October 20, 2016

Dear Conference Participants,

On behalf of the Mary Lou Fulton Teachers College, it is my pleasure to welcome you to the 2016 Teacher Educators for Children with Behavioral Disorders (TECBD) Conference.

Beginning with the first conference in 1977, TECBD has provided an essential venue for educators and students to gather and share research, innovation, and practical strategies related to youth with emotional and behavior disorders. Your keynote speaker this year, Dr. Greg Benner, will share the importance of educating the whole child. I know he has great insight and knowledge on how to meet not just the academic needs of the students you work with, but how to meet their social and emotional needs as well.

As always, this year TECBD will offer an excellent array of workshops and presentations. I hope that you find these sessions beneficial as you continue to engage students, implement evidence-based practices, and support those in the field of emotional and behavior disorders. I am pleased that you have joined us for this extraordinary year, and I extend my best wishes for a highly productive and valuable conference.

Sincerely,

Carole Basile, Dean
2016 TECBD Conference Participants,

On behalf of the Mary Lou Fulton Teachers College at ASU and the TECBD Advisory Board, it is my pleasure to welcome you to the Annual Teacher Educators for Children with Behavioral Disorders Conference (TECBD) in Tempe, Arizona. We are grateful to our new Dean, Carole Basile, and the Teachers College for their continued support of this event.

We have two exciting preconference workshops for you Thursday morning: Educating Children and Youth who are Neglected, Delinquent, or At-Risk: Research and Resources and Classroom and School-Based Programs for Improving Emotional and Behavioral Problems Related to Internalizing Disorders such as Depression, Anxiety, Somatization, and Withdrawal Behaviors. These will be followed by Greg Benner’s Keynote, Tacoma Whole Child Initiative: Sustainable City-Wide Transformation to Strengthen the Future

We are very excited to be partnering with CCBD this year to offer three special Saturday workshops for educators. Coaching the Classroom Teacher: How to Support Teachers’ Development of Classroom Management Skills; Classic Problems, Classic Solutions: Simple Strategies to Improve Student Behavior and Using Systematic Behavior Screening Tools: Screening and Intervening

In addition, we have several exceptional strands that will run throughout the conference including: ASD; Identification, Assessment, & Intervention; Juvenile Justice; Richard E. Shores; Tier 2 Interventions; Tier 3 Interventions, and Writing and EBD. A special thanks to all strand leaders for their assistance developing a truly exceptional program.

Finally, we would like to thank all of you for your continued attendance, participation, and support. The dedication and cohesiveness of those who work in this field makes this conference a truly enjoyable experience for all. We wish you a productive and inspiring few days in Tempe!

Sincerely,

H. G. Clark

Heather Griller Clark
TECBD Conference Director
THE TECBD ADVISORY BOARD

The TECBD Conference Planning Committee is always seeking nominations for TECBD Advisory Board Members.

The purpose of the TECBD Advisory Board is to assist the conference director and planning committee by sharing information and ideas that will maintain the integrity and traditions of TECBD while shaping future directions.

Advisory board members may be asked to assist with: identification of current and relevant professional development needs and topics identification and recruitment of conference presenters, coordination with other local, state, and national groups, publicity and promotion of the TECBD, conference planning and strand organization.

Advisory board members are appointed for a renewable three-year term. Members will participate in planning and information sharing primarily via e-mail and phone. Members will be selected based on: shared philosophy and values, demonstrated support of TECBD, expertise in areas related to TECBD, and varied geographic representation.

If you are interested in becoming a TECBD Advisory Board Member please submit a brief statement describing your interest to Heather Griller Clark at hgriller@asu.edu

THANK YOU!

About TECBD

The Teacher Educators for Children with Behavior Disorders conference is the premier educational research conference for teacher educators working with children and youth with severe behavioral disorders. It was started over three decades ago with a mission to disseminate quality research in the field and to support the advancement of knowledge for students, educators, and university faculty alike. TECBD began its mission long before support for students with severe behaviors was the mainstream. It continues to be a leader for showcasing the very best that our field has to offer. Today, you may arrive at the conference with questions and problems. We hope that by the end of the weekend, you’ll leave with some answers and solutions!
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Registration Desk
Check-in to receive your conference packet, luncheon ticket (if ordered), and name badge. Your conference badge is required to enter all sessions and events. Conference staff are available to answer questions and make your attendance enjoyable.

Thursday 8:00 — 5:00
Friday 8:00 — 5:00
Saturday 8:00 — 12:00

Parking
Parking for hotel guests is available in the hotel parking lot, please register your vehicle with the hotel. Visitor parking is located around the hotel property and on the north side of the hotel. The hotel offers convenient valet parking at the front of the hotel to visitors (gratuity based). Parking is restricted on ASU campus to permit holders only or at designated meters.

Disability Accommodations
The Tempe Mission Palms Resort is wheelchair accessible and fully equipped to meet the needs of persons with disabilities. Services will be available to hearing impaired participants who have requested an interpreter in advance. Guide dogs are welcome for persons with vision impairments. Please let us know how we can assist you.

Safety
Please notify the registration desk of any safety concerns. In the event of an emergency, please contact the registration desk, hotel staff, or call 911. To prepare for the unlikely event of a fire or other emergency requiring rapid departure, locate all exit doors and routes upon entering any room. Due to fire codes, room capacity is limited to the number of seats available. Please honor this fire code requirement.

Lost and Found
Please turn in any lost and found items to the registration desk. Every effort will be made to return lost items to their rightful owners.
Mill Avenue:
If you’re looking for shopping, dining, or evening entertainment look no further than 100 yards right of the hotel. Mill Avenue is an eclectic mix of urban and college sights and sounds. A great place to take a stroll, relax, and unwind after a exciting day of conferencing!

Tempe Town Lake:
A beautiful lake in the desert! Take a stroll a block north of the hotel up Mill Avenue and you’ll find yourself at Tempe Beach Park and the shores of a new lake. This is a great place to people watch, walk, jog, bike, rollerblade, or rent a paddleboat. Enjoy the perfect weather and our beautiful city.

Dining Out:
- Caffe Boa Bistro and Wine Bar 398 S Mill Ave
- Corleone's Authentic Philly Steaks 411 S Mill Ave
- Delice Bistro 690 S Mill Avenue
- Desert Roots Kitchen 414 S Mill Ave
- El Hefe Super Macho Taqueria 640 S Mill Ave
- Famous Potato 425 S Mill Avenue
- Fat Tuesday Bar 680 S Mill Ave
- Fatburger 414 S Mill Ave
- Five Guys Burgers & Fries 680 S Mill Ave
- Fuzzy's Taco Shop 414 S Mill Ave
- Gigi's Cupcakes 420 S Mill Ave
- Gordon Biersch Brewery Restaurant 420 S Mill Ave
- Gringo-Star Street Bar 501 S Mill Ave
- The Handlebar Tempe 680 S Mill Ave
- Hot N Juicy Crawfish 740 S. Mill Avenue
- House of Tricks Restaurant 114 E 7th St
- La Bocca Urban Pizzeria + Wine Bar 699 S. Mill Avenue
- Loco Patron Mexican Grill 222 S Mill Avenue
- Med Fresh Grill 414 S Mill Ave
- Mellow Mushroom 740 S Mill Ave
- Monti's La Casa Vieja 100 S Mill Ave
- My Big Fat Greek Restaurant 525 S Mill Ave
- Ncounter 310 S Mill Ave
- P.F. Chang's China Bistro 740 S Mill Ave
- Paletas Betty 425 S Mill Ave
- Pita Pit 690 S Mill Ave
- RA Sushi-Bar-Restaurant 411 S Mill Ave
- Restaurant Mexico 423 S Mill Ave
- Rita's Italian Ice 740 S Mill Ave
- Rula Bula Irish Pub & Restaurant 401 S Mill Ave
- Slices Pizza 11 E 6th St
- Sparky's Old Town Creamery 510 S Mill Ave
- Spinelli's Pizzeria 420 South Mill Avenue
- Steak 'n Shake 699 S Mill Ave
- Tempe's Front Porch 100 S Mill Ave
- Which Wich 222 S Mill Ave
- World of Beer 526 S Mill Ave
- Zipps Sports Grills 690 S. Mill Avenue
- Zuma Grill 605 S Mill Ave

Recreation:
- Hiking — check out ‘A’ mountain right behind the hotel for a quick workout and great views of the area. Or for a 1200’ climb tackle the challenging Piestewa Peak or Camelback Mountain in Phoenix.
- Mountain Biking — Some local mountain preserves include Papago Park and South Mountain Park (largest municipal park in the world).
- Fishing — An Arizona urban fishing license is required to fish at stocked lakes such as Tempe Town Lake or the numerous urban lagoons in local parks in the city.

Gambling:
- Casino Arizona — www.casinoaz.com
- Fort McDowell Casino — www.fortmcdowellcasino.com

Shopping:
- Arizona Mills Mall — www.arizonamillsmall.com
- Scottsdale Fashion Square — www.westcor.com
- Biltmore Fashion Park — www.shopbiltmore.com

Golf:
- Tempe Golf Courses — www.tempe.gov/pkrec/golf
- Arizona Golf Courses — www.golfarizona.com

Tempe Convention and Visitors Bureau:
(480) 894 8158
www.tempecvb.com
Out and About in Phoenix

Getting Around:
Right across the street from the Mission Palms hotel is a station for the light rail which you can use to get downtown or further east to Mesa.

http://www.valleymetro.org/metro_light_rail/

Sports:
ASU Sun Devils vs Washington State
October 22nd @ 7:30 p.m.
Sun Devil Stadium

Music/Art/Entertainment:
The Sound of Music
ASU Gammage
1200 S Forest Ave, Tempe
October 20th & 21st @ 7:30 p.m.
October 22nd @ 2:00 p.m. & 7:30 p.m.
480-965-3434
boxoffice@asugammage.com

Craig Grass at the Tempe Improv
Show Times:
October 20th @ 8:00
October 21st @ 7:30 & 10:00 p.m.
October 22nd @ 7:00 p.m. & 9:30 p.m.
480-921-9877

Music/Art/Entertainment:
The Fray & American Authors
October 20th @ 7:30 p.m.
Comerica Theatre
400 W. Washington Street
http://www.comericatheatre.com

Phoenix Symphony
Tito Munoz & Steven Moeckel - Shostakovich Symphony No. 7
Phoenix Symphony Hall
October 21st and 22nd @ 7:30

Keith Urban
Talking Stick Resort Arena
October 22nd @ 7:30
201 W. Jefferson Street
http://talkingstickresortarena.ticketoffices.com

Desert Botanical Garden’s
Dia de los Muertos Celebration
Ofrenda Exhibition
October 21st—November 2nd from 8 am to 8 pm
480-481-8188
http://dbg.org
TECBD Conference Overview

Thursday, October 20, 2016
Conference Registration
8:00 AM — 5:00 PM

Pre-conference Workshops
9:00 AM — 12:00 PM

Lunch on your own
12:00 — 1:00 PM

Keynote Address: Dr. Greg Benner
1:00 PM — 2:30 PM

Conference Sessions
3:00 PM — 6:00 PM

Friday, October 21, 2016
Conference Registration
8:00 AM — 5:00 PM

Conference Sessions
9:00 AM — 11:00 AM

CCBD President’s Luncheon: Dr. Kathleen Lane
11:00 AM — 1:00 PM

Conference Sessions
1:00 PM — 6:00 PM

White Rhino Social 6:00 PM

Saturday, October 22, 2016
Conference Registration
8:00 AM — 11:00 AM

Conference Sessions
9:00 AM — 12:00 PM

CCBD Sponsored Workshops
9:00 AM — 4:00 PM
Dr. Gregory J. Benner
Professor of Education at the University of Washington Tacoma and Executive Director of the UWT Center for Strong Schools

Gregory J. Benner, Ph.D. specializes in preventive approaches for meeting the academic and social/emotional needs of students, particularly those with emotional and behavioral disorders (EBD). As a parent of four energetic kids, he has expertise in building the capacity of educators, mental health professionals, and parents to better understand and meet the needs of youth who are least understood and struggling most. He has consulted in hundreds of schools and facilities to build a sustainable, comprehensive multi-tiered system of support. He has a knack for collective impact—getting whole communities including families, child welfare, mental health, social and health services, and schools on the same page to meet needs of the whole child. In 2002, he was awarded the Wesley Becker Award for Outstanding Research. His book entitled Instructional Practices for Students with Behavioral Disorders: Strategies for Reading, Writing, and Math is part of the What Works for Special Needs Learners Series published by Guilford Press. He recently served as Principal Investigator on an Institute of Education Sciences-funded Goal 3 Efficacy Study. He currently serves as Associate Editor for Behavioral Disorders and Remedial and Special Education, and is on the editorial review board for the Journal of Emotional and Behavioral Disorders and the Journal of Behavioral Education. He has over 200 presentations and publications that reflect his ability to disseminate research findings and best practices to the field.

