving framework. This successful academic and behavior system was integral to improving student culture and engagement in a high school. **Objectives:** ● Distinguish between the students who "can't" do the work or "won't" do the work, to ensure that any further intervention is correctly matched to the individual or groups of students ● Describe a system that increases student and staff accountability ● Understand how a successful system can increase staff ownership and collaboration ● Understand how data was integral to ensuring the fidelity of the HomeWork Lunch System
10:15 AM - 11:30 AM	**A16 - Building Tier II Coaching Capacity**

Danielle Starkey & Nanci Johnson, Missouri University Center for School-wide Positive Behavior Support

Strand: Tier II Systems & Practices
Recommended Experience: Advanced Experience with PBIS
Building effective coaching systems at Tier II is critical to enhance school implementation and promote sustainability. This session will review processes and tools that enable district Tier II Coaches to promote use of evidence-based practices.
Objectives:

- Describe Tier II systems, data, and practice components that are critical for implementation
- Identify knowledge and skills needed for Tier II coaching
- Review tools, materials, and processes for building Tier II Coaches' knowledge and skills

10:15 AM - 11:30 AM	**A17 - District-wide Tier II Systems** *Kelsey Morris & Trisha Guffey, University of Missouri; Jake Troja, Des Moines Public Schools (IA)* **Strand:** Tier II Systems & Practices **Recommended Experience:** Advanced Experience with PBIS This session will provide an overview for district-level leaders and coaches on establishing district-wide Tier 2 systems and highlight a variety of tools including the new District Systems Fidelity Inventory (DSFI). A large, urban district will be showcased to illustrate building and sustaining Tier 2 systems at the district level. **Objectives:** - Learn how to utilize the Professional Development Blueprint's Training and Coaching Assessment for enhancing district capacity - Learn how to establish and use data monitoring systems for differentiated professional development and coaching - Learn about the new District Systems Fidelity Inventory (DSFI) and how to use the assessment to guide district-level action planning
10:15 AM - 11:30 AM	**A18 - What is Tier III? What is it Not?** *Don Kincaid, University of South Florida* **Strand:** Tier III Systems & Practices **Recommended Experience:** Some Experience with PBIS This session will provide an overview of Tier III and discuss some of the misperceptions of Tier III implementation. It is intended to clarify the need for Tier III supports and how those supports can be provided. There will be time provided for questions from the audience. **Objectives:** - Understand some of the myths and misrules about Tier III - Understand the broad but important impact of Tier III supports - Understand the role of various team members and agencies in Tier III support
10:15 AM - 11:30 AM	**A19 - Basic Functional Behavior Assessment to Behavior Intervention Plan: Building School Capacity to Implement Function-based Support** *Kathleen Strickland-Cohen, University of Oregon; Sheldon Loman, Portland State University (OR)* **Strand:** Tier III Systems & Practices

Recommended Experience: Some Experience with PBIS
This session will provide an overview of the research, process, and tools used in training personnel to conduct Function-Based Assessment (FBA), and design function-based Behavior Support Plan (BSP)s for students with non-dangerous problem behaviors. The systems, structures, and coaching practices required to ensure that effective function-based support is feasible and sustainable will be discussed.
Objectives:

- Introduce procedures for district personnel with behavioral expertise to use in training school-based personnel to conduct FBA and identify function-based behavior support practices
- Discuss an evidence-based framework for implementing efficient BSPs and tools for evaluating student success and fidelity of plan implementation
- Identify the district and school-level structures that are needed to effectively implement and sustain a function-based continuum of individualized support

Breakout Sessions B

11:45 AM - 1:00 PM	**B1 - A Look at the Logistics of Systematic Screening: The Practicalities of Moving Forward** *Kathleen Lynne Lane & Mark Matthew Buckman, University of Kansas; Darcy Kraus, Lawrence Public Schools (KS)* **Strand:** Applied Evaluation **Recommended Experience:** Some Experience with PBIS Learn how to select and install a systematic screening in a tiered system of support. In this practical session, we will focus on the practicalities of systematic screening: the why and the how. We will highlight examples from multiple districts using systematic screenings to inform instructional experiences for students and empower faculty and staff with feasible, effective strategies to meet students' multiple needs. This session will be screen reader support enabled. **Objectives:** ● Learn how to select and install a systematic screening in a tiered system of support ● Learn about the practicalities of systematic screening: the why and the how ● Understand lessons learned from districts using systematic screenings to inform instructional experiences for students and empower faculty and staff with feasible, effective strategies to meet students' multiple needs
11:45 AM - 1:00 PM	**B2 - Designing an Evaluation Plan for School Climate Transformation Grants (& Other Federal Funding Awards Focused on MTSS) Implementing PBIS** *Steve Goodman, Michigan's Integrated Behavior & Learning Support Initiative* **Strand:** Applied Evaluation **Recommended Experience:** Some Experience with PBIS Successful programs begin with a thoughtful evaluation plan to guide implementation efforts. This session will discuss key features for evaluation plans incorporate student outcome, staff implementation of effective practices and development of effective systems. **Objectives:** ● Learn purpose of and key questions to address in evaluation ● Identify core features of evaluation plans ● Identify facilitators of and inhibitors to conducting an evaluation

11:45 AM - 1:00 PM	**B3 - Intro to Classroom PBIS: Secondary Focus** *Tim Knoster, Bloomsburg University (PA)* **Strand:** Classroom **Recommended Experience:** New to PBIS This session will highlight the translation of research in to practice in terms of preventive classroom management strategies that align with implementation of the PBIS framework and help to create a trauma informed learning environment. **Objectives:** - Describe how building rapport, providing clarity of positively stated expectations and delivering positive acknowledgement to students for meeting expectations translates implementation of the PBIS framework within each classroom setting in a school - Describe how building rapport, providing clarity of positively stated expectations and delivering positive acknowledgement to students for meeting expectations establishes a trauma informed foundation (universal level of prevention) to meeting the needs of all students in any given classroom - Identify ways in which they can implement the strategies highlighted through this session across classrooms within the context of their schools implementation of the PBIS framework
11:45 AM - 1:00 PM	**B4 - Centering Equity & Reducing Student Discipline through Culturally Responsive & Sustaining Practices** *Ruthie Payno-Simmons, Michigan's Integrated Behavior & Learning Support Initiative* **Strand:** Classroom **Recommended Experience:** Some Experience with PBIS During this session participants will consider culturally responsive and sustaining instructional practices aimed at increasing student engagement and reducing discipline issues. **Objectives:** - Explore commitments for engaging in courageous conversations as you examine a framework that includes culturally relevant curriculum and pedagogy - Understand that relevant and engaging instructional practices are an essential part of implementing PBIS in classrooms - Define education equity as you consider what it means to facilitate culturally responsive and sustaining learning - Examine an example of an integrated social studies and reading lesson where culturally relevant instructional practices were used - Choose at least one culturally responsive and sustaining strategy you will infuse in their instructional practices
11:45 AM - 1:00 PM	**B5 - Using Data to Assess & Monitor Progress in Disciplinary Equity** *Bert Eliason, University of Oregon; My Hardin & Faith Nuttall, MSD of Warren Township (IN)* **Strand:** Equity **Recommended Experience:** Some Experience with PBIS We will use a four-step problem-solving process including the basic metrics and tools schools can use to measure, monitor, investigate, and address situations when disproportionality in school discipline occurs. Additional information will be shared on vulnerable decision points and the impact of implicit bias on disproportionality. **Objectives:**

- Gain an understanding of disproportionality and how it affects school discipline
- Be introduced to the common metrics used to investigate and progress monitor efforts to address disproportionality within their school environment
- Be introduced to the term "vulnerable decision points" and the effects of implicit bias on disproportionality
- Be introduced to a four-step problem solving model to help attend to disproportionality when it does occur