Tacoma Whole Child Initiative: Sustainable City-Wide Transformation to Strengthen the Future

Whole children, those who are academically successful with positive mental well-being and social health, achieve higher graduation rates, contribute to the community and lead happy, productive lives. By transforming the classroom to focus on the whole child, we are strengthening the present and investing in the future of our community. It takes a village to raise a Whole Child and in turn, they raise the village. When students know what to expect, what is expected of them, and have confidence that they will be treated with respect, they perform better. The Tacoma Whole Child Initiative exists to refocus all settings where kids go and move through over time city-wide so children emerge well-rounded, academically and socially successful, and developmentally strong.
Dr. Kathleen Lynne Lane
University of Kansas

Kathleen Lynne Lane, Ph.D., BCBA-D is a Professor in the Department of Special Education at the University of Kansas. Dr. Lane’s research interests focus on designing, implementing, and evaluating comprehensive, integrated, three-tiered (Ci3T) models of prevention to (a) prevent the development of learning and behavior challenges and (b) respond to existing instances, with an emphasis on systematic screening. Dr. Lane serves as the primary investigator (PI) an Institute for Educational Sciences (IES) Researcher-Practitioner Partnership grant. She also served as PI for other federally-funded projects including: Project WRITE, a Goal Area 2 Grant funded through the IES, focusing on impact of writing interventions for students at risk for EBD who are also poor writers; an OSEP directed project studying positive behavior support at the high school level; and an OSEP field-initiated project studying prevention of EBD at the elementary level. She is currently President of the Council for Children with Behavior Disorders (CCBD). She is the co-editor of Remedial and Special Education and Journal of Positive Behavior Interventions. Dr. Lane has co-authored seven books and published over 150 refereed journal articles and 30 book chapters.

Building Strong Partnerships: Responsible Inquiry to Learn and Grow Together

For many years people have discussed the research-to-practice gap in education. Fortunately, increased attention has been devoted to creating opportunities for practitioners and researchers to engage in highly collaborative partnerships from design to implementation to dissemination (e.g., Institute for Education Sciences, 2016). In this interactive session, we will discuss the importance of building strong, respectful, and productive partnerships between researcher and practitioner communities. We will offer illustrations of successful partnerships across the PK-12 continuum and tips for success.

Consider Donating to one of the CCBD Scholarship Funds
www.ccbdfoundation.org
## Strands

There are several strands which run throughout the conference. We have given these strands general names so that attendees may easily identify presentations that may be of interest to them. Strand leaders help solicit, review, and coordinate the presentations within their strand. We are sincerely grateful for their assistance.

<table>
<thead>
<tr>
<th>Strand Name</th>
<th>Strand Leader(s)</th>
<th>Strand Description</th>
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<tbody>
<tr>
<td>Autism Spectrum Disorder (ASD)</td>
<td>Kathleen McCoy, Arizona State University</td>
<td>We are proud to present presentations addressing academic aspects of learning. Foci include effective classroom management, science, and math. Approaches include, but are not limited to, video modeling and Functional Behavioral Assessments (FBA). Social skills are equally important in developing appropriate interactions.</td>
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<td>Identification, Assessment, &amp; Intervention (IAI)</td>
<td>Kathleen Lane, University of Kansas &amp; Wendy Oakes, Arizona State University</td>
<td>This strand reviews current works in progress that focus on students with or at-risk for emotional and behavioral disorders (EBD) across the K-12 span. Specifically, the presentations focus on providing supports within tiered systems of prevention, with an emphasis on systematic screening.</td>
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<td>Juvenile Justice (JJ)</td>
<td>Kristine Jolivette, University of Alabama</td>
<td>The juvenile justice and alternative education strand focuses on evidence-based practices, emerging practices, and initiatives of juvenile justice agencies. The strand provides a rich array of empirical, conceptual, and research-to-practice session options for practitioners, students, and researchers.</td>
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<tr>
<td>Tier II</td>
<td>Robin Parks Ennis, University of Alabama &amp; Nicole Cain Swoszowski, University of Alabama</td>
<td>This strand focuses on Tier II interventions within three-tiered models of positive behavioral interventions and supports. Strategies and interventions appropriate for implementation with students with EBD to reduce existing cases of problem behavior will be highlighted.</td>
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<td>Tier III</td>
<td>Allison Bruhn, University of Iowa &amp; Shanna Eisner Hirsch, Clemson University &amp; Sara McDaniel, University of Alabama</td>
<td>This strand focuses on Tier III behavioral assessment and intervention for elementary students through adulthood. Leaders in the field will discuss current research and implications for practice on a range of topics including: FBA and BIPs, the Prevent-Teach-Reinforce model, integration of paraeducators, and troubleshooting implementation issues.</td>
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<td>Richard E. Shores (Shores)</td>
<td>Kimberly Vannest, Texas A&amp;M University &amp; Daniel Maggin, University of Illinois at Chicago</td>
<td>The Richard E. Shores Research in Emotional and Behavioral Disorders Strand is a recurring event that features both new and established researchers whose work advances the education and treatment of children and adolescents with EBD.</td>
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<tr>
<td>Writing and EBD</td>
<td>Debra McKeown, Georgia State University</td>
<td>This mini-strand addresses writing instruction with children and youth with or at risk for behavioral challenges. Presentations include the teacher and child perspectives as well as an effective writing intervention for this population.</td>
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# Conference Planner

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<th>Time</th>
<th>Session</th>
<th>Room</th>
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<tr>
<td><strong>THUR</strong>&lt;br&gt;Oct 20th</td>
<td>9:00 - 12:00</td>
<td>Pre-conference Workshops</td>
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<td>1:00 - 2:20</td>
<td>Robert B. Rutherford, Jr. Keynote Address</td>
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<td><strong>FRI</strong>&lt;br&gt;Oct 21st</td>
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<td>11:00 - 1:00</td>
<td>Luncheon: CCBD President's Address</td>
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<td>White Rhino Social</td>
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<td><strong>SAT</strong>&lt;br&gt;Oct 22nd</td>
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<td>9:00 - 4:00</td>
<td>CCBD Sponsored Workshops</td>
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Pre-Conference Workshops

**Thursday—October 20, 2016**

**Pre-Conference Workshop I**

**Palm F**

**9:00-12:00**

**Classroom and School-Based Programs for Improving Emotional and Behavioral Problems Related to Internalizing Disorders such as Depression, Anxiety, Somatization, and Withdrawal Behaviors**

Kimberly Vannest, Texas A&M University

A number of treatments for internalizing behaviors have evidence to support their use in classroom or therapeutic settings. Some strategies have 30+ years of research behind them while others are emerging. Treatments like mindfulness training are sometimes confused as a panacea to treat all manner of problems or conversely - considered voo-doo without empirical support, neither is accurate. This session will start with a discussion of best universal practices for internalizing problems, move on to accurate problem identification through screening and assessment, and end with a listing and opportunity to practice and discuss targeted and intensive interventions. Participants will leave with paper or electronic access to a list of interventions including the steps for implementing strategies.

**Pre-Conference Workshop II**

**Palm D**

**9:00—12:00**

**Educating Children and Youth who are Neglected, Delinquent, or At-Risk: Research and Resources**

Kimberly Vannest, Texas A&M University

This panel of nationally recognized researchers will facilitate an interactive discussion of the current status of the systems that serve youth; provide tools, tips, and resources for secure care practitioners, schools, and communities; and share future directions based on empirical needs for addressing academics, behavior, mental health, and transition.

The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth

Secure Care for Juveniles: Where We've Been & Where We Are – **C. Michael Nelson**, University of Kentucky

Introduction of NDTAC and the Framework for the Workshop - **Greta Colombi**, The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC)

**Key Considerations in Providing a Free Appropriate Public Education for Youth With Disabilities in Juvenile Justice Secure Care Facilities** – **Joe Gagnon**, University of Florida

**Conditions for Learning for Youth Who are Neglected or Delinquent** – **David Osher & Katie Barclay Penkoff**, American Institutes for Research

**Multi-Tiered Systems of Support in Residential Juvenile Facilities** – **Kristine Jolivette**, University of Alabama

**Transition Toolkit 3.0** – **Heather Griller Clark & Sarup Mathur**, Arizona State University

Where We’re Going - **C. Michael Nelson**, University of Kentucky
Whole children, those who are academically successful with positive mental well-being and social health, achieve higher graduation rates, contribute to the community and lead happy, productive lives. By transforming the classroom to focus on the whole child, we are strengthening the present and investing in the future of our community. It takes a village to raise a Whole Child and in turn, they raise the village. When students know what to expect, what is expected of them, and have confidence that they will be treated with respect, they perform better. The Tacoma Whole Child Initiative exists to refocus all settings where kids go and move through over time city-wide so children emerge well-rounded, academically and socially successful, and developmentally strong.
Conference Sessions  
Thursday 2:30 – 3:20

**Formerly Incarcerated Voices: Experiences in Higher Education**  
Terrence McTier, Arizona State University

This presentation will examine the preliminary findings from a recent study that conducted on the experiences of Formerly Incarcerated Individuals (FII) in higher education. FII's will actively participate in the presentation and will talk about their experiences and ways in which institutions of higher learning can began to build “unity and community” on their respective campuses.

Ironstone  

**Help, I’m stressed out! Examining the coping skills of juvenile justice teachers**  
David E. Houchins, Georgia State University; Margaret Shippen & Jill Meyers, Auburn University; Brandi Ansley, Georgia State University

This presentation will focus on the results of a statewide juvenile justice teacher survey. Results will focus on the relationships between coping mechanisms and teachers’ age, job match, job satisfaction, and race. Presenters will highlight how teachers can better managing job stress and positively affect their physical and psychological well-being.

Capistrano  

**The Janus Project: Looking Back to Move the Field Forward**  
Jim Teagarden, Kansas State University

The Janus Project is an oral history project designed to capture the reflections and advice from leaders in the field of emotional -behavior disorders. This session will feature video excerpts from some of the nearly 60 conversations captured thus far.

Campanile  

**Poverty, Instruction, and Achievement: An Examination of the Impact of Effective Instruction in High Risk Schools**  
Terry Scott & Regina Hirn, University of Louisville; Alex Holl, University of West Virginia

This session presents the results of a study examining the effect of teacher instructional practices with students in high need schools. Results indicating teacher practice is the most significant factor in predicting student achievement will be discussed.

Colonnade  

**Strategies to Help Preservice Teachers Make Teaching a Sustainable Career**  
Bridget Kelley, Western Washington University & Susan Bigelow, Nasoba Regional High School

Increases in mental health issues among college students and high attrition rates of new teachers suggest that preservice teachers, prior to graduation, could benefit from developing strategies they will need to work in a stressful career. This session will detail specific resources to help ensure teaching as a sustainable career.

Cavetto  

**The RELATE Tool for Special Education Classroom Observation: Results from A Pilot Validation Study**  
Tia Navelene Barnes, University of Delaware & Christina Cipriano, University of Massachusetts, Dartmouth

We present the results of our recent validation stud of the Recognizing Excellence in Teaching and Learning (RELATE) Tool. The RELATE is a special education classroom observation tool designed for classrooms serving students with EBD. A description of the tool, our validation process, implications, and future directions will be presented.

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<th>Time</th>
<th>Session</th>
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<td>2:30 – 3:20</td>
<td>Evaluating Mobile Apps for Tracking Student Behavior</td>
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<td><em>Wendy Gelbart, University of Nevada, Las Vegas</em></td>
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<td>The mobile app industry has exploded in recent years, and education is</td>
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<td>following the trend with increased usage in classrooms. There is</td>
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<td>potential for utilizing apps to track behavior data for students with</td>
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<td>emotional behavioral disorders. This session will explore evaluation</td>
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**Jokake**

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td></td>
<td>Preparing Pre-Service Teachers to Conduct Balanced Assessments of</td>
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<tr>
<td></td>
<td>Emotional Disturbance: Assessing Strengths and Needs</td>
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<tr>
<td></td>
<td>*Jessica Wery, Elon University; Jacqueline Huscroft-D'Angelo, University</td>
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<td>of Nebraska-Lincoln; Corey Pierce, University of Northern Colorado*</td>
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<td></td>
<td>Teachers need to be aware of assessments designed to identify</td>
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<td>behavioral strengths (strengths-based) and those designed to identify</td>
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<td>the behavioral deficits of students (deficit-based) to inform</td>
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<td>instructional decision-making. This session will prepare special</td>
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<td>educators to use strengths and needs based assessments, interpret the</td>
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<td>results, and identify use for instructional decision-making.</td>
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**Joshua Tree**

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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td></td>
<td>Voices of Successful Community College Students</td>
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<tr>
<td></td>
<td><em>Kathleen M. McCoy, Simon Crawford, Stanley Zucker, Martha Cocchiarella</em></td>
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<td>&amp; Linda Caterino, Arizona State University*</td>
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<td>Results of interviews conducted with students classified as typical,</td>
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<td>Learning Disabled or autistic who were successful at the community</td>
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<td>college level is reported through qualitative research. The study</td>
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<td>compared perceptions about success and skill sets leading to positive</td>
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<td>postsecondary experiences resulting in identification of factors</td>
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<td>impacting retention and graduation rates.</td>
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**Palm D**

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<tr>
<th>Time</th>
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<tr>
<td></td>
<td>Using a Multi-Tiered Professional Development Model to Increase</td>
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<td></td>
<td>Classroom Management Skills</td>
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<td><em>Ashley MacSuga-Gage &amp; Nicholas A. Gage, University of Florida</em></td>
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<tr>
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<td>A multi-tiered system for professional development (MTS-PD) is</td>
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<td>designed to provide increased levels of PD support based on teacher</td>
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<td>need as measured by teacher behavior. In this presentation we will</td>
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<td>present the model and results of three studies on the MTS-PD approach.</td>
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**Palm E**

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<tr>
<th>Time</th>
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<tr>
<td></td>
<td>A Model of Professional Development that Focuses on the Centrality of</td>
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<td>Teacher-Child Interactions in the Learning, Behavior, and School</td>
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<td>Readiness of Preschool Children with Disabilities or At-Risk for</td>
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<td>Disabilities</td>
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<td><em>Peggy Hester, Old Dominion University</em></td>
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<td>This session will present a model of professional development for</td>
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<td>preschool educators that focuses on the centrality of teacher-child</td>
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<td>interactions in child learning in inclusive preschool educational</td>
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<td>settings. The model focuses on the types of supports needed to</td>
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<td>enhance young children’s academic, behavioral, and social emotional</td>
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<td>development (the content), along with supports that preschool teachers</td>
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<td>need to effectively implement the intervention strategies with a high</td>
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<td>degree of fidelity in the classroom (the process).</td>
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**Palm F**
Using the PEERS Program (Program for the Education and Enrichment of Relational Skills to Assist Students) with Disabilities in Obtaining and Maintaining Appropriate Friendships: A Replication with Adolescents with Autism

Sandy Devlin & Hunter Andrews, Mississippi State University

This project employs the Program for the Education and Enrichment of Relational Skills curriculum to address social skills deficits with students with autism. Curriculum materials have been adapted for students with significant internalizing behaviors as measured by the Behavioral Assessment Scale-3. Over 14 weeks, the curriculum is administered to both parents and students in weekly sessions lasting no longer than two hours. The two groups are instructed together, then separately, then together again.

Predictors of Educational Outcome for Students Classified EBD

Richard E. Mattison, Pennsylvania State University

While our field knows that educational success is guarded for students classified EBD, we know little about outcome predictors. This limited literature will be reviewed, followed by presentation of predictors for one-year school impairment (GPA, absenteeism, suspensions) in 196 secondary EBD students. Suggestions will be offered to further advance research on this very pertinent topic.

TECBD offers BACB Type 2 CEUs

Look for this symbol on qualifying sessions

Obtain the necessary form at the registration desk and get it signed in each session you attend
Thursday
3:30 - 4:20

Suggestions to Address Staff Buy-in to Improve Fidelity of Implementation of Any Practice within Secure Juvenile Settings

Kristine Jolivette, University of Alabama; Jeffrey R. Sprague, University of Oregon; Lauren J. Boden, Georgia State University

A present issue with the implementation of new practices and ideas in secure juvenile facilities is the influence of staff buy-in (negative or positive) and subsequent effects on youth academic, behavior, mental health, and transition outcomes. We provide suggestions on how to improve and maintain staff buy-in to promote fidelity of implementation of new practices and ideas using the concepts of teaching, modeling, reinforcing, and data-based decision-making.

Ironstone

The Versatility of Precorrection in 24/7 Delivery Juvenile Facility Models

Lauren Evanovich, University of South Florida & Lauren J. Boden, Georgia State University

Precorrection is a low intensity strategy that anticipates and addresses inappropriate behavior prior to the occurrence of the behavior. This presentation will focus on the implementation of precorrection in 24/7 delivery models to reduce youth problem behavior.

Capistrano JJ

Alternative High School Teachers’ Perceptions of Social Competence

Aaron Perzigian, Western Washington University

This presentation describes a qualitative study which examined how teachers in behavior-focused alternative high schools conceptualize their students’ social competence. Findings suggest teachers value and prioritize within their classrooms learning and application of specific social competencies that are perceived to influence post high school employability. Implications will be discussed.

Colonnade

Social Achievement + Academic Achievement = Lifelong Success for Students with EBD

Kristine J. Melloy, Santa Clara University

Teachers and teacher educators who participate in this interactive session will have the opportunity to gain knowledge and skills related to multi-tiered systems of support that promote academic and social achievement of students with emotional and behavioral disorders.

Cavetto

Self and Peer Mediated Strategies for Students With EBD: A Meta-Analysis

Jennifer Counts & Michelle Dunn, Clemson University

Students with EBD struggle in school and face poorer outcomes than peers without disabilities. Educators need to implement empirically based strategies to help students be successful. This presentation provides an overview of two extensive literature reviews of self- and peer-mediated interventions designed to improve academic outcomes for students with EBD.

Cavetto

Dual Certification in Special Education and STEM

Carrie Lloyd & Pamela Harris, Arizona State University; Josh Barnett, National Institute for Excellence in Teaching; Nancy Perry, Arizona State University

Thirty-five highly qualified teachers in special education and STEM were trained over three years. The session demonstrates the process for recruiting, training, and mentoring these teachers. Mentoring in classroom procedures, STEM curriculum, and school climate was provided during student teaching and induction support in their first year of contracted teaching.

Dolores
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<th>Time</th>
<th>Session 1</th>
<th>Session 2</th>
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<tr>
<td>3:30</td>
<td>To Behave or Not to Behave</td>
<td>An Examination of 21st Century Decision Making in Educational Settings</td>
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<td>Myka Breymann-Piekenbrock &amp; Darci Fulton, Behaviour Leaders</td>
<td>Suzanne Woods-Groves, Allison L. Bruhn, Taehoon Choi &amp; Josephine F. A. Fernando, University of Iowa</td>
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<td>The A.B.C.'s of Classroom Discipline guide educators to reflect on their own personal teaching styles, develop a teaching framework, illustrate the importance of defusing and preventing challenging behaviours while building positive relationships with students with severe emotional and behavioural challenges.</td>
<td>Teachers in K-12th grade schools are required to make data-driven educational decisions for students. It is imperative that school-based behavioral data teams consider multiple sources of data during the decision making process. Results from multidisciplinary data team meetings where teams consider multiple data points are discussed in this session.</td>
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**Jokake**

**Voices of Caregivers: Stories of Girls with EBD**

Elisabeth Hess Rice, George Washington University; Kandace Hoppin, Towson University; Amy Srsic, University of Pittsburgh; Margaux Brown, Augusta University; Karen Ihrig, Adelaide Kelly Massoud

This study used qualitative research methods, more specifically basic interpretive design (Merriam & Tisdell, 2016) to explore the stories of caregivers of girls with EBD. Researchers and participants in Washington DC, Georgia, Maryland and Pennsylvania interviewed caregivers about the needs of their daughters and their experiences with schools. Findings and recommendations for schools and teachers will be discussed.

**Palm D**

**Emerging Research on Technology-Based Self-Monitoring**

Allison Bruhn, University of Iowa & Ted Hasselbring, Vanderbilt University

A small, but growing, research base has begun to emerge on using handheld mobile devices, Twitter, repurposed response systems, and iPad apps to help students self-monitor and, in turn, improve their behavior. We will discuss the research on technology-based self-monitoring with considerations for putting it into practice.

**Palm E**

**Access to the General Education Curriculum: Strategies to Support Students with EBD**

Judith R. Harrison, Rutgers University & Denise A. Soares, University of Mississippi

This presentation will describe a systematic literature review of strategies for youth with emotional and behavioral disorders in general education settings. Participants will learn procedural steps for strategies with sufficient empirical support and strategies in need of additional research will be discussed.

**Palm F**

**Creating a Framework for Novice Teacher Professional Development in Classroom Management**

Shanna Hirsch, Clemson University

Professional development (PD) providers are charged with the responsibility of building teachers’ repertoires to help translate strategies into daily instruction. Research has demonstrated that systematic, on-going teacher PD is more effective than one-shot workshops. An overview of a framework and results from a single-subject study examining the effect on classroom management PD with six novice teachers will be presented.

**Wind Flower**
Wednesday
4:30 - 5:20

Improving Transition Success for System Involved Youth in the U.S. and Australia
Sarup Mathur, Heather Griller Clark, James Short, Leslie Lacroix, Arizona State University & Terry Cumming, University of New South Wales

In this session we will share best practices in transition for system involved youth, new knowledge gained from recent projects, implications for practice, and emerging research in the U.S. and Australia.