11:45 AM - 1:00 PM	**B6 - Changing the Narrative: Engaging Black Families & Students to Address Disproportionate Disciplinary Outcomes** *Rebecca Webster & Therese Sandomierski, University of South Florida; Mike Lastra, Hernando County Schools (FL)* **Strand:** Equity **Recommended Experience:** Advanced Experience with PBIS Authentic family and student partnerships are important for matters of equity, as meaningful dialogue across multiple stakeholder groups can lead to a deeper understanding of the causes of disproportionate discipline. This session describes a process for engaging with families and students to develop strategies to improve equity in discipline outcomes. **Objectives:** ● Describe a rationale for including family and student perspectives when addressing disproportionate discipline ● Describe a process for obtaining family and student perspectives on disproportionate discipline ● Apply family and student perspectives to develop strategies that address disproportionate discipline
11:45 AM - 1:00 PM	**B7 - Restorative Practices Companion Guide to the Tiered Fidelity Inventory** *Jeffrey Sprague, University of Oregon; Jessica Swain-Bradway, Northwest PBIS Network (OR)* **Strand:** Juvenile Justice **Recommended Experience:** Some Experience with PBIS This session provides participants with an overview of the alignment of SWPBIS and Restorative Practices (RP). Data from schools that have administered the Tiered Fidelity Inventory (TFI) and TFI-RP will be presented. Participants will review and complete the TFI-RP. **Objectives:** ● Examples of responses to disruptive behaviors in schools: typical and alternative interventions ● The importance and relevance of using assessments of fidelity of implementation of interventions ● An example of assessing PBIS combined with RP
11:45 AM - 1:00 PM	**B8 - PBIS in Secure Care: Considerations for Effective Long-term Sustainability - What Are We Getting Into?** *Michael Turner, Texas State University* **Strand:** Juvenile Justice **Recommended Experience:** New to PBIS Early adoption of PBIS in secure correctional care presents facility and agency administrators with common challenges. To support long-term sustainability, this session

will help agency and facility administrators to anticipate the substance and timing of critical decisions with considerations for how those decisions can best be made under different contingencies.
Objectives:

- Identify cultural factors within their organization that aid and hinder implementation/sustainability of PBIS
- Identify critical decisions that can help to frame strategies for successful implementation
- Identify interventions for consideration to mitigate cultural factors that can impede implementation of PBIS with fidelity
- Learn about an opportunity to give input to a standardized Facility-Wide Tiered Fidelity Inventory (FW-TFI)

11:45 AM - 1:00 PM	**B9 - Tier II Groups for Students with Internalizing Mental Health Needs** *Lucille Eber, Midwest PBIS Network (IL); Barry McCurdy, Devereux Center for Effective Schools (PA); Jennifer Mautone, Children's Hospital of Philadelphia* **Strand:** Mental Health Integration **Recommended Experience:** Some Experience with PBIS This session will describe how the core features needed for effective Tier II interventions are applied for internalizing mental health concerns. An implementation example within middle schools will be described including the installation process, evaluation design and impact. **Objectives:** ● Identify the features of effective Tier II interventions for students with internalizing mental health concerns ● Describe the installation process for Tier II interventions for students with internalizing mental health concerns ● Learn how to expand the Tier II continuum of interventions to better address the needs of all students
11:45 AM - 1:00 PM	**B10 - Integrating Trauma-informed Care into the PBIS Framework** *Sheri Luecking, Midwest PBIS Network (IL); Joseph Fantigrossi, Wayne County Consortium (NY)* **Strand:** Mental Health Integration **Recommended Experience:** Some Experience with PBIS PBIS leaders and coaches, now that we are aware of the impact of trauma on our learners, what can we do about it? Leaders at two rural school districts will discuss the why, what, and how of creating a safe and supportive school environment for all students. **Objectives:** ● Understand the impact of trauma on students/staff ● Identify the key features of using an MTSS framework for installing trauma informed practices ● Develop an action plan to take back to their settings of integrating trauma informed practices within their MTSS/PBIS framework
11:45 AM - 1:00 PM	**B11 - Starting with Freshman** *Mimi McGrath Kato & K. Brigid Flannery, University of Oregon; Dean Nourse, Cienega High School (AZ)* **Strand:** PBIS Foundations **Recommended Experience:** New to PBIS

9th grade is a critical year for high school students and their path to graduation. This session will target intermediate and advanced implementers in high schools. It will focus on how PBIS systems can be utilized and amplified to increase support for freshmen

Objectives:

- Identify key components to consider in the support of 9th graders
- Identify key elements of data based decision making and related strategies for use in supporting freshmen
- Identify practices and strategies used by one high school in supporting their freshmen students

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11:45 AM - 1:00 PM	**B12 - Getting Started with School-wide PBIS, Part 2** *Heather Peshak George, University of South Florida* **Strand:** PBIS Foundations **Recommended Experience:** New to PBIS Are you new to school-wide PBIS or need a refresher? If yes, this session has been designed for you. Key features, working principles and implementation supports will be described and practical examples will be shared. This session is a continuation of Part 1, which is a recommended prerequisite to this session. **Objectives:**

- Describe key terms: PBIS, Multi-Tiered Systems of Support (MTSS), Evidence-Based Practices (EBPs), Data-Based Problem-Solving, Classroom Practices, School-wide Discipline
- Explain how data, outcomes, systems and practices are interrelated within the PBIS framework
- Describe the core practice features of teaching social skills

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11:45 AM - 1:00 PM	**B13 - Law & Policy Implications for Supporting Students with Disabilities in School-wide PBS** *Mitchell Yell, University of South Carolina; Laura Kern, University of South Florida* **Strand:** PBIS Foundations **Recommended Experience:** Advanced Experience with PBIS School-wide Positive Behavior Supports (SW-PBS) are designed to support all students, including those with disabilities. This session will review current federal law, policy, and key court decisions related to supporting students with disabilities within a multi-tiered system of support, highlighting the connection to students with behavioral challenges. As well, we will share some examples on how the laws and policies might impact Individualized Education Programs (IEPs). **Objectives:**

- Become familiar with federal law and guidelines for serving students with disabilities within a School-wide PBS framework
- Understand how court case precedent may impact SW-PBS and students with challenging behavior
- Discuss the impact of the law for students with disabilities, focusing on IEPs

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11:45 AM - 1:00 PM	**B14 - Bullying Prevention in Elementary & Middle Schools: Foundations & Student Ownership** *Rhonda Nese, University of Oregon; Julie Augustyn & Melissa De La Paz, Community Consolidated School District 93 (IL)* **Strand:** Special Topics **Recommended Experience:** Some Experience with PBIS

Session attendants will learn about school readiness for bullying prevention, what staff and students can do to create a safe school climate, and how school members and students can teach and reinforce prosocial behaviors. Middle school students will present on their implementation journey.
Objectives:

- Core features of bullying prevention
- Increasing student buy-in and ownership
- Examples of student ownership from exemplar districts

11:45 AM - 1:00 PM	**B15 - Reducing Exclusionary Practices: Restraint & Seclusion** *Lauren Evanovich & Stephanie Martinez, University of South Florida; Jill Minuse, Brevard County Public Schools (FL)* **Strand:** Special Topics **Recommended Experience:** Some Experience with PBIS This session examines the issues surrounding restraint and seclusion and evidence-based practices to address these issues. Presenters will share data and examples from a district that is currently engaged in these efforts. This presentation has four goals: a) to present proactive approaches minimizing the use of restraint and seclusion for at-risk students, b) identify misconceptions about the purpose of restraint and seclusionary practices, c) discuss analysis of data to inform decisions related to behavior and best practices in crisis response, and d) provide school and district leadership with a data-tool with hands on experience for use embedded in a problem solving approach. **Objectives:** ● Learn proactive approaches to minimize the use of restraint and seclusion for students at-risk ● Identify misconceptions about the purpose of restraint and seclusionary practices ● Be able to discuss analysis of data in a problem solving process ● Be provided with a data-tool to support data collection as a part of reducing the use of restraint/seclusion
11:45 AM - 1:00 PM	**B16 - Using PBIS & Other Evidence-based Practices to Support Students with Autism: Strategies for Coaches** *Briana Weiner, School Association for Special Education in DuPage County (IL); Bob Putnam, May Institute (MA)* **Strand:** Special Topics **Recommended Experience:** Some Experience with PBIS How can PBIS be used to support students with ASD? This session will answer that question and provide examples at all three tiers. The session will also increase participants understanding of current evidence based practices for students with ASD. Lastly, data and a checklist will be shared with ways to increase on task behavior and opportunities to respond. **Objectives:** ● See examples of how PBIS systems and practices can be used building wide, in classrooms. and individually to support students with ASD ● Gain an understanding of evidence based practices including how to develop a system for selecting, assessing, and gaining more information on each practice ● Learn about an observation system for increasing on-task behavior and opportunities to respond for students with ASD
11:45 AM - 1:00 PM	**B17 - Essential Features of Tier II Systems** *Tim Lewis & Barbara Mitchell, University of Missouri*