Ironstone JJ

Supervising Paraeducators: What Teachers and Administrators Need to Know
Kent Gerlach, Pacific Lutheran University

General and special Education teachers and student support professional rely heavily on paraeducators to assist and support teacher directed instruction. However many educators have received little or no training to assist them in effectively managing and direct the work of paraeducators. This session is designed to examine the legal and ethical issues, and the roles and responsibilities of teachers and administrators who direct, manage and supervise the work of paraeducators.

Campanile

A Comparison of Two Blended Learning Models of Math Instruction for Students in Alternative School Settings
Zachary Johnson, Mora Pressley & David Houchins, Georgia State University

This presentation describes a single case reversal design study comparing two blended learning models of math instruction. The study was conducted in an alternative school and focused on students with emotional behavior disorder and learning disabilities. Findings in regards to on-task behavior and math achievement will be discussed.

Colonnade

New IRIS Modules About Incarcerated Youth with Disabilities
Taryn VanderPyl, Pacific University

The IRIS Center presents two new Modules about incarcerated youth with disabilities. The first is geared toward classroom teachers to support them in their work with incarcerated youth with disabilities. The second focuses on transition and reentry. Both modules share evidence-based practices specifically for youth in secure care settings.

Capistrano JJ

I Design my Own Life
Katelyn Zirkus, University of Nevada, Las Vegas

This session introduces "I Design my Own Life" (IDOL) as a novel approach to systematic autonomy for individuals with EBD. IDOL is a synergistic, spoke and hub model which promotes the need to employ control and make choices as fundamental to quality of life.

Cavetto

Class Interrupted: The Impact of Everyday Classroom Transitions on Classroom Stability and Student Performance
Christina Cipriano, University of Massachusetts, Dartmouth & Tia Navelene Barnes, University of Delaware

Our presentation discusses the frequency and range of classroom transitions within self-contained classrooms for students with EBD and is informed by systematic classroom observation of 47 classrooms, observer, and teacher reports. Instructional productivity, student learning, and classroom management are discussed in light of findings.

Dolores
A Two-Year Replication Study: Elementary Teacher’s Perceptions of Students' 21st Century Skills and Academic and Behavioral Performance

Suzanne Woods-Groves, Taehoon Choi & Youjia Hua, University of Iowa

Results are presented from a two-year replication study that investigated elementary teachers’ perspectives of their students’ 21st century skills denoted as persistence, curiosity, affect, and cognition (e.g., critical thinking) behaviors via a novel teacher rating scale, the HBRS: Brief. Teachers' ratings are compared to students' academic and behavioral performance results.

Joshua Tree

A Case Study Examination of the Inclusion Experience for Middle School Girls with Emotional-Behavioral Disabilities

Darcie Whitlow & Michael Couvillon, Drake University

Research is limited on the qualitative experiences girls with emotional-behavioral disabilities who are included in the general education classroom as well as the experiences of their parents, and their teachers. The session will describe a case study approach that was used to gain an holistic understanding of the phenomenon of inclusion and the experiences of middle school girls with emotional-behavioral disabilities. Implications and information gained from this session will be valuable to the educators in making inclusive settings stronger and more efficient.

Palm D

Implementing Mindfulness Training to Reduce Burnout among Teachers of Students with Emotional and Behavioral Disorders

Amrita Chaturvedi, St. Louis University & Kristine E. Larson, Johns Hopkins Bloomberg School of Public Health

Teacher burnout negatively affects performance in the classroom and is often cited as a problem, particularly for teachers of students with EBD. Mindfulness training is an emerging practice that has potential to address teacher burnout. Presenters will provide an overview a mindfulness training intervention and demonstrate strategies to reduce stress.

Palm E

Teaching Preservice Special Educators to Recruit Feedback During Student Teaching Supervision

Paula Chan, Ellen Murfey & Chad Becka, Cleveland State University

This study evaluated the effects of a mnemonic strategy on preservice teachers’ feedback-seeking behaviors during supervision sessions. Results indicated that the intervention increased the quality of participants’ feedback-seeking behaviors, and increased the number of questions asked during supervision sessions. Implications for research and practice are discussed.

Palm F
**Thursday**

**4:30 – 5:20**

**Spanish Language ABA Parent Training for Families with Children with ASD**

Erin Rotheram-Fuller, Kylan Turner, Lauren Parra, Tania Pinon & Hyejin Park, Arizona State University

Parent training is an optimal format to deliver ABA interventions within the home for families with children with Autism Spectrum Disorders. This intervention used a Spanish language, ABA-based parent training to improve parent nominated problem behaviors and reduce parental stress among low-income Spanish speaking parents in a community setting.

**Sand Lotus**

**Student/Teacher Relationships: Promoting Resilience**

Staci Zolkoski, University of Texas at Tyler

The present study provides a snapshot of prior students’ experiences in regular and alternative education. This presentation will discuss findings gathered from individuals with emotional and behavior disorders (EBD). Specifically, I discuss the impact teachers had on individuals with EBD and learn how educators can promote resilience.

**Windflower**
Friday
8:00–8:50

**Why Do Juvenile Justice Teachers Enter the Profession?**
James Raymond Schwab, Brandis M. Ansley, & David E. Houchins, Georgia State University; Margaret E. Shippen, Auburn University; Kris Varjas, Georgia State University

Presenters will address the question of “why do juvenile justice teachers enter the profession?” Discussion will focus on the survey results administered to juvenile justice teachers across several states. Participants will learn how these reasons relate to job satisfaction and retention with implications for teachers and administrators.

Ironstone

**Increasing Intensity of Intervention within Tier 2**
Nicole Cain Swoszowski, University of Alabama; Robin Parks Ennis, University of Alabama at Birmingham; Lauren Evanovich, University of South Florida; Lauren Boden, Georgia State University; Krisitine Jolivette, University of Alabama

This presentation will describe implementation of multiple tier 2 strategies including choice making, self-regulated strategy development, and check-in/check-out for implementation across traditional and alternative educational settings. We will specifically focus on adaptations for increasing intensity of these interventions to address nonresponders to the traditional implementation approach.

Ironstone

**Tier 2 Interventions: Tried and Tested**
Sara McDaniel, Shani Kerr & April Irwin, University of Alabama

This session will highlight the need for evidence-based interventions at Tier 2 to prevent over identification at Tier 3. Presenters will describe implementation of and comparative results from two different interventions: Check-in/Check-out and Coping Power. Social validity and fidelity will be specifically highlighted along with student outcomes from both interventions.

Capistrano

**Classroom-Based Strategies for Individualized Analysis and Treatment of Problem Behavior**
Blair Lloyd, Vanderbilt University

I will provide an overview of research-based strategies to assess effects of classroom variables on problem behavior for students with intensive support needs. I will focus on (a) implementing assessment strategies in classrooms, (b) using results to inform behavior support plans, and (c) effective collaboration between teachers and behavior specialists.

Campanile

**Visual Mapping: Effects on Persuasive Writings of Adolescents with Emotional Behavioral Problems**
Mark W White, Georgia State University

We investigated the effects of visual mapping (VM) instruction on the persuasive writing skills of adolescents with EBD in a residential setting. We used a pre-post quasi-experimental design. After controlling for individual writing differences, MANCOVA analyses indicated that students in the VM group outperformed students in a control group.

Cavetto

**Colonnade**
Friday
8:00 – 8:50

I Read it Somewhere: Who Knows the Difference in those Journals?
John Wills Lloyd, University of Virginia; Bryan G. Cook, University of Hawai‘i
How do people evaluate the contribution of professional journals to the understanding of emotional and behavioral disorders? There are traditional metrics such as readership (how many subscribers?) and impact factor (what papers are cited frequently?). We examine these and other objective measures, but we are left wondering what really matters about the literature. Does anyone really know? Come have a say.

Dolores Shores

Student-Directed Check-in/Check-out for Students in Alternative Education Settings
Weke Andrews, David Houchins & Kristen Varjas, Georgia State University
Students in alternative schools generally perform lower than their peers in academics and often engage in challenging behavior. Embedding self-determination instruction into the Check-in/Check-out intervention may address these challenges. These practices combined have the potential to empower students in alternative schools to direct their own learning and facilitate in-school success.

Jokake

An Update on the SRSS-IE: Systematic Screening in Middle and High Schools
Kathleen Lynne Lane, University of Kansas; Wendy Peia Oakes, Arizona State University; Emily Cantwell, University of Kansas; Meredith Crittenden
In this presentation we discussed the importance of systematic screening tools for use across the K-12 to support accurate detection of students with internalizing and externalizing behaviors within the context of comprehensive, integrated, three-tiered models of prevention. We provide an update on the evidence for the adapted tool: the Student Risk Screening Scale for Internalizing and Externalizing Behaviors, with an emphasis on initial information on how to use these data in schools to support students with externalizing, internalizing, and comorbid behavior challenges in secondary schools.

Joshua Tree

How Special Educators Cope with the Stress that Comes from Their Positions
Ed Cancio, The University of Toledo; Mary Bailey Estes, University of North Texas; Sarup Mathur, Arizona State University
An important issue in education is how special educators are dealing with stress they encounter on a day to day basis. The purpose of the current presentation is to share the results of a study that was conducted to define the coping strategies EBD teachers utilize to cope with stress in their educational settings.

Palm F
### Function-Based Interventions with Students who are Deaf or Hard of Hearing: Two Case Studies

Jennifer Catalano, University of Arizona & Jolenea Ferro, Florida Center for Inclusive Communities – UCEDD

Functional behavioral assessments (FBAs) and function-based interventions are evidenced-based practices that have been effectively used with children with disabilities to promote behavior change. Little research exists in the use of FBAs with students who are Deaf/hard-of-hearing. The process of function-based interventions with D/HH students are presented through two case studies.

**San Pedro**

### Task Analysis of the Replacement Behavior

Linda Reeves, University of South Alabama; John Umbreit, University of Arizona; Jolenea Ferro, University of South Florida; Carl Liaupsin, University of Arizona

When designing function-based interventions to address challenging behaviors, the student’s ability to perform a replacement behavior plays a key role in intervention design. This session will highlight the results of a study using a two-step empirical approach to assess the replacement behavior of three students with Autism Spectrum Disorder.

**Sand Lotus**

### Mirror, Mirror: Changing Perceptions of Reluctant and Resistant Writers

Erin FitzPatrick & Julie Owens, Georgia State University

Reluctant and resistant writers can become students who self-identify as authors. Changing this simple self-perception has the potential for both immediate and far-reaching effects. This presentation will combine what we know about students who resist engaging in writing with strategies gleaned from nearly two decades in elementary classrooms, observations during several research studies, and a wealth of reading related to the subject.