	Strand: Tier II Systems & Practices **Recommended Experience:** Some Experience with PBIS This session will provide an overview of essential considerations for developing Tier II supports within a continuum of positive behavior supports. Explanation of data-based decision making, key systems, and practices required for success will be included. Implementation examples will also be shared. **Objectives:** ● Assess readiness for Tier II using data-based criteria ● Explain key systems that support staff and student success in Tier II ● Identify behavioral interventions that are commonly implemented within Tier II
11:45 AM - 1:00 PM	**B18 - Supporting At-risk Students Through Accommodations in High School Classrooms** *Reesha Adamson, Missouri State University; Talida State, Montclair State University (NJ); Felicity Post, Peru State College (NE)* **Strand:** Tier II Systems & Practices **Recommended Experience:** New to PBIS Overview of classroom based assessment and accommodation development validated for high school use. **Objectives:** ● Learn about the potential outcomes of engaging students in the high school experience ● Be presented with strategies and examples from a high school(s) who have had success with actively engaging students from vulnerable populations in the SW PBIS initiative ● Reflect upon their current efforts to engage all students in the PBIS initiative and consider ways to include those students who may not be currently connected
11:45 AM - 1:00 PM	**B19 - Person-centered Planning for Better Tier III Outcomes** *Don Kincaid & Karen Elfner, University of South Florida; Melissa Hall, Marana Unified School District (AZ)* **Strand:** Tier III Systems & Practices **Recommended Experience:** Some Experience with PBIS This presentation will overview several methods for person-centered planning (PCP) and describe how the process can provide for better contextual fit and broader Tier 3 outcomes. The exemplar will share real-life examples of PCP and the impact it had on the student and family. **Objectives:** ● Identify several strategies for person-centered planning ● Identify why person-centered planning can improve Tier 3 outcomes ● Clarify any misperceptions or questions about person-centered planning

Breakout Sessions C

2:30 PM - 3:45 PM	**C1 - Collecting, Reporting, & Using State-level PBIS Evaluation Data** *Michael Lombardo, California PBIS Coalition; Barbara Kelley, CalTac PBIS (CA); Rebecca Celes Mendiola, San Diego County Office of Education (CA)* **Strand:** Applied Evaluation

Recommended Experience: Some Experience with PBIS
States face unique and varied challenges for the scaling up of PBIS statewide. California, like many states, faced challenges in having districts report, collect, utilizing data to respond to needs throughout the state. This session will focus on how the California PBIS Coalition used strategies to improve the data reporting, collecting and utilization of data to guide and school up PBIS throughout a state of over 10,000 schools and 1,028 districts.

Objectives:

- Learn how a large state created strategies for the statewide collection of data in a decentralized statewide education system
- Receive knowledge of tools used to motive independent districts to utilize PBIS Assessments as well as other state tools used for scaling up PBIS across a diverse state
- Examine how the California PBIS Coalition created an organizational structure to support scaling up PBIS and responding to districts needs while aligning with new statewide practices called the "Local Control Accountability Plan"

2:30 PM - 3:45 PM	**C2 - Team Initiated Problem Solving Ed Tech: Advances in Online Applications for Team Decision Making Within a Check-in Check-out Intervention** *Erin Chaparro & Rhonda Nese, University of Oregon* **Strand:** Applied Evaluation **Recommended Experience:** Some Experience with PBIS Over 2,000 school teams across the U.S. use Team Initiated Problem Solving (TIPS) to facilitate both efficient team meetings, and effective use of data for problem solving. This session will present current efforts to make the TIPS approach to team meetings easier for schools to adopt, easier for school teams to use with their local technology systems, and more efficient for sustaining effective team meetings as team members rotate. In particular this session will address TIPS within the context of Tier 2 data team meetings. **Objectives:** ● Identify the foundations of TIPS ● Learn how to access TIPS for Tier II online training ● Understand how using TIPS meeting minutes application can support efficient meetings and be applied to the Tier II setting
2:30 PM - 3:45 PM	**C3 - Implementing PBIS to Support Students with Disabilities in the Classroom** *Brandi Simonsen, University of Connecticut; Bob Putnam, The May Institute (MA), Dale Young, Spectrum Schools (CA)* **Strand:** Classroom **Recommended Experience:** Some Experience with PBIS This session describes how to (a) implement and differentiate Tier I PBIS to support students with disabilities in the classroom and (b) intensify classroom support (Tiers II and III) based on data. We share examples across a continuum of settings, ranging from inclusive classrooms to special education schools. **Objectives:** ● Describe critical features of PBIS in the classroom to support students with disabilities ● Discuss how to differentiate Tier I classroom practices to support all students ● Identify approaches to intensify classroom practices (Tiers II and III) to support students based on data

2:30 PM - 3:45 PM	**C4 - Data-based Decision Making to Support Classroom Management** *Jennifer Freeman, University of Connecticut; Margo Ferrick & Jennifer Bouckaert, Southbridge Public Schools (MA);* **Strand:** Classroom **Recommended Experience:** Some Experience with PBIS In this session we will describe options for feasible school- or district-wide data collection to support the implementation of evidence-based classroom management practices. We will share specific tools within a framework for data-based decision making and share how one district is using this approach to plan and guide their professional development related to classroom management practices. **Objectives:** ● Describe a framework for using data to guide the implementation of classroom practices ● Identify key tools for monitoring fidelity and outcomes associated with the implementation of classroom practices ● Describe the approach taken by one district to support classroom practice implementation districtwide
2:30 PM - 3:45 PM	**C5 - Centering Equity to Reduce the Impact of Implicit Bias in School Discipline** *Ruthie Payno-SImmons & Beth Hill, Michigan's Integrated Behavior & Learning Support Initiative* **Strand:** Equity **Recommended Experience:** Some Experience with PBIS Participants will explore Michigan's Integrated Behavior and Learning (MIBLSI) Equity Pilot that utilizes the National PBIS Technical Assistance Center's 5-point approach to prevent and reduce school disproportionality. Examining technical and adaptive strategies used by the equity specialists to support a school leadership team in increasing equitable discipline practices and intentional interventions. **Objectives:** ● Explore components of effective intervention to prevent and reduce disproportionality, ensuring equity is centered in all steps ● Engage in current data and discourse on discipline disproportionality of African American and Latino students to understand how issues of discipline and exclusionary practices exist at a national level and in urban and suburban educational centers ● Examine the technical assistance MIBLSI's equity team provides to school leadership teams and district implementation teams in Michigan as well as the core components of the Equity Pilot school leadership and district implementation teams in Michigan are implementing to reduce discipline disproportionality in the schools
2:30 PM - 3:45 PM	**C6 - Decreasing Discipline Disparities for Students with Disabilities** *Ambra L. Green, University of Texas at Arlington; Cindy Mehre & Kristi Schneeberger, Howard-Suamico School District (NV)* **Strand:** Equity **Recommended Experience:** Advanced Experience with PBIS The session will begin by providing context around issues of inequity related to students with disabilities and disciplinary practices. The remaining focus of the session will demonstrate how to use several selected evidence-based practices and data to routinely monitor and assess equitable access and implementation of services for student with disabilities.

Objectives:

- Communicate about the harmful outcomes experienced by students with disabilities as a result of school disciplinary practices
- Think systematically about addressing issues of inequity in disciplinary practices
- Modify or develop systems for assessing equitable access and implementation of services for students with disabilities

2:30 PM - 3:45 PM	**C7 - Approaches in Implementing PBIS in Juvenile Correctional Facilities**

Simon Gonsoulin, American Institutes for Research (DC); Michael Turner, Texas State University; Kim Wood & Susan Connolly, Placer County Office of Education (CA)

Strand: Juvenile Justice
Recommended Experience: New to PBIS
During this session presenters will provide a national perspective on what we know about the provision of quality correctional education programming and the importance that a multi-tiered system of support, such as PBIS can bring to the overall effectiveness of the program. The benefits to the staff and youth who work and are educated in these facilities is limitless. Two exemplars will be provided on varied approaches to the implementation of PBIS in secure settings. While the approaches are different, they both have data to share that tells us their programs are successful.