**Wind Flower**

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<th>Room</th>
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<tr>
<td>Campanile</td>
<td><strong>Understanding the Role of Social Validity in Tier II Interventions</strong></td>
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<td>Shanna Hirsch, Clemson University; Andrew Bruce, Lynchburg College; John Wills Lloyd, University of Virginia</td>
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<td>Assessing and understanding social validity is critical, yet a challenging component of Tier II interventions. We highlight the current status of social validity in Tier II interventions for students with EBD, with a focus on methods of assessment and recommendations for practice.</td>
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<td><strong>Classroom Coaching: Setting up a Systemic Approach to Supporting Classroom PBIS</strong></td>
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<td>Ashley MacSuga-Gage, University of Florida; Stephanie Martinez, Devon Minch, Anna Winneker, Kathleen Christiansen &amp; Dia Davis, University of South Florida;</td>
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<td>Participants will learn strategies for setting up a district-level system for providing coaching supports to school-based coaches around Classroom PBIS while utilizing a 4-step problem solving process. Suggestions for selecting coaches, delivering training, facilitating ongoing technical assistance, and access to free online resources will be provided.</td>
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<td>Capistrano</td>
<td><strong>Campanile</strong></td>
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<td><strong>Functional Behavior Assessments and Interventions: What Part Do Teachers Play?</strong></td>
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<td>Candace Gann, Leslie Neely, Joey Maldonado &amp; Ashley Labay, University of Texas-San Antonio</td>
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<td>Research has consistently shown that conducting a functional behavior assessment (FBA) is key to developing effective behavior interventions. Further, research has shown that teacher training in FBA procedures can result in accurate identification of behavioral function and development of function-based interventions. This session will describe FBA procedures conducted by teachers, discuss the level of support needed for teachers to complete FBAs, and explain the effectiveness of function-based interventions developed following teacher participation in the identification of function using nonoverlap indices to calculate effect size.</td>
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<td>Cavetto</td>
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<td><strong>Practice with a Purpose: Designing Motivating Practice Activities</strong></td>
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<td>Charles Hughes &amp; David Lee, Penn State University; Bill Therrien, University of Virginia; John Hosp, University of Mass; Doreen Ferko, California Baptist University; Jonte Taylor, Penn State University</td>
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<td>If students can’t remember what they were taught, they didn’t learn it - and you didn’t really teach it. The only way skills and knowledge are retained and retrieved is through practice. This session will cover the different purposes of practice and effective and motivating ways to address each purpose,</td>
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<td>Colonnade</td>
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<td><strong>Implications from National Studies on Education in Juvenile Corrections</strong></td>
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<td>Joseph Calvin Gagnon, University of Florida; Kimber Wilkerson, University of Wisconsin Madison; Brian Barber, Kent State University; Christopher Van Loan, Appalachian State University</td>
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<td>This interactive session will focus on the implications for research and practice of the eleven national studies that exist, which focus on the education of incarcerated youth. The broad categories of discussion will include policy (i.e., curriculum, assessment, accountability), instruction (i.e., reading, mathematics), and behavioral supports.</td>
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Friday
9:00 – 9:50

Promoting Self-Determination in the Development of FBAs and BIPs
Paula Chan, Cleveland State University

This presentation will review the literature on student involvement in the development of their FBA and BIP. Authors will present findings from a systematic literature review. Then, authors will discuss how self-determination can be developed through the FBA and BIP, and discuss future directions for research and practice.

A Look at High-p Requests: A Summary of the Literature and Steps for Success
Eric Alan Common, Leslie Ann Bross & Kathleen Lynne Lane, University of Kansas; Wendy Peia Oakes, Arizona State University; Emily Cantwell, University of Kansas

This presentation discusses high probability request sequence (HPRS). First, we provide an overview of HPRS. Second, we present findings from a systematic review examining whether HPRS is an evidence-based practice (EBP) by applying CEC’s Quality Indicators (2014). Attendees will learn how to implement HPRS within their instructional day and the current status of HPRS as possible EBP.

Journal Editors’ Forum
Bill Evans & Bob Gable - Preventing School Failure
Stan Zucker - Education and Training in Autism and Developmental Disabilities
Bryan Cook - Behavioral Disorders
Wendy Oakes & Sarup Mathur - ETC, TECBD Special Issue
Kathleen Lane - Remedial & Special Education
Kimberley Vannest - CCBD Publications Chair

This forum will focus on writing for professional publication, including writing about effective interventions and research related to classroom practices.

What Do Trauma Informed Educators Need to Know?
E. Paula Crowley, Illinois State University

This session is designed to present the findings of a study on child maltreatment involving children with disabilities. Learners will articulate five relevant data-based findings that will guide their trauma informed intervention and prevention efforts. Furthermore, learners will prioritize five specific implications of these findings for professional practice.

Thriving Not Surviving: A Beginning Teachers Guide to Navigate a Dynamic Classroom System to Include All students
Elizabeth Whitten, Western Michigan University; Mackenzie Sheahan, Plainwell Community Schools; Megan Michalczak, Kalamazoo Public Schools

The presentation will focus on the results of three-year action research study focused on a beginning teacher’s reflections and implementation of navigating a dynamic classroom system to support all students including those students with behavior disorders who have not been included in previous school years.
Behavior Response Support Team: A Partnership Model to Build Capacity and Increase Efficiency of PBIS Implementation in Schools

Kristin Kladis, Diana Askings, Natalie Jensen, Erica Lehman, Tevyn Tanner, John Davis, Aaron Fischer & Leanne Hawken, University of Utah

The University of Utah's U-TTEC Lab has partnered with a large urban school district to support student needs across the 3-tiers of behavior support. This partnership provides behavioral management training to school personnel and aims to build capacity of district behavioral supports.

San Pedro

Families and Students with Autism: Comparing their Views on the Transition to College

Jo Hendrickson, Suzanne Woods-Groves, Derek Rodgers & Shawn Datchuk, University of Iowa

Students with autism are attending college at unprecedented rates. Family and student perspectives on student life, emotional adjustment, independent living, interpersonal relationships, and self-advocacy are compared. Positive results, barriers to success, unanticipated benefits are discussed.

Sand Lotus

Persuading Students with Emotional and Behavioral Disorders to Write Persuasively

Robin Parks Ennis, University of Alabama at Birmingham

Self-regulated strategy development (SRSD) is an evidence-based strategy for writing instruction for use with diverse populations of students, including students with emotional and behavioral disorders (E/BD). This presentation will (a) highlight recent research using SRSD to teach persuasive (or argument) writing to students with E/BD in elementary, middle, and high school and (b) provide approaches for successful implementation with students with E/BD with learning and behavioral challenges.

Wind Flower Writing and E/BD Mini Strand
Time Lost to Office Referrals: Effect of Disability Status, Behavior, and PBIS: Initial & Replication Studies
James Fox & Amanda Burton, East Tennessee State University; Leslie Church, Kingsport City Schools

Administrators, general and special educators in an initial and subsequent replication study in 4 city and 5 county districts estimated time lost to office referrals. Results were similar across the two studies, indicating lost administrative and instructional time depended on disciplinary offense, student disability, and use of PBIS.

Critical Tools: The "How To" of Function-Based Support
John Umbrt, University of Arizona & Jolenea Ferro, University of South Florida

A presentation and discussion of critical tools used in the process of function-based intervention. Specific tools presented will include those used to gather FBA data, identify function, structure intervention components, identify relevant measures, assess fidelity, and assure social validity. Tools appropriate for school age and young children will be included.

Effects of Repeated Readings on Fluency and Comprehension for Secondary Students with EBD
Kelly M. Carrero, Texas A&M University--Commerce; Rachel Stevenson, Shippensburg University; William J. Therrien, University of Virginia; Christopher L. Schwilk, Shippensburg University; Maha Alghamdi, Duquesne University; Jawaher Aljuwayhir, Shippensburg University

This presentation will share the results of a study investigating the effectiveness of the Reread-Adapt and Answer-Comprehend (RAAC) intervention on fluency and comprehension for secondary students with EBD in an alternative education. Implications for implementation of RAAC by teachers of secondary students with EBD will be discussed.

Assessing the Quality of Special Education Meta-Analyses
Nicholas A. Gage, University of Florida; Bryan Cook, University of Hawaii; Brian Reichow, University of Florida

Meta-analysis has been one of the primary methods for identifying what works for students with EBD. However, the quality of meta-analyses, including publication bias, has not been fully evaluated. We will present results of a study on meta-analysis quality in the EBD field and forward recommendations to improve meta-analytic practices.

Effective Characteristics of Classroom Rules: A Literature Review
Peter Alter, Saint Mary's College of California

Classroom rules are integral to effective classroom management. This presentation will first present recommendations for characteristics of effective classroom rules in textbooks and other secondary sources. Second, fifteen articles representing original literature using classroom rules as an intervention will be examined to determine what recommendations are supported by research.

A Look at Behavior Specific Praise (BSP): A Summary of the Literature and Steps for Success
David J. Royer & Kristin D. Dunlap, University of Kansas; Robin Parks Ennis, University of Alabama at Birmingham; Kathleen Lynne Lane, University of Kansas

Behavior-specific praise has been shown by numerous studies to be an effective intervention for reducing student problem behavior and increasing desirable behavior (e.g., academic engaged time, work completion), but does it meet CEC’s 2014 standards for an evidence-based practice? Results from a systematic literature review applying CEC 2014 quality indicators are reported, along with a checklist of Steps for Success.
Effectively Addressing Escape and Avoidance-base Behaviors
Eryn Van Acker & Richard Van Acker, University of Illinois at Chicago

This workshop will present critical foundation information to help teachers and others better understand escape and avoidance behavior. The presentation will also present the findings of a study in which teachers were taught to employ a practical and effective strategy to address escape and avoidance behaviors of their students with challenging behaviors.

Palm E

Using Self-Management and Student Feedback to Improve Teachers’ Classroom Management Skills
Cade Charlton, Brigham Young University; Richard West Tetra Analytix; Ben Lignugaris Kraft, Utah State University

Despite the effectiveness of specific praise as a classroom management technique, previous research suggests that many teachers do not readily use it. This presentation examines the effects of a self-management strategy using student feedback on teachers’ specific praise rates. Implications for professional development and evaluation will be discussed.

Palm F

School Based Dialectical Behavioral Therapy
Shannon Stuart, University of Wisconsin Whitewater

Dialectical Behavioral Therapy (DBT) is a research-based methodology to teach students and families emotional, behavioral, cognitive, and interpersonal regulation skills. School-Based DBT (SB-DBT) is an adaptation of DBT designed as a Tier II and Tier III mental health intervention. Data support the effectiveness of SB-DBT for students with mental health challenges (Hanson, 2016). This session provides an overview of SB-DBT. Practitioner qualification and training, scheduling, and links to Individual Education Plans are addressed.

San Pedro

Implementing Evidence-based Writing Practices in Urban Classrooms: Teachers' Views
Debra McKeown & Julie Owens, Georgia State University

Teachers are not typically well prepared to teach writing, so implementing evidence-based practices in writing can be a challenge. In this presentation, we will share results from analyzing teacher focus group and interview feedback after having participated in practice-based professional development for writing and having implemented self-regulated strategy development in their inclusive classrooms. Themes include effectiveness of intervention and professional development, challenges of implementing, and supports needed to implement evidence based practices in inclusive classrooms, including students with E/BD.

Windflower

Writing and E/BD Mini Strand
For many years people have discussed the research-to-practice gap in education. Fortunately, increased attention has been devoted to creating opportunities for practitioners and researchers to engage in highly collaborative partnerships from design to implementation to dissemination (e.g., Institute for Education Sciences, 2016). In this interactive session, we will discuss the importance of building strong, respectful, and productive partnerships between researcher and practitioner communities. We will offer illustrations of successful partnerships across the PK-12 continuum and tips for success.
Friday
1:00 – 1:50

**Tier II Overview: Readiness, Data Decisions, & Practice**

Tim Lewis & Barbara Mitchell, University of Missouri

This session will provide an overview of the essential components of Tier II systems and serve as the foundation for the Tier II strand. Team processes, data to identify at-risk students, and evidence-based practices will be discussed and mapped to the SW-PBIS Tiered Fidelity Inventory.

*Campanile Tier II*

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**Using an Innovative Method to Teach Proactive Classroom and Behavior Management Approaches in Higher Education**

Cheryl H. Zaccagnini, Shippensburg University

An innovative method in higher education will be presented to teach pre and in service students to learn proactive classroom/behavior management approaches. Direct instruction, modeling, & guided practice to implement effective proactive classroom/behavioral approaches is implemented in the model classroom. Students move from theory to practice in implementing proactive approaches.

*Capistrano*

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**Troubleshooting Common Problems Educators Face during the FBA-BIP Process**

Shanna Hirsch, Clemson University; Allison Bruhn, University of Iowa; John Wills Lloyd, University of Virginia

In this presentation, we will briefly recount basic functional behavioral assessment (FBA) and behavioral intervention plan (BIP) procedures, discuss problems that may arise, and then provide recommended guidance for avoiding pitfalls along the road to using FBAs and BIPs effectively. Case study data were used to identify potential pitfalls and solutions.

*Cavetto Tier III*

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**A Systematic Review of Reading Interventions for Students with EBD: Examining the “Big Five”**

Lauren W. Collins, University of Hawaii at Manoa & Robert A. Gable, Old Dominion University

This session will focus on the extant literature in the field of EBD related to the “big five” areas of reading instruction. Attendees will learn about specific interventions that have been used to improve the reading outcomes of elementary students with EBD in each area of the “big five.”

*Colonnade*

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**Meta Analysis and Evidence Based Practice**

Daniel Maggin, University of Illinois at Chicago & Kimberly Vannest, Texas A & M University

The evidence-based practice movement is predicated on the notion that school personnel use the most current research to guide their programming decisions for students with EBD. As such, meta-analysis has become an essential tool for ensuring that the preponderance of evidence on a given topic is used to ensure valid and reliable information is being disseminated. This presentation will provide an overview of meta-analysis in special education and provide an overview of considerations when using meta-analyses to support practical decisions.

*Dolores Shores*

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**Improving Youth Engagement via Positive Staff to Youth Interactions in Juvenile Facilities**

Lauren J. Boden, Georgia State University & Lauren Evannovich, University of South Florida

This session will focus on youth to staff interactions with an emphasis on how to implement low-intensity strategies in secure care to reduce problem behavior. Low-intensity strategies will be explained and concrete examples of use in secure care will be presented.

*Ironstone JJ*
Friday
1:00 - 1:50

Daily Behavior Report Cards a Strategy for Teaching Students with Challenging Behaviors

Benjamin Riden, The Pennsylvania State University

Daily behavior report cards (DRBC) have been show to increase work completion, on task behavior, and reduce disruptive behavior. DBRC’s effectively increase the quality of home/school communications. During this presentation the author presents an overview of daily behavior report cards and their use as a classroom management tool.

Jokake

An Examination of Crisis Intervention Training Programs which Address Restraint and Seclusion Procedures

Reece Peterson, University of Nebraska & Elisabeth Kane

This presentation provides an examination of the content and organization of vendor training programs that addresses the use of seclusion and restraint in schools. Researchers examined data from 17 vendors regarding their basic training in crisis intervention, and compared each program’s general content, as well as training components specific to seclusion and restraint procedure.

Palm D

"Up, Down, All Around!" Using Exercise to Promote Self-Regulation in the Classroom

Kelly M. Carrero, Emily Puckett & Devia M. Rodgers, Texas A&M University--Commerce

Children with behavior disorders (BD) often experience emotional and/or sensory dysregulation leading to challenging behaviors in the classroom. This presentation will (a) share strategies for teaching children with BD how to identify various states of arousal/dysregulation, and (b) demonstrate how to teach children corresponding regulation techniques.

Palm E

Teacher Sorting Among Elementary Special Educators in Neighborhood and Exclusionary School Settings

Elizabeth A Bettini, Boston University & Joseph Gagnon, University of Florida

To effectively teach students with disabilities in exclusionary schools, special educators must possess sophisticated skills. Yet, in this analysis of the SASS:12, we found special educators serving in exclusionary elementary schools are significantly less well-qualified, in terms of their preparation, certification, and experience, than special educators in neighborhood schools.

Palm F

Ci3T … Moving forward with District Partnerships

Kathleen Lynne Lane, University of Kansas; Wendy P. Oakes, Arizona State University; Emily Cantwell, David Royer, Eric Alan Common, & Liane Johl, University of Kansas

In this presentation we provide an overview of a strong IES-funded School-University Partnership focused on designing, implementing, and evaluating comprehensive, integrated, three-tiered models of prevention in 21 schools across one district in the Midwest. We share the training model, implementation support, and preliminary outcome regarding treatment integrity, social validity, and student outcomes.

Joshua Tree

"Up, Down, All Around!" Using Exercise to Promote Self-Regulation in the Classroom

Kelly M. Carrero, Emily Puckett & Devia M. Rodgers, Texas A&M University--Commerce

Children with behavior disorders (BD) often experience emotional and/or sensory dysregulation leading to challenging behaviors in the classroom. This presentation will (a) share strategies for teaching children with BD how to identify various states of arousal/dysregulation, and (b) demonstrate how to teach children corresponding regulation techniques.

Palm E
Friday
1:00 – 1:50

What Research Says about Improving On-Task Classroom Behavior of Students with ADHD
Sandy Smith, Shanna Hagan-Burke & Martin Mendoza, Texas A&M University
Many students with Attention Deficit Hyperactivity Disorder (ADHD) have difficulty maintaining on-task behavior in the classroom. Based on a review of existing research, this session will summarize evidence-based interventions and strategies that teachers can use to increase the on-task behavior of students with ADHD.

San Pedro

What Research Says about Improving Written Communication Skills for Students with Autism Spectrum Disorders
Sharon de Marin, Eun Hye Ko & Shanna Hagan-Burke, Texas A&M University
Many students with Autism Spectrum Disorders struggle to adequately convey understanding and express their ideas and thoughts in writing. Based on a comprehensive review of existing research, this session will summarize evidence-based interventions and strategies that teachers can use to improve narrative writing skills of students with ASD.

Windflower

Excuse me! Reduction of Interruptions During Conversation
Kathleen M. McCoy, Arizona State University; Megan Hollister, Therapy and Beyond; Stanley Zucker, Arizona State University
The purpose of this study was to evaluate the use of video modeling to reduce interruptions during conversation by a 10-year-old male diagnosed with Asperger Syndrome. Through repetition and imitation, the learner was able to substantially decrease interruption behavior during conversation. Implications for social skills will be discussed.

Sand Lotus
Friday
2:00 – 2:50

Supporting the Whole Child: Developing an Effective System for Advanced Tiers
Greg Benner, University of Washington Tacoma

In this session we will describe how a large urban school district is developing and implementing a system of advance tiers through universal behavior screening, evidence-based practices, and progress monitoring. We will share a standard protocol at Tier 2 that streamlines the process of getting youth effective interventions without extensive Tier II team planning and decision making. We highlight standard protocol classroom supports in addition to evidence-based social and emotional learning curriculum and school based mental health interventions for students with similar needs.

Campanile

Reforms to Academic Publishing: Should They Be Adopted in Special Education?
Bryan Cook, University of Hawaii & William Therrien, University of Virginia

Reforms to academic publishing (e.g., disclosure, open data, preregistration, reviewer guidelines, registered reports, open review) have been proposed to minimize bias in research. We describe these reforms, discuss their pros and cons, and examine the Transparency and Openness Promotion guidelines as a framework for restructuring academic publishing in special education.

Dolores

Examining the Association between Classroom Practices and Student Perceptions
Kristine E. Larson & Elise T. Pas, Johns Hopkins Center for the Prevention of Youth Violence; Catherine P. Bradshaw, University of Virginia

General educators report negative attitudes about working with students with EBD which may stem from lacking requisite skills or perceptions that evidence-based interventions are not feasible. Study findings regarding the association between observed special and general educators’ use of class-wide PBIS strategies and student perceptions of school climate are presented.

Capistrano

Essential Features of Effective School-Based FBA and Function-Based Intervention
Terry Scott, University of Louisville & Kristy Park, George Mason University

This session provides an overview of the essential features of an effective FBA and resulting function-based intervention plan. Attention will be focused on how school personnel can be involved in both the assessment and intervention planning components – even when dealing with more challenging cases at tier III.

Cavetto

Which EBD Students Show the Poorest Academic Functioning?
Richard E. Mattison, Pennsylvania State University

Poor academic functioning in EBD students appears related more to academic than behavioral/emotional factors. But specifically, which students do the poorest in achievement and GPA during a school year? This study of comprehensive academic profiles for 84 middle school EBD students will help teachers identify their most at-risk students and important targets for remediation.

Colonnade

Reforms to Academic Publishing: Should They Be Adopted in Special Education?
Bryan Cook, University of Hawaii & William Therrien, University of Virginia

Reforms to academic publishing (e.g., disclosure, open data, preregistration, reviewer guidelines, registered reports, open review) have been proposed to minimize bias in research. We describe these reforms, discuss their pros and cons, and examine the Transparency and Openness Promotion guidelines as a framework for restructuring academic publishing in special education.

Dolores

The Importance of Mixed Methods Research in Evaluating Juvenile Justice Programs
Taryn VanderPyl, Pacific University

It is through insignificance in quantitative data that significance was found in qualitative data of a study evaluating the effectiveness of one juvenile justice program designed to ease reentry. Without the voice of the participants, the quantitative findings would have led to very different and inaccurate results.

Ironstone
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Presenters</th>
<th>Location</th>
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<tbody>
<tr>
<td><strong>The Good Behavior Game for Students with or At-Risk for EBD</strong></td>
<td>Brittany Pennington &amp; Jennifer J. McComas, University of Minnesota</td>
<td>San Pedro</td>
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<td>This study investigated the effect of the Good Behavior Game (GBG) on one student who was diagnosed with EBD and two students who were at-risk of an EBD diagnosis across two successive contexts in a third-grade general education classroom. Overall, the GBG effectively increased on-task behavior for all three students.</td>
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<tr>
<td><strong>A Look at Precorrection: A Summary of the Literature and Steps for Success</strong></td>
<td>Robin Parks Ennis, University of Alabama at Birmingham; David Royer &amp; Kathleen Lynne Lane, University of Kansas; Wendy P. Oakes, Arizona State University</td>
<td>Joshua Tree</td>
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<td>Precorrection is an antecedent-based strategy that seeks to prevent problem behaviors from occurring. This presentation will highlight the evidence-base for using precorrection and present an eight-step precorrection model for predicting when problem behaviors are likely to occur and setting up contingencies to promote student success.</td>
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<td><strong>Social Stories for Students with EBD: Why Didn’t We Think of That</strong></td>
<td>Justin D. Garwood &amp; Chris L. Van Loan, Appalachian State University</td>
<td>Palm E</td>
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<td>Two of the five IDEA eligibility criteria for EBD (ED) are related to students’ social skills. We present a comprehensive examination of the use of Social Stories with students with ASD and propose a detailed framework for their use by special education teachers and paraprofessionals working with students with EBD.</td>
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<td><strong>Understanding the Self-efficacy Beliefs of Pre-service Special Educators while Working with Students with Learning and Behavioral Disabilities</strong></td>
<td>Alice Cahill &amp; Mark Zablocki, Illinois State University</td>
<td>Palm F</td>
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<td>This study examined preservice special education teachers’ self-efficacy during their clinical experiences. The 24-item Teachers’ Sense of Efficacy Scale was used to gather information. Data were analyzed using an analysis of variance (ANOVA) and a Tukey test. Data analysis revealed a statistically significant relationship between teachers’ self-efficacy and classroom management.</td>
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<tr>
<td><strong>Productive Conflict: Positive Behavior Management Model</strong></td>
<td>Michael Redivo &amp; Lynn Coleman, Desert Heights Academy</td>
<td>San Pedro</td>
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<td>Productive Conflict is an evidence based, positive behavior management model used in schools (k - 12) and treatment settings serving youth with significant behavioral challenges. This developmentally informed approach provides staff and students with an effective framework to manage conflict as a means to promote learning and growth, teaching social and coping skills.</td>
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### Accelerating the Acquisition of Basic Math Skills by Students on the Autism Spectrum: The Effects of Fluency Development

Lynnette Christensen & K. Richard Young, Brigham Young University; Ed Cancio, University of Toledo; Joel Vidovic, Autism Model School

Students with autism struggle developing the fluency crucial to closing their academic achievement gaps. The development of math fluency through the use of mobile apps demonstrated that achieving fluency at the beginning of a series of learning targets accelerates the rate at which students master an entire set of objectives.