- Increase knowledge and understanding of implementing PBIS in juvenile justice settings
- Discuss administrative and practical strategies utilized by two jurisdictions as they implemented PBIS in alternative settings
- Identify numerous challenges to implementing PBIS at the facility level and the associated strategies to remedy these barriers

2:30 PM - 3:45 PM	**C8 - PBIS as a Foundational Framework for Implementing School Law Enforcement Programs**

Brenda Scheuermann, Texas State University; Ricardo Lozano, Jr., Hays County Sheriff's Department (TX)

Strand: Juvenile Justice
Recommended Experience: New to PBIS
We will describe a PBIS-based framework for implementing school policing programs that is being implemented in 26 secondary schools as part of a research study. We will describe the framework, exemplary practices and activities from our partner schools, resources and support materials, and results to date.
Objectives:

- Describe common problems associated with school police programs
- Describe how features of universal PBIS have been used as a framework to structure school policing programs in secondary schools
- Describe exemplary activities and practices from secondary schools that are implementing the framework

2:30 PM - 3:45 PM	**C9 - Integrating Mental Health at the District & School Level: Steps for Installation**

Lucille Eber, Midwest PBIS Network (IL); Jamie Ganske, Chippewa Falls Area Unified School District (WI)

Strand: Mental Health Integration
Recommended Experience: Some Experience with PBIS
Coaches and trainers will learn how to support State and District/Community Leadership Teams as they install an Interconnected Systems Framework. An exemplar District will

	share their experiences building the district structures that are supporting installation of an interconnected system of Mental Health and PBIS in schools to better support the needs of all students within schools. **Objectives:** ● Learn how to move from exploration/adoption of an ISF to installation at the State and District/Community level ● Identify the steps for installing the ISF within a state and/or District/Community team ● Describe how the core features of MTSS are applied to ALL interventions, regardless of who delivers them (e.g. community as well as school employed clinicians)
2:30 PM - 3:45 PM	**C10 - Building a Culture of Wellness in High Schools** *Susan Barrett & Patti Hershfeldt, Center for Social Behavior Supports, Old Dominion University (VA)* **Strand:** Mental Health Integration **Recommended Experience:** New to PBIS A framework to integrate mental health and other community partners through school wide PBIS structures will be described, including key messages, examples and tools. The alignment processes will help high school teams develop a culture of wellness expediting outcomes for youth and families. **Objectives:** ● Define ISF ● Describe how process of ISF is unique in high school context ● Provide examples of ISF at the high school level
2:30 PM - 3:45 PM	**C11 - School Climate Matters: Why All Schools Should be Assessing School Climate** *Tamika LaSalle, University of Connecticut* **Strand:** PBIS Foundations **Recommended Experience:** Some Experience with PBIS This session will focus on the significance of assessing school climate, particularly within PBIS, to guide data-based decision making. Participants will learn about what school climate is, current legislation trends related to school climate, and how to use school climate data to better understand the needs of vulnerable populations. **Objectives:** ● Learn about ESSA and implications for school climate assessment ● Describe key aspects of school climate and implications for student outcomes ● Examine evaluation options for assessing school climate
2:30 PM - 3:45 PM	**C12 - Implementing & Assessing Family-School Partnerships in PBIS** *Devon Minch, University of South Florida; S. Andrew Garbacz, University of Wisconsin-Madison; Mark Weist, University of South Carolina* **Strand:** PBIS Foundations **Recommended Experience:** Some Experience with PBIS This session will describe foundational elements for aligning and integrating family-school partnership systems and practices in PBIS. Approaches to facilitate family engagement and strengthen family-school partnerships will be reviewed. A family sub-scale of the Tiered Fidelity Inventory will be discussed as a tool to evaluate family-school systems and practices.

Objectives:

- Describe key family-school partnership features
- Explain how family-school partnership data, outcomes, systems, and practices can be integrated in PBIS
- Understand how family-school partnership features within PBIS can be assessed and corresponding data used in action planning

2:30 PM - 3:45 PM	**C13 - Strengths & Challenges in Urban PBIS Implementation** *Steve Goodman, Michigan's Integrated Behavior & Learning Support Initiative; Jon Jagemann, Milwaukee Public Schools (WI)* **Strand:** Special Topics **Recommended Experience:** Some Experience with PBIS There are unique considerations in the implementation of PBIS in large urban settings due to the complexity of the educational system and the challenges of the community. The successes and challenges of large district implementation planning, training, and follow-up will be discussed with lessons learned. **Objectives:** ● Understand contextual variables that impact effective PBIS implementation in urban settings ● Understand considerations to get PBIS up and running within urban settings ● Understand considerations to sustain implementation efforts in urban settings
2:30 PM - 3:45 PM	**C14 - Creating Systems to Support Staff Impacted by Secondary Trauma** *Katie Pohlman, Midwest PBIS Network (IL); Angela Williams, Green Hills Area Education Agency (IA); Ashley Denton, Missouri Valley Community Schools (IA)* **Strand:** Special Topics **Recommended Experience:** New to PBIS Education is a helping profession, and many of us have heard the terms compassion fatigue, secondary trauma, and burnout often associated with helping professions. Coaches and leaders will leave this session able to apply data, systems, and practices of self-care within their schools to promote a culture of compassion resilience. **Objectives:** ● Apply the terms compassion fatigue, compassion satisfaction, and compassion resilience to their school staff ● Formulate an action plan to install systems and practices to support staff self-care and compassion resilience ● Identify data to monitor fidelity and outcomes of creating a culture of compassion resilience
2:30 PM - 3:45 PM	**C15 - Tier II Interventions: Small Group Social Skills** *Terrance Scott, University of Louisville (KY)* **Strand:** Tier II Systems & Practices **Recommended Experience:** Advanced Experience with PBIS This session presents and demonstrates the essential features of small group social skills. The science of effective instruction will be used as a framework for considering student identification, instructional examples, generalization, management, delivering instruction, and assessing for mastery. Video scenarios will be used to model key components. **Objectives:**

	● Understand that social skills instruction is based on the tenets of effective instruction (direct instruction) ● Understand how students, curriculum, and measures are pre-planned to maximize student success ● Examine videos of social skills instruction in practice
2:30 PM - 3:45 PM	**C16 - RENEW - A Tier III Intervention for High Schools: Data, Systems, Practices** *Ami Flammini, Midwest PBIS Network (IL); Joanne Malloy, University of New Hampshire* **Strand:** Tier III Systems & Practices **Recommended Experience:** Advanced Experience with PBIS Participants will learn the systems necessary to implement RENEW, a tier three intervention used in high schools. Data will be shared from the recently completed four year IES RENEW grant project and a video will demonstrate the profound impact RENEW can have on youth from an urban high school. **Objectives:** ● Understand the core components of the RENEW intervention ● Know two key learnings from the IES Study ● Describe two key learnings from the IES study and know how they might support future implementation
2:30 PM - 3:45 PM	**C17 - Systems, Structures, & Coaching Practices to Ensure Effective, Feasible, & Sustainable Function-based Supports in Schools** *Kathleen Strickland-Cohen, University of Oregon; Sheldon Loman, Portland State University (OR)* **Strand:** Tier III Systems & Practices **Recommended Experience:** Some Experience with PBIS Many school-based teams receive limited training in supporting students with persistent problem behavior. This session will introduce the systems to ensure that function-based support is feasible within schools. We will also share free e-learning modules for school-wide training on behavioral intervention. The importance of building staff members' skills in understanding and supporting students with challenging behavior while creating a common language for behavior intervention in your school will be emphasized. **Objectives:** ● Outline systems, structures, and coaching practices essential to ensure the use of function-based support in schools ● Learn about a free e-learning resource for training all staff in the basis of behavior and function-based intervention ● Identify ways to integrate function of behavior into Tier I and Tier II school-wide systems and practices ● Describe ways to maximize use of the basic Function-Based Assessment (FBA) to Behavior Intervention Plan (BIP) e-learning modules as a form of professional development as a Tier I support
2:30 PM - 3:45 PM	**C18 - Tier III Readiness: Considerations for Sustainable Implementation** *Ali Hearn, Midwest PBIS Network (IL); Crysta Morrissey & Julie Augustyn, Community Consolidated School District 93 (IL)* **Strand:** Tier III Systems & Practices **Recommended Experience:** Some Experience with PBIS This session is for District and Building leadership teams in the exploration or early implementation phase of Tier III installation. MTSS Core Features as applied to Tier III will

guide participants through assessing readiness. An exemplar will share lessons learned about data and systems necessary to effectively support sustainable implementation.
Objectives:

- Define the MTSS critical systems features as they are applied to Tier III implementation
- Identify system features of Tier I and Tier II that help provide a strong foundation for Tier III installation and be able to assess their current status
- Identify potential roadblocks to Tier III installation and strategies for overcoming these challenges

Roundtable / Discussion / Q & A Sessions

4:00 PM - 4:45 PM	These sessions provide an opportunity for continuing conversations on specific PBIS topics. Forum presenters will facilitate the discussions by providing a brief statement of purpose, focusing the topic, and guiding question asking and sharing. Although each discussion leader will have initial focus questions to get the discussion started, any question is acceptable and participants are encouraged to come prepared with questions of their own. Facilitators will have note cards for participants to write down and submit their questions to the discussion leader to be included in the discussion.

RDQ 1 - Advancing Family-School Partnerships in PBIS through the Family-School-Community Alliance *Discussion Leader(s): Mark Weist, University of South Carolina; S. Andrew Garbacz, University of Wisconsin-Madison; & Devon Minch, University of South Florida*

RDQ 2 - APBS High School Network Meeting
Discussion Leader(s): Patti Hershfeldt, Center for Social Behavior Supports, Old Dominion University (VA); Jennifer Freeman, University of Connecticut; K. Brigid Flannery, University of Oregon

RDQ 3 - Community of Practice: Restraint & Seclusion
Discussion Leader(s): Lauren Evanovich, University of South Florida

RDQ 4 - Embedding Culturally Responsive Practices in Tier I
Discussion Leader(s): Milaney Leverson & Kent Smith, Wisconsin RtI Network; Jennifer Rose, Loyola Community & Family Service (IL)

RDQ 5 - Evaluating & Reporting PBIS Implementation: District/State *Discussion Leader(s): Justyn Poulos, Office of Superintendent of Public Instruction (WA)*

RDQ 6 - IDEA & Students with Disabilities
Discussion Leader(s): Mitchell Yell, University of South Carolina; Laura Kern, University of South Florida

RDQ 7 - Identifying & Problem Solving Common Challenges to Bullying Prevention Implementation
Discussion Leader(s): Rhonda Nese, University of Oregon

RDQ 8 - Installing an Interconnected Systems Framework for Integrating PBIS & School Mental Health: Supporting the Social, Emotional, Behavioral Needs of all Students *Discussion Leader(s): Kelly Perales, Midwest PBIS Network (IL), & Susan Barrett, Center for Social Behavior Supports, Old Dominion University (VA)*

RDQ 9 - PBIS in Early Childhood Classroom
Discussion Leader(s): Anna Winneker, University of South Florida

RDQ 10 - PBIS in Rural America: Addressing Barriers & Building on Strengths
Discussion Leader(s): Sara McDaniel, University of Alabama

RDQ 11 - PBIS in Secure Care: Planning for Long-Term Implementation
Discussion Leader(s): Brenda Scheuermann, Texas State University

RDQ 12 - Q&A on Classroom PBIS
Discussion Leader(s): Diane LaMaster, Midwest PBIS Network (IL), & Kim Yanek, Center for Social Behavior Supports, Old Dominion University (VA)

RDQ 13 - Restorative Practices in School-wide PBIS
Discussion Leader(s): Jeffrey Sprague, University of Oregon

RDQ 14 - School Climate: Equity, Policy, & Practice
Discussion Leader(s): Tamika LaSalle, University of Connecticut

RDQ 15 - Supporting Effective Implementation of PBIS in Urban Settings
Discussion Leader(s): Steve Goodman, Michigan's Integrated Behavior & Learning Support Initiative, & Jon Jagemann, Milwaukee Public Schools

RDQ 16 - Tier II Data, Systems, & Practices
Discussion Leader(s): Heather Hatton & Trisha Guffey, University of Missouri

RDQ 17 - Tier III: Data, Systems, & Practices
Discussion Leader(s): Kathleen Strickland-Cohen, University of Oregon, Ali Hearn, Midwest PBIS Network (IL) & Sheldon Loman, Portland State University (OR)

RDQ 18 - Universal Screening - Systematic Screening to Shape Instruction: Lessons Learned & Practicalities
Discussion Leader(s): Kathleen Lane, University of Kansas, & Lisa Powers, University of Missouri

RDQ 19 - Using the PBIS Framework to Address the Opioid Crisis in Schools
Discussion Leader(s): John Seeley, University of Oregon

Networking Opportunities

5:00 PM - 7:00 PM	**Poster & Networking Session** Districts and states have unique ways of fostering the main themes of School-wide PBIS. Our poster session will provide an information opportunity to learn about and discuss more detailed examples of successes and allow for one-on-one discussion on how School-wide PBIS is actually working.

Friday, October 4th

7:30 AM - 8:00 AM	**Registration Check In**

Keynote Speaker

| 8:00 AM - 9:00 AM | **Five Educational Justice Imperatives to Support Student Success** |
| | *H. Richard Milner IV, Professor, Vanderbilt University* |

Breakout Sessions D

9:30 AM - 10:45 AM	**D1 - Evaluating the Role & Participation of Families in Schools Implementing PBIS: The Positive Family Support Screener**
	Sheri Luecking, Midwest PBIS Network (IL); Amy Sanders & Lesa Patton, Marion Unit 2 School District (IL)
	Strand: Applied Evaluation
	Recommended Experience: New to PBIS
	This session will describe a districts journey of implementing a family screener and using the data for improving family engagement in all buildings. Marion Unit 2 also used the data to identify students for Tier II/III interventions and is tracking student progress.
	Objectives:
	● Become familiar with a family screener
	● Identify the importance of using multiple sources of data to screen students both through universal screening and family screening
	● Action plan on next steps for setting up the systems, data, and practice of family screening
9:30 AM - 10:45 AM	**D2 - Classroom Systems: Evaluating & Improving the Quality & Effectiveness of Student-Teacher Interactions**
	Terrance Scott, University of Louisville (KY); Erica Mcclure, Jefferson County Public Schools (KY)
	Strand: Applied Evaluation
	Recommended Experience: Some Experience with PBIS
	This session presents data collected in schools to assess the degree to which adults interact with students in a social manner - and the degree to which that interaction is positive or negative. Implications from this research will form the basis of a deeper discussion of strategies for helping adults to reflect on and change their social interactions with students.
	Objectives:
	● Understand that teacher and student interactions are a predictor for student behavior and overall success in the school
	● See data indicating that typical school settings are predictably negative for students - setting the stage for failures
	● See examples of how a PBIS framework can be used to create an impetus for changing the manner in which adults engage with students
9:30 AM - 10:45 AM	**D3 - Multi-tiered Systems of Support in the Classroom**
	Diane Myers, Texas Woman's University
	Strand: Classroom
	Recommended Experience: Some Experience with PBIS
	This session will focus on how to differentiate behavioral support for students in a classroom. How can one teacher meet the behavioral needs of all students in a classroom, especially when some of those students require more intensive levels of support? We will discuss how teachers can build successfully on their universal level of

	support to help all students be successful, including (a) practical aspects of meeting all students' needs and (b) implementing efficient, effective, evidence-based practices. **Objectives:** ● Learn about structuring differentiated supports in the classroom ● Examine collecting data and making decisions related to providing differentiated support ● Examine how other teachers have provided secondary and tertiary level supports in their classrooms
9:30 AM - 10:45 AM	**D4 - Supporting Teacher Use of Effective Classroom Practices in a High School Setting** *Barbara Mitchell, University of Missouri; Sharonne Telfer, Rypple (AUS); Renay Down & Michael Gray, Busselton Senior High School (AUS)* **Strand:** Classroom **Recommended Experience:** Some Experience with PBIS School level coaches will describe how they implemented a system to promote teacher use of effective classroom practices. A multi-component professional learning model and data informed approach were implemented. Use of the system resulted in measurable changes in teacher use of effective practices, student engagement, and student behavior errors. **Objectives:** ● Describe a range of effective, high leverage practices that teachers can use in individual classroom settings ● Use a structured process for gathering and sharing performance feedback about teacher use of effective classroom practices ● Determine participant perceptions of a classroom coaching process
9:30 AM - 10:45 AM	**D5 - "These Kids are out of Control," & They Should Be: Features of Restorative Justice in Practice** *H. Richard Milner IV, Vanderbilt University* **Strand:** Equity **Recommended Experience:** New to PBIS As educators, it is not our charge to "control" the body and minds of students. Students are human beings, and they tend to adapt to educational conditions and expectations that are co-constructed with them. As educators attempt to address educational needs of students of color (namely Black and Brown students) as well as those who live below the poverty line, Milner outlines five justice-centered imperatives to create learning environments where students succeed. **Objectives:** ● Gain a better understanding of how to build relationships with students ● Build knowledge about educational inequity and equity ● Learn about justice-centered principles that can inform educator practices
9:30 AM - 10:45 AM	**D6 - Beginning to Embed Culturally Responsive Practices into Your School Universal Practices** *Milaney Leverson & Kent Smith, Wisconsin RtI Network; Jennifer Rose, Loyola University (IL)* **Strand:** Equity **Recommended Experience:** Some Experience with PBIS Culturally responsive practices and PBIS are critical elements of how teams function in order for all students to achieve. In this session, participants will learn about current

research, best practices, critical conversations are that need to occur with, how to begin embedding these, and resources to help teams accomplish this.

Objectives:

- Research and best practices relating to culturally responsive (CR) practices and PBIS
- How to begin to build the "will" to embed CR in PBIS
- Understand the role of practitioner identity and implicit bias in building, maintaining and reforming education systems and practices
- Learn and understand resources that teams and coaches can leverage to begin and to maintain equity and CR practices in the universal framework

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9:30 AM - 10:45 AM	**D7 - Addressing Issues of Equity & Discipline Disproportionality in Alternative Education**

Kim Wood & Susan J. Connolly, Placer County Office of Education (CA)

Strand: Juvenile Justice
Recommended Experience: Some Experience with PBIS
This session will review practices which prevent and address disparities in school discipline. Reviewed practices will include the disaggregation of data, strategies for addressing implicit bias, and opportunities for integrating culturally responsive practices into the site's Positive Behavioral Interventions and Supports (PBIS) framework. Additionally, this session will present a case study from an alternative education site that has made significant improvements in addressing discipline disproportionality. These changes have been sustained over time through the use of ongoing data monitoring and continuous improvement practices.