**Sand Lotus**

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### Creating Digital Tools to Support Career Exploration for Young Adults with EBD

Matthew Love, UNLV

Youth with emotional and behavioral disorders face immense barriers to gaining employment upon exiting school. This presentation will discuss how teachers can create digital tools in the classroom that allow students to self select post school employment goals and participate in the transition planning process to achieve these goals.

**Windflower**

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### Save the Date...our 40th year!

**TECBD 2017**

October 26th, 27th, 28th
### Friday 3:00 – 3:50

**Check-In, Check-Out Intervention: Innovations and Adaptations**

Kristin Kladis, Kaitlin Bundock, Kimberli Breen & Leanne S. Hawken, University of Utah

Check-in Check-out (CICO) is a tier 2 behavioral intervention designed to support students who engage in mild to moderate problem behaviors. CICO provides students with a structured means of receiving positive adult attention throughout the day to prevent escalation of behavior. This session will provide an in-depth examination of the innovations and adaptions of CICO, which increase support for students in diverse school settings and target a variety of student problem behaviors.

**Campanile Tier II**

**Supporting the Individual Needs of Students with Chronic and Severe Behavior Problems within a SW-PBS Framework**

Tim Lewis, University of Missouri

Building on the principles and practices of applied behavior analysis, this session will review the essential features of individual behavior support plans and critical connections to school-wide systems of behavior support. Specifically, systems of support driven by an FBA will be discussed.

**Cavetto Tier III**

**Using Evidence Based Practice to Shape Evidence Based Practitioners**

Ashley MacSuga-Gage, University of Florida & Brian Barber, Kent State University

During this session we share two models for integrating evidence-based practices into pre-service teacher preparation. Attendees will receive information about programs at Kent State and University of Florida applicable to their own pre-service teacher preparation program contexts. Information about high leverage practices and the CEEDAR Center will be shared.

**Dolores Shores**

**Systems, Data, and Practice: Redefining Tier 2**

Sara McDaniel, University of Alabama; Allison Bruhn, University of Iowa; Barb Mitchell, University of Missouri

This session will provide an overview of a systematic framework for Tier 2 identification and intervention that addresses the "one size fits all" approach to assigning intervention. Presenters will describe the step-by-step framework process and include case examples from multiple research studies across elementary and secondary school settings.

**Capistrano**

**OTRs, Positive Feedback, and Active Engagement: Implementing an Explicit Instruction Reading Intervention for Students with Challenging Behaviors**

Lauren Evanovich, University of South Florida

Implementation of an explicit instruction reading intervention program, Orton-Gillingham, was completed through a single-subject alternating treatments design study across 3 elementary school teachers. OTRs, positive feedback and student active engagement was examined for students identified with or at risk of challenging behaviors. Method, results, recommendations, and limitations will be presented.

**Colonade**

**Reducing Juvenile Recidivism Through Mentoring Support During and After Incarceration**

Theresa A. Ochoa & Sarah Swank, Indiana University

High juvenile recidivism rates indicate that gains accomplished while incarcerated are lost when juveniles are released. HOPE aims to reduce recidivism by connecting juveniles with undergraduate mentors who teach them job related skills while in confinement and assist them to seek, gain, and maintain a job in the community.

**Ironstone JJ**
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>3:00 – 3:50</td>
<td>Effects of the Ratio of Positive to Negative Feedback on Performance</td>
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<td>Cade Charlton &amp; Christian Sabey, Brigham Young University; Shawn Charlton, University of Central Arkansas</td>
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<td></td>
<td>Some scholars have suggested that there is an optimal positive to negative ratio (PN Ratio) during instruction. However, there is only limited empirical support for this recommendation. This presentation will include a description of the results from a series of experimental studies where the PN Ratio was experimentally manipulated.</td>
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<td>Jokake</td>
<td>STEPPing UP with Ci3T</td>
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<td>Wendy Peia Oakes, Arizona State University; Staci Fletcher, STEP UP School; Kathleen Lynne Lane, University of Kansas</td>
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<td>In this presentation, we discuss one K – 8 school’s experience in creating a positive change in their learning environment. We provide an overview of their experience in developing a Ci3T model of prevention for their school community. Faculty and staff feedback is shared along with successes and challenges as they continue to move forward.</td>
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<td>Joshua Tree</td>
<td>Comparative Effectiveness Research: Application to Special Education</td>
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<td>Steve Forness, UCLA Neuropsychiatric Institute</td>
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<td>Compared to most mental health research, evidence-based practice in special education for children with behavioral disorders has largely depended on single-subject or randomized controlled trials. This presentation focuses on comparative effectiveness studies in which an RCT directly compares a new intervention, not just with a control group, but with an existing evidence-based practice.</td>
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<td>Palm D</td>
<td>Fostering Social and Behavioral Skills Development in Children with Autism through Peer Buddies</td>
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<td>Maureen Bradshaw, University of Arkansas, Bentonville Public Schools &amp; Susanne Belk, Arkansas State University</td>
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<td>A school based program for children with autism which pairs typical peers with students with autism. Program targets behavior and social skills and has been implemented with success in more than one classroom and more than one building. This session will cover how the program was developed, how it can be replicated.</td>
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<tr>
<td>Palm E</td>
<td>Teachers Recognizing Signs of Trauma in Students with EBD: Preliminary Results from a Qualitative Interview Study</td>
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<td>Mora Pressley, Carrie Kane, Zachary Johnson, David Houchins &amp; Kris Varjas, Georgia State University</td>
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<td>This presentation will focus on preliminary results of a qualitative semi-structured interview study where researchers examined special education teachers' lived experiences in identifying the signs of trauma among their students with emotional behavioral disorders. Results will highlight those experiences and discuss ways to recognize signs of trauma exposure among students incorporate trauma-informed care strategies into the special education classroom.</td>
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Creating and Maintaining Positive Relationships with Students with Behavioral Challenges

Patrick Becker, Avondale Elementary School District

There is a direct correlation between students’ behavior and their relationship with a school staff member. The workshop will offer methods of intervening with defiant and disrespectful behaviors in a manner that promotes a positive relationship with students.

San Pedro

Facilitators and Barriers to Successfully Including Students with ED

Kandace Hoppin, Towson University

Results from research examining academic and social-emotional experiences of elementary students with Emotional Disturbance (ED) included in the general education classroom, and specific barriers and facilitators to their success in this setting. Implications and insights from interviews with general and special education co-teachers working with students with ED will be discussed.

Wind Flower

Video Modeling & ASD: From Research to Practice

Teresa Cardon, Utah Valley University

Video Modeling has been around for decades but with the invention of new technology, it is easier to use than ever. This presentation will focus on current single case design video modeling research and how to translate that research to your daily practice. Learn how you can implement video modeling to impact skill acquisition and start putting it into practice tomorrow!

Sand Lotus
### Friday
4:00 – 4:50

<table>
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<tr>
<th>Are Two Interventions Better Than One?</th>
<th>Effects of CW-FIT on Teacher Ratings of Elementary Students at Risk for EBD</th>
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<tbody>
<tr>
<td>Todd Haydon, University of Cincinnati</td>
<td>Paul Caldarella, Ross A. A. Larsen &amp; Leslie Williams, Brigham Young University</td>
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<tr>
<td>Many schools use tiered systems of support to prevent and reduce academic and behavioral challenges of students with EBD. In this presentation, data from single case research designs that compared a combination of Tier 2 interventions will be presented and analyzed. Practical implications from the results of these studies will be discussed.</td>
<td>Students with social skills deficits experience interpersonal conflicts and academic difficulties which are magnified for students with or at-risk for EBD. Attendees will learn about a multi-tiered classroom management program (CW-FIT) that utilizes PBIS principles. Results of an RCT showing improvements in students social and academic behaviors will be shared.</td>
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<tr>
<td>Campanile Tier II</td>
<td>Capistrano</td>
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<tr>
<th>Integration of Paraeducators into an Elementary School Function-Based Intervention</th>
<th>Full STEAM Ahead: Integrating the Arts into STEM for Students with EBD</th>
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<tr>
<td>Samantha Vancel, Nicole Hendrix, Sara Wise, Sunguen Kang &amp; Allison Bruhn, University of Iowa</td>
<td>Jonte (JT) Taylor Penn State University</td>
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<tr>
<td>With this presentation, we will summarize a study that utilized a functional assessment-based intervention (FABI) to reduce a sixth-grade student's disruptive behavior in a general education classroom. We will discuss development of this FABI and integration of paraeducators into the intervention, considering how paraeducators may effectively support future classroom-based FABIs.</td>
<td>Career fields related to science, technology, engineering, and mathematics (STEM) will be essential to a positive financial future. Students with EBD need to be able to access and learn science curriculum to maximize potential occupational outcomes. Integrating the Arts with STEM can help students engage and learn in science classrooms.</td>
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<td>Cavetto Tier III</td>
<td>Colonnade</td>
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<tr>
<th>Discussant Session: Richard E. Shores Strand on Research in Behavior Disorders</th>
<th>Math Strategies for Youth with E/BD in Juvenile Justice Settings: Suggestions for Implementation</th>
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<tr>
<td>Daniel Maggin, University of Illinois at Chicago &amp; Kimberly Vannest, Texas A &amp; M University</td>
<td>James Raymond Schwab &amp; Kathleen Kimball, Georgia State University</td>
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<tr>
<td>This is the culminating discussion sessions for sessions presented in the Richard E. Shores Strand on Research in Behavior Disorders.</td>
<td>This presentation will summarize existing research on math strategies used in alternative education settings and with students with E/BD. Characteristics of youth with E/BD in juvenile justice settings related to mathematics will be discussed. Suggestions for implementation of math strategies such as schema based instruction and CRA will be presented.</td>
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<td>Dolores Shores</td>
<td>Ironstone JJ</td>
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</tbody>
</table>
### Friday
4:00 – 4:50