Objectives:

- Learn how to use behavior referral data (e.g., SWIS ethnicity reports) to identify and monitor disproportionate discipline trends
- Learn specific strategies to address disproportionate discipline trends
- Learn how to utilize other types of data, such as student survey data or student acknowledgement data, to inform action-planning around equity

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9:30 AM - 10:45 AM	**D8 - Protection Through Prevention: The Role of School Resource Officers Within a PBIS Framework**

Trevor Fronius, WestEd Justice & Prevention Research Center (CA); Brenda Scheuermann, Texas State University; Ricardo Lozano, Jr., Hays County Sheriff's Department (TX)

Strand: Juvenile Justice
Recommended Experience: New to PBIS
We are gathering data from school resource officers about their encounters with students. Officers report activities that reflect prevention, early intervention, and intensive intervention. We will present results of two years of officers' encounter data mapped against PBIS practices, and describe recommendations for including officers in PBIS planning.

Objectives:

- Describe common problems in school policing
- Describe the range of police-student encounters, as reported by SROs
- Identify strategies for including school resource officers in PBIS planning

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9:30 AM - 10:45 AM	**D9 - Installing Suicide Prevention District-wide through Community Partnerships**

Tim Knoster & Danielle Empson, Bloomsburg University (PA); Joanne Troutman, Greater Susquehanna Valley United Way (PA)

	Strand: Mental Health Integration **Recommended Experience:** Some Experience with PBIS This session will highlight the value of community partnerships to situating an array of mental health literacy and suicide prevention trainings (e.g., YMHFA and QPR) within the PBIS framework. **Objectives:** ● Describe the value of community partnerships to situate mental health literacy and suicide prevention training within context of implementation of the PBIS framework as well as begin to identify potential local community partners to support their implementation across their local schools ● Describe how mental health literacy and suicide prevention training fit within the PBIS framework ● Describe key considerations to entertain germane to situating mental health literacy and suicide prevention training within PBIS endeavors in schools
9:30 AM - 10:45 AM	**D10 - Mental Health & PBIS: Regional Collaboration & Capacity Building** *Susan Barrett,Center for Social Behavior Supports, Old Dominion University (VA); Kelcey Schmitz & Eric Bruns SMART Center (WA); Justyn Poulos, Office of Superintendent of Public Instruction (WA); Jessica Swain-Bradway, NW PBIS Network (OR); Kurt Hatch, Association of Washington School Principals (WA)* **Strand:** Mental Health Integration **Recommended Experience:** Some Experience with PBIS A panel of leaders in mental health and PBIS share their efforts to build a common strategy for addressing the public health mental health crisis **Objectives:** ● Provide overview of current federal investment in mental health and PBIS ● Identify how to access resources and supports ● Identify 1-3 actions for overcoming current MH challenges
9:30 AM - 10:45 AM	**D11 - Facilitating the Installation of an Interconnected Systems Framework: Coaching District & Community Leadership Teams** *Kelly Perales, Midwest PBIS Network (IL); Katy Lee & Tammy McSweeney, Grant Wood Area Education Agency (IA)* **Strand:** Mental Health Integration **Recommended Experience:** Some Experience with PBIS Exploring, adopting, and installing mental health within a PBIS Framework requires systems change. Providing ongoing technical assistance supports implementation at the local level. In this session, hear from regional facilitators about their experiences of supporting three district and community leadership teams. Tools and resources will be shared, as well as successes and lessons learned. (to support DCLT and schools) (for trainers and coaches) **Objectives:** ● Describe the technical assistance steps for installing the ISF within district/community leadership teams ● Describe the ongoing coaching activities for education and mental health coaches ● Describe the tools available to support coaching and technical assistance for district/community leadership teams
9:30 AM - 10:45 AM	**D12 - Embracing the Differences in High School Start-up & Implementation**

Ami Flammini, Midwest PBIS Network (IL); Tyler Alexander & Dan Von Handorf, Kettering City School District (OH)

Strand: PBIS Foundations
Recommended Experience: Some Experience with PBIS
Learn from a large urban high school who demonstrates implementation requires a unique approach and simultaneously a need to stay true to the core characteristics of PBIS. Their approach to student-voice, using cell-phone and dress-code policies to increase staff participation and the importance of administrative support will be shared.
Objectives:

- Understand why high school implementation may look different than in K-8 buildings
- Be able to communicate how features can look different and simultaneously stay true to the core characteristics of PBIS
- Identify one key point you will share with your staff about implementation

| 9:30 AM - 10:45 AM | **D13 - District Coaching Capacity** |

Barry McCurdy & Laura Rutherford, Devereux Center for Effective Schools(PA); Erika McDowell, School District of Philadelphia (PA)

Strand: PBIS Foundations
Recommended Experience: Advanced Experience with PBIS
This session will highlight the value of coaching in PBIS with an emphasis on building internal district coaching capacity. Presenters will describe how the school District of Philadelphia has built and maintained school-wide PBIS through the use of funding and coaching support, and the variety of supports coaches provide to schools.
Objectives:

- Identify the importance of coaching and how it enhances PBIS implementation within a district
- Describe how one exemplar district was able to leverage the use of funding and technical assistance to Build, train, and maintain an internal coaching structure for PBIS
- Identify the role and function of coaches within PBIS schools

| 9:30 AM - 10:45 AM | **D14 - The Role of PBIS in Addressing the Opioid Crisis** |

John Seeley & Sean Austin, University of Oregon; McKenzie Harrington-Bacote, Laconia School District (NH)

Strand: Special Topics
Recommended Experience: Some Experience with PBIS
The conference session will focus on the role of the PBIS framework in addressing the opioid crisis by leveraging an exemplar from a school district that has employed a multi-tiered system of support to address the problem. Session participants will learn about evidence-based resources for substance-abuse prevention and intervention.
Objectives:

- Learn the extent of the problem
- Learn multi-tiered evidence-based prevention approaches
- Learn family-based substance abuse approaches
- Learn community-based integrative strategies
- Learn resources available for school-based substance abuse prevention and intervention

9:30 AM - 10:45 AM	**D15 - Tier II Intervention: Using a Data-informed Decision Making Process to Guide the Use of Self management Practices Across Tier II Supports** *Kimberly Yanek, Center for Social Behavior Supports, Old Dominion University (VA); Carolyn R. Lamm & Jennifer Linthicum, Fauquier County Public Schools* **Strand:** Tier II Systems & Practices **Recommended Experience:** Advanced Experience with PBIS Participants will develop a shared understanding of self- management strategies and explore ways to use data to inform use of these practices as part of Tier II supports. **Objectives:** ● Explore the literature on self-management to develop a shared understanding ● Explore how to use data-informed decision making to guide the use of self-management practices across Tier II supports ● Learn about one district's efforts to apply these strategies as part of their approach to Tier II
9:30 AM - 10:45 AM	**D16 - The Power of Progress Monitoring for Students Receiving Tier II Supports** *Cat Raulerson & Rebecca Webster, University of South Florida; Mike Lastra, Hernando County Schools (FL)* **Strand:** Tier II Systems & Practices **Recommended Experience:** Some Experience with PBIS This session will identify best practices in progress monitoring for students receiving Tier II supports with implications for team decision making at the school as well as the student level. Tools and resources will be shared for team capacity building, while highlighting the inclusion of students with both externalizing and internalizing concerns. Case examples will be utilized to illustrate ongoing decision making for school teams. **Objectives:** ● Build knowledge of best practices in progress monitoring Tier II supports ● Model and practice team decision making at school and individual level ● Identify resources for PBIS teams to improve current practices in their schools
9:30 AM - 10:45 AM	**D17 - Family-Centered Support in Tier II Intervention** *S. Andrew Garbacz, University of Wisconsin-Madison; Kevin Moore, University of Oregon* **Strand:** Tier II Systems & Practices **Recommended Experience:** Some Experience with PBIS This session will describe Positive Family Support, a tiered, family-centered intervention embedded within the systems and practices of PBIS during middle school. The Tier II family-centered check-in/check-out approach will be emphasized as a practical and useful strategy to engage families, strengthen the family-school connection, and improve social-behavioral outcomes for youth. **Objectives:** ● Describe family-centered support within PBIS ● Explain a family-centered version of Check-In/Check-Out ● Describe approaches to engage families in Check-In/Check-Out to promote positive outcomes for youth and families
9:30 AM - 10:45 AM	**D18 - Identifying Students for Tier II Supports Through Data Decision Rules** *Lisa Powers & Heather Hatton, University of Missouri; Bonita Jamison & Jane Crawford, Ferguson Florissant School District (MO); Catherine DeSalvo, Omaha Public Schools (NE)*

Strand: Tier II Systems & Practices
Recommended Experience: Advanced Experience with PBIS
This session will provide an overview for establishing data management systems and practices necessary for accurate and efficient identification of students in need of Tier 2 supports. Presenters will introduce a variety of extant data sources and screening instruments suitable for use in the Tier 2 identification process. Additionally, the presenters will review the critical features of data management systems to support the use of data-decision rules for Tier 2 identification. School- and district-level exemplars will share the experience of developing Tier 2 identification systems, and lessons learned. Implications for school- and district-level teams, including consideration of equity of supports, will be discussed.
Objectives:

- Identify data sources for Tier II implementation
- Identify critical features of Tier II data systems
- Develop data-decision rules for Tier II implementation

| 9:30 AM - 10:45 AM | **D19 - Tier III Progress Monitoring: How Individualized Supports Can be Monitored Systematically, Efficiently, & Individually**
Robert Putnam, May Institute (MA); Katie Conley & Angus Kittleman, University of Oregon; Therese Sandomierski, University of South Florida

Strand: Tier III Systems & Practices
Recommended Experience: Some Experience with PBIS
This session will review how individualized supports can be progress monitored to measure effectiveness on an efficient basis. Numerous examples will be presented on the methods to progress measure individualized supports and their fidelity.
Objectives:

- Identify the types of data necessary for making decisions about the progress of students receiving individualized support
- Describe characteristics of progress monitoring and fidelity tools that enable efficient data collection
- Apply strategies to increase the efficiency of individual student and school-level Tier III meetings
- Identify free and low-cost tools available to support data-based decision making at Tier III for both student and systems-level teams |

Breakout Sessions E

| 11:00 AM - 12:15 PM | **E1 - Teaming with Team Initiated Problem Solving for Effective & Efficient Decision Making**
Diane LaMaster, Midwest PBIS Network (IL); Jessica Daily, University of Oregon

Strand: Applied Evaluation
Recommended Experience: Some Experience with PBIS
Session to demonstrate utilization of Tiered Decision Guidelines to help teams identify/address system/student issues in conjunction with the TIPS Problem Solving Process and Meeting Minute Form to record/develop action plans.

Objectives:

- Review the TIPS Meeting Foundations & Problem Solving Process |

	• Explore the Tiered Decision Guidelines to help teams address systems & student-level issues • Investigate the TIPS Meeting Minute form as a tool to support data-based decision making and action planning
11:00 AM - 12:15 PM	**E2 - Assessing School Climate & Culture in PBIS Evaluations: Including Student & Family Voice** *Tamika LaSalle, University of Connecticut* **Strand:** Applied Evaluation **Recommended Experience:** Some Experience with PBIS Participants of this session will learn about available school climate assessments for students, personnel, and families. Participants will also learn about efficient and effective ways to integrate data within current evaluation systems and provide feedback to stakeholders, including students, teachers and parents. **Objectives:** • Learn how to access school climate assessments • Learn about school climate reporting data tools • Learn how to integrate school climate data with existing data (e.g., discipline attendance
11:00 AM - 12:15 PM	**E3 - Creating Positive, Productive Classrooms: Coordinated Professional Learning Efforts at the District Level to Install Low-intensity Strategies to Support Success** *Kathleen Lynne Lane & Mark Matthew Buckman, University of Kansas; Heather Burris & Therese Brink Edgecomb, Auburn-Washburn Unified School District #437 (KS)* **Strand:** Classroom **Recommended Experience:** Some Experience with PBIS Learn how district leaders provided a continuum of professional learning opportunities to support the installation of low-intensity strategies (e.g., instructional choice, active supervision) to facilitate positive, productive classroom environments. District leaders will explain their data-informed approach to professional learning of classroom practices and how instructional coaches install these feasible, effective strategies. **Objectives:** • How one district focused on low-intensity strategies to support student engagement • How district-leaders provided a continuum of professional learning opportunities to support the installation of low-intensity strategies (e.g., instructional choice, active supervision) to facilitate positive, productive classroom environments • How district leaders used a data-informed approach to professional learning of classroom practices • How instructional coaches install these feasible, effective strategies
11:00 AM - 12:15 PM	**E4 - Alignment & Integration of Practices/Initiatives in the Classroom: Academic Focus** *Steve Goodman, Michigan's Integrated Behavior & Learning Support Initiative; Scott Baker, University of Oregon* **Strand:** Classroom **Recommended Experience:** Some Experience with PBIS Academic RTI and PBIS systems share many common features. We can be more effective in our outcomes and more efficient with our educational system when we strategically align academics and behavior approaches. This session will provide rationale and strategies for aligning academic and behavior systems. **Objectives:**

	● Understand the rationale for aligning academic and behavior systems ● Understand key features critical for intensification of supports ● Understand how academic and behavior support strategies are aligned within the classroom
11:00 AM - 12:15 PM	**E5 - Supporting the Implementation of Trauma Informed Classroom Practices** *Katie Pohlman, Midwest PBIS Network (IL); Lisette Spraggins and Huda "Shay" Shakih, Region 4 Education Service Center (TX)* **Strand:** Classroom **Recommended Experience:** Some Experience with PBIS Students thrive from environments that are positive, safe, and predictable, especially students impacted by trauma. This session will demonstrate how evidence-based classroom practices are trauma informed, and will provide examples from the classroom. Coaches will be provided a process to support teachers in implementing trauma informed classroom practices with fidelity. **Objectives:** ● Discuss how six evidence-based classroom practices support students impacted by trauma ● Assess current implementation of classroom practices within their schools ● Build capacity of school staff to implement classroom practices with fidelity
11:00 AM - 12:15 PM	**E6 - Coaching Teachers as We Support Students Receiving Support Across the Tiers** *Kimberly Yanek, Center for Social Behavior Supports, Old Dominion University (VA); Dayla Brown, Laura McMahon, Teri Breaux, & Marcial Anthony Gonzalez, Virginia Beach City Public Schools (VA)* **Strand:** Classroom **Recommended Experience:** Some Experience with PBIS Participants will learn examples of how school personnel (coaches, administrators, BCBAs) work to align coaching supports to classroom teachers working with students receiving support across all three tiers. **Objectives:** ● Explore considerations for aligning coaching supports ● Explore examples of using three-tiered prevention science to design systems of support for adults ● Learn about a school's efforts to apply these objectives to support staff to use a continuum of practices to meet student needs
11:00 AM - 12:15 PM	**E7 - Utilizing Instructional Alternatives to Exclusionary Discipline** *Rhonda Nese & Danielle Triplett, University of Oregon; Ambra Green, University of Texas, Arlington* **Strand:** Equity **Recommended Experience:** Some Experience with PBIS Research has shown that out-of-school suspensions are ineffective for changing student behaviors because they do not typically include academic or behavioral instruction for students. In this session, the presenters will share an alternative to out-of-school suspension that has promise for preventing further problem behaviors and subsequent removals from instruction. **Objectives:** ● Identify clear, appropriate, and consistent expectations and consequences

	● Describe Instructional supports for students when sent out of class, with an emphasis on classroom reentry ● Discuss application of discipline policies in a fair and equitable manner
11:00 AM - 12:15 PM	**E8 - Supporting Students & Families Who Are LGBTQ** *Jennifer Freeman, University of Connecticut; Renee Bradley, US Department of Education (DC); Sydney Bradley-Black, Stonewall Jackson High School (VA); Arika Freeman-Gritter, Brookline High School (MA)* **Strand:** Equity **Recommended Experience:** Some Experience with PBIS This session will provide an overview of best practices with respect to improving outcomes for LGBTQ youth within a multi-tiered framework. The session will also explore strategies and resources for families and school staff to ensure safe and positive learning environments. The session will also include a youth perspective from two high school students. **Objectives:** ● Describe promising practices for improving outcomes for LGBTQ youth in schools ● Describe how these practices could be integrated into a multi-tiered behavior framework ● Become familiar with relevant data sources for decision making within a multi-tiered framework ● Locate resources to assist with improving services for LGBTQ students in the school setting ● Locate resources to support the efforts of adults in schools and families
11:00 AM - 12:15 PM	**E9 - Coaching for Equity in School Discipline** *Kent McIntosh, University of Oregon; Sara McDaniel, University of Alabama; Ruthie Payno-Simmons, Michigan's Integrated Behavior & Learning Support Initiative; Sandra Hardee, Johns Hopkins University, (MD)* **Strand:** Equity **Recommended Experience:** Advanced Experience with PBIS In this interactive question and answer session, a panel of equity coaches will share their experiences in increasing commitment to enhance equity in school discipline and ensuring adequate fidelity of implementation within a PBIS model. **Objectives:** ● Describe the principles of coaching as they relate to equity in school discipline ● Identify strategies to increase commitment and action to enhance equity ● Identify coaching strategies to ensure adequate fidelity of implementation for equity interventions
11:00 AM - 12:15 PM	**E10 - A District-wide Approach to Implementing Restorative Practices through a PBIS Framework** *Ali Hearn, Midwest PBIS Network (IL); Ryan Wollberg & Lisa West, Woodland School District 50 (IL)* **Strand:** Juvenile Justice **Recommended Experience:** Some Experience with PBIS This session is for Admin, Coaches, and implementers new to Restorative Practices or the idea of district-wide installation within a MTSS framework. Join us to explore the theories behind Restorative Practices, the continuum of Restorative Practices, core systems features of PBIS, and considerations for their successful alignment **Objectives:**