<table>
<thead>
<tr>
<th>Using Dialogue Journaling in Alternative School Classrooms with Students with Emotional and Behavior Disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrie Kane, Georgia State University</td>
</tr>
<tr>
<td>This presentation will explain the findings of a single case study that investigated using dialogue journals with middle school students with EBD. It will explain how teachers can use dialogue journaling in their classrooms to have conversations with students that improve student teacher relationships, on-task behavior and writing skills.</td>
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<tr>
<td>Jokake</td>
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<table>
<thead>
<tr>
<th>Panel Discussion: Building Systems Capacity to Support Students with EBD in Tiered Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wendy Peia Oakes, Arizona State University &amp; Kathleen Lynne Lane, University of Kansas</td>
</tr>
<tr>
<td>In this panel discussion we will highlight lessons learned over the course of this strand and facilitate a structured conversation about building capacity for the future.</td>
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<tr>
<td>Joshua Tree</td>
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<table>
<thead>
<tr>
<th>Strengthening Education in Juvenile Detention Centers for High Risk Youth with Multiple Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gregory Benner &amp; Songtian Zeng, Center for Strong Schools, University of Washington Tacoma</td>
</tr>
<tr>
<td>The purpose of this presentation is to share key findings of a federal funded research project called Strengthening Education in Juvenile Detention Centers. We will disseminate a quality assurance tool and its manual specifying core principles and practices of high quality education programs in short-term detention centers.</td>
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<td>Palm D</td>
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<tr>
<th>The Effects of Teacher Behaviors on Student Behaviors in Self-Contained Classrooms for Students with E/BD</th>
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<tbody>
<tr>
<td>Regina Hirn &amp; Justin Cooper, University of Louisville</td>
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<tr>
<td>Observations were conducted of teacher/student dyads in self-contained E/BD settings to identify characteristics of teacher and student behaviors. Analysis clarified the impact of instructional behaviors including opportunities to respond and feedback on student behaviors of engagement and disruption. A discussion of the findings and instructional suggestions will be shared.</td>
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<td>Palm E</td>
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<table>
<thead>
<tr>
<th>Supporting the Needs of Students With or At-risk of EBD Returning to School from Out-of-Home Care</th>
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<tbody>
<tr>
<td>Jacqueline D'Angelo &amp; Alex Trout, University of Nebraska-Lincoln</td>
</tr>
<tr>
<td>Approximately 61% of youth in out-of-home care will reintegrate into school settings. Limited communication between providers and minimal transition supports can add to increased school-related problem behaviors and result in academic failure. This session will share an evidence-based collaborative approach among key stakeholders and provide results on school-related outcomes.</td>
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<td>Palm F</td>
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</table>
Relations between Academic Performance and Challenging Behavior

Jennifer McComas University of Minnesota

Academic and behavior problems are highly co-morbid, yet little more is known about the relation between the two. Effective interventions exist for both learning and behavior problems, but is it possible to implement intervention for one and achieve improvement in the other? This presentation will focus on the relation between learning and behavior problems and include several illustrative case examples.

San Pedro

A Function-Based Approach to Engaging Students with ASD

Nichole Wangsgard, Utah Valley University

Functions served by behavior can be analyzed through conducting Functional Behavioral Assessments (FBA). Common functions of the behavior of students with Autism Spectrum Disorder (ASD) are escape, avoidance, and automatic reinforcement. This presentation will review the process of developing a FBA and how to create a behavior intervention plan (BIP) that considers the unique needs of students with ASD. Participants will learn teaching strategies for engaging students with ASD who are not interested in school.

Sand Lotus

Cognitive Behavior Therapy for Students with an Emotional or Behavioral Disorder

Leonard Troughton, University of Iowa

Although research exists on the effects of Cognitive Behavioral Therapy for students with or at-risk for internalizing and externalizing behaviors, less is known about CBT for students with a diagnoses EBD. This presentation will focus on literature related to delivering CBT instruction for students with an EBD.

Wind Flower
**Friday**  
**5:00 – 5:50**

<table>
<thead>
<tr>
<th>Campanile</th>
<th><strong>Tier II</strong></th>
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<tbody>
<tr>
<td><strong>Using Systematic Screening Data to Inform Tier 2 Efforts</strong>&lt;br&gt;Wendy P. Oakes, Arizona State University &amp; Kathleen Lynne Lane, University of Kansas</td>
<td><strong>Are You Anchored? – A Roadmap to Developing Behavioral Expectations in an Inclusive K-1 &amp; 2-3 Communities</strong>&lt;br&gt;Rachel Chastain-Gross &amp; Natalie Andrews, PK Young Developmental Research School/University of Florida; Ashley MacSuga-Gage, University of Florida</td>
</tr>
</tbody>
</table>

Tiered models of prevention provide the framework for teaching social skills and behavioral expectations, as well as academics with positive, proactive, evidence-based practices. Central to responding to students’ needs is accurate detection of students for whom Tier 1 efforts are insufficient. In this presentation we provide practical illustrations and recommendations for using systematic screening data PK-12 to inform Tier 2 efforts. We focus on building transparency of available supports and equity of access.

<table>
<thead>
<tr>
<th>Cavetto</th>
<th><strong>Tier III</strong></th>
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<tbody>
<tr>
<td><strong>Utilizing the Prevent, Teach, Reinforce Model for Young Adults with Disabilities</strong>&lt;br&gt;Sara McDaniel, Kagendo Mutua &amp; Amy Williamson, University of Alabama</td>
<td><strong>Para Professionals: The Invisible Educator</strong>&lt;br&gt;Michelle Novelli, Karen Sealander &amp; Christopher Lanterman, Noelle Hutson, Northern Arizona University; Adam Lockwood, Humboldt School District</td>
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This presentation will describe the use of the Prevent, Teach, Reinforce (PTR) model for young adults. This application of PTR focuses on improving employability for young adults with disabilities. A case study and the practical details of implementing PTR in a transition program will be described.

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<tr>
<th>Ironstone</th>
<th><strong>JJ</strong></th>
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<tbody>
<tr>
<td><strong>Trauma Informed Teaching</strong>&lt;br&gt;Derrick Platt, Maricopa County Juvenile Courts</td>
<td><strong>Colonnade</strong></td>
</tr>
</tbody>
</table>

This presentation is about trauma informed teaching and how it affects teachers and students. We will look into the latest research, lawsuits, and practices in the field of teaching. We will practice techniques and skills that can help teachers in dealing with students with major trauma.

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<tr>
<th>Colonnade</th>
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<tbody>
<tr>
<td><strong>Para Professionals: The Invisible Educator</strong>&lt;br&gt;Michelle Novelli, Karen Sealander &amp; Christopher Lanterman, Noelle Hutson, Northern Arizona University; Adam Lockwood, Humboldt School District</td>
<td><strong>Colonnade</strong></td>
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As we strive to educate children in inclusive and supportive settings, paraprofessionals are often assigned to work with students exhibiting the most challenging behaviors yet often have minimal training. We asked paraprofessionals to document student behavior during assigned times and saw an increase in supportive interactions provided by the paraprofessional.
Applying Function-based Intervention Concepts to Teacher Behavior

Corey Montano, Peoria Unified Schools; Carl Liaupsin & Alison Zagona, University of Arizona

When function-based interventions are not successful, it is often due to problems with treatment integrity (TI). This session presents a study that increased TI by applying function-based intervention concepts to teacher intervention behavior. The presenters will also describe new data collection tools, study limitations, and future research.

The Relationship Between Discrete Teacher Instructional Practices and Student Behavior

Nicholas A. Gage, University of Florida; Terrance M. Scott & Regina Hirn, University of Louisville

High probability instructional practices include (a) teacher attention to instruction and students, (b) opportunities for students to respond, and (c) feedback to students. In this presentation, we will describe the relationship between use of those behaviors and students’ time engaged in instruction and rate of disruptions.

Increasing Compliance in the Classroom: Results of a Meta-Analysis of Treatment Options

Mickey Losinski, Sara Sanders & Nicole Wiseman, Kansas State University; Jessica A. Nelson

The current presentation will provide participants with an up-to-date analysis and description of interventions to improve student compliance. These interventions will be based on a recent meta-analysis of interventions to improve student compliance and will focus on informing practitioners of both effective treatments and treatments that may be common but lack research support.

GREAT JOB! YOU DID IT! -- Tips for using video-feedback to increase your use of praise.

Erika Blood Pinter, Northern Illinois University

This session will provide an overview of a recent study utilizing a video-feedback intervention to increase teachers' use of praise in classroom settings. Four middle/high-school teachers participated in the study. Following the overview, suggestions for how practitioners can use video-feedback in their own classrooms will be provided.

Classroom Social Skills and Reading Comprehension: Collaborative Reading Groups

Erik A. Bentsen & Katherine Robbins-Hunt, Edinboro University of Pennsylvania

In order to address the multifaceted needs of students with E/BD, it is critically important to balance behavioral interventions with rigorous academic instruction. Collaborative Reading Groups provide students with the opportunity to hone social skill performance while systematically developing their reading comprehension skills.

Using Visual Supports to Teach Science Inquiry and Discourse to Students with Autism Spectrum Disorder

Juliet Hart Barnett, Arizona State University

ASD students are increasingly included in general education and access core content, including science. However, abstract scientific concepts are challenging for these students. Moreover, evidence on teaching academics to students with disabilities is limited. We describe how visual supports can be used to teach science inquiry/discourse to ASD students.
Social Emotional Learning for Adolescent Learners At-Risk for EBD

Martin Mendoza, Texas A&M University

Students at-risk for emotional behavior disorders demonstrate inadequate social skills to interpret and respond to social cues, therefore resulting in inappropriate behavior. As a result of an extensive review of the existing literature, this session will examine and summarize the effects of social emotional learning programming for this population.

Windflower
Special Saturday Workshops
sponsored by
Council for Children with Behavioral Disorders

Workshop I
9:00-4:00  Palm C

Coaching the Classroom Teacher: How to Support Teachers' Development of Classroom Management Skills

Ashley MacSuga-Gage, University of Florida

Workshop II
9:00-12:00  Palm F

Classic Problems, Classic Solutions: Simple Strategies to Improve Student Behavior

Timothy Landrum, University of Louisville
&
Chris Sweigart, Ohio Valley Educational Cooperative

Workshop III
1:00-4:00  Palm F

Using Systematic Behavior Screening Tools: Screening and Intervening

Kathleen Lynne Lane, University of Kansas
&
Wendy Peia Oakes, Arizona State University
Prevent-Teach-Reinforcement (PTR): A Comprehensive FBA/BIP Process for School-based Teams

Rose Iovannone & Kathleen Christiansen, University of South Florida

This presentation will describe the Prevent-Teach-Reinforcement model of developing and implementing an FBA/BIP process in typical school settings. Research supporting the efficacy of PTR will be reviewed along with the process and tools. Adaptations for making it feasible in schools will be described as well as a professional development framework.

Cavetto  Tier III

BLISS Social Skills Training for Students with Autism in an Inclusive Setting: Measuring what Matters

Christian Sabey, Brigham Young University

Social skills training is critical for students with autism. This presentation will present a novel framework for delivering social skills training within an inclusive context and address the importance of measuring the impact of the intervention on the student's behavior and also how peers respond to the newly acquired skills.

Sand Lotus  ASD

Using Performance Feedback To Increase Inclusive Classroom Teachers' Use of Behavior Specific Praise

Benjamin Riden, The Pennsylvania State University

Behavior specific praise is a documented component of effective instruction for learners with special needs, which is often underutilized. Participants will learn practical and useful methods to deliver performance feedback in order increase inclusive classroom teachers’ use of behavior specific praise.

Campanile

Parent Satisfaction with School Services for Children with Autism Spectrum Disorders: The Meaning of Satisfaction

Hyejin Park, Arizona State University

Parents of children with autism spectrum disorders (ASD) completed a survey followed by an interview. Although the majority of the parents reported on a rating scale that they were satisfied with school services, when interviewed about how they judged “satisfaction,” they provided many reasons as to why they were dissatisfied.

Colonnade  ASD

Using Performance Feedback To Increase Inclusive Classroom Teachers' Use of Behavior Specific Praise

Benjamin Riden, The Pennsylvania State University

Behavior specific praise is a documented component of effective instruction for learners with special needs, which is often underutilized. Participants will learn practical and useful methods to deliver performance feedback in order increase inclusive classroom teachers’ use of behavior specific praise.

Campanile