	● Describe the continuum of Restorative Practices and basic theories behind the work ● Identify core MTSS systems features as the basis for installing Restorative Practices within the PBIS Framework ● Learn about the importance of data to monitor fidelity and outcomes of implementation & identify tools and resources that support this process
11:00 AM - 12:15 PM	**E11 - Integrating Social Emotional Learning into the PBIS Framework** *Lucille Eber & Kelly Perales, Midwest PBIS Network (IL)* **Strand:** Mental Health Integration **Recommended Experience:** Some Experience with PBIS School districts are often implementing multiple initiatives with similar goals. This session will feature a rural district's efforts to align and integrate SEL and PBIS as part of their installation of an Interconnected Systems Framework. Learn about successes and lessons learned, as well as strategies and tips to use in your district. **Objectives:** ● Identify the features of effective Tier II interventions for students with internalizing mental health concerns ● Describe the installation process for Tier II interventions for students with internalizing mental health concerns ● Learn how to expand the Tier II continuum of interventions to better address the needs of all students
11:00 AM - 12:15 PM	**E12 - Improving Family Engagement in an Interconnected Systems Framework** *Mark Weist, University of South Carolina; Megan Bocchino, Charleston County School District (SC); Dama Abshier, Florida PBIS Project* **Strand:** Mental Health Integration **Recommended Experience:** Some Experience with PBIS Districts and schools often struggle to engage families in an authentic way. Further, when mental health concerns arise, stigma can cause further disconnect between families and educators. This session is for coaches and trainers to learn strategies for connecting with families. Hear from an exemplar who will share experiences of partnering with families across all three tiers in an Interconnected Systems Framework. **Objectives:** ● Define an Interconnected Systems Framework, key messages and core features ● Describe ways to authentically engage families across tiers within schools ● Identify strategies to use to encourage family participation, especially related to social, emotional, and mental health interventions
11:00 AM - 12:15 PM	**E13 - Authentic Student Voice: Are We Hearing from ALL Students?** *Patti Hershfeldt,Center for Social Behavior Supports, Old Dominion University (VA); Stephanie Martinez, University of South Florida* **Strand:** PBIS Foundations **Recommended Experience:** Some Experience with PBIS Including student voice in the development and implementation of PBIS in high schools is critical. This session will focus on strategies for including the voices of all students. Examples from schools, and tools will be shared to help teams increase authentic student participation. **Objectives:**

	● Learn about a model that maps student engagement along a continuum of participation ● Be presented with strategies and tools for increasing student involvement along the continuum ● Be given the opportunity to engage in dialogue with other participants to garner additional examples
11:00 AM - 12:15 PM	**E14 - Training & Coaching Basics** *Kelsey Morris, University of Missouri* **Strand:** PBIS Foundations **Recommended Experience:** New to PBIS This session will provide an overview for PBIS Trainers/Coaches of essential features of PBIS professional development and the basic logic of building internal capacity to establish efficient systems to support staff, implement effective practices to support students, and make sound decisions based on data. **Objectives:** ● Learn how to utilize the Professional Development Blueprint's Training and Coaching Assessment for enhancing training/coaching capacity ● Use key features which enable leadership teams to build a system of professional development that is responsive to school team needs ● Learn strategies and tools to facilitate PBIS teams
11:00 AM - 12:15 PM	**E15 - Bringing PBIS to the Preschool Classroom: Preventing Challenging Behavior; Promoting Social & Emotional Competence** *Anna Winneker, University of South Florida* **Strand:** Special Topics **Recommended Experience:** New to PBIS PBIS offers a powerful framework for the implementation of evidence-based practices that can change the social, emotional, and behavioral developmental trajectory of young children. Learn about practice implementation, classroom coaching, and data tools that strengthen the delivery of PBIS in preschool classrooms. **Objectives:** ● Identify the evidence-based practices that should be implemented within preschool classrooms ● Understand how practice-based coaching is used for practice implementation fidelity ● Identify free resources that can be used to strengthen preschool classroom buy-in, family engagement, and ongoing professional development
11:00 AM - 12:15 PM	**E16 - Intensifying Behavioral Supports within the Classroom Using the** Class-wide **Function-based Intervention Team Intervention** *Howard Wills, University of Kansas; Lisa Friesen, Mary Jordan, & Amy Casey, North Kansas City School District (MO); Pei-Yu Chen, National Taipei University of Education (TWN)* **Strand:** Tier II Systems & Practices **Recommended Experience:** Advanced Experience with PBIS This session will include an overview of the CW-FIT program for intensifying behavior supports within the classroom. Participants will learn the core components and the initial implementation steps for the elementary and middle-school versions. School district

presenters will share video examples and provide insight into their implementation experiences.
Objectives:

- Identify the core components of CW-FIT
- Know how to access tools for initial implementation
- Describe the program and how it can be used to intensify behavioral supports within the classroom

11:00 AM - 12:15 PM	**E17 - Addressing Internalizing Concerns through Tier II Supports** *Stephen Kilgus & Katie Eklund, University of Wisconsin-Madison* **Strand:** Tier II Systems & Practices **Recommended Experience:** Some Experience with PBIS This session will present information related to brief Tier 2 interventions for students with early signs of internalizing concerns (e.g., depression and anxiety). Particular attention will be given to the Resilience Education Program (REP), an integrated intervention combining abbreviated small-group cognitive-behavioral instruction and a modified Check In/Check Out (CICO) procedure. **Objectives:** ● Learn about the influence of internalizing concerns on student functioning within schools ● Learn about a range of interventions designed to address internalizing behaviors, including the Resilience Education Program (REP) ● Learn about measures designed to support intervention implementation, including those related to universal screening and progress monitoring ● Hear from exemplar presenters regarding their efforts to implement Tier II internalizing interventions within their schools
11:00 AM - 12:15 PM	**E18 - The Prevent-Teach-Reinforce Functional Behavior Assessment-Behavior Intervention Plan Model for Middle & High School Students** *Rose Iovannone, University of South Florida* **Strand:** Tier III Systems & Practices **Recommended Experience:** Some Experience with PBIS The Prevent-Teach-Reinforce (PTR) FBA-BIP model will be described as used with middle and high school behavioral support teams. Adaptations to the evidence-based framework will be presented along with revised tools that are feasible and functional for secondary educators and students to use throughout the process. Case studies showing middle and high school examples will be shared. **Objectives:** ● Describe the multi-step process of Prevent-Teach-Reinforce-Secondary (PTR-SEC) ● Discuss the involvement of the student in the PTR-SEC process ● Explain the practice-based coaching process to support teachers ● Identify the features of PTR-SEC that fit secondary school context
11:00 AM - 12:15 PM	**E19 - Tier III Supports & Students with Disabilities: Practice & Policy Recommendations** *Tim Lewis, University of Missouri* **Strand:** Tier III Systems & Practices **Recommended Experience:** Some Experience with PBIS One of the hallmarks of PBIS is building environments to support ALL students, including those with disabilities served under the Individuals with Disabilities Education Act (IDEA). This session will discuss legal and policy implications for students with disabilities across

the continuum of supports with a specific focus on tier III supports and the alignment of IDEA regulations. Time will be built into the session for questions and discussion.
Objectives:

- Understand the essential features of individual supports for all students
- Be familiar with function-based logic to develop individual plans
- Understand the need to follow procedural safeguards for students with disabilities

Closing Session

12:20 PM - 1:00 PM	**Celebrating Two Decades of PBIS** *Renee Bradley, Office of Special Education & Rehabilitation, US Department of Education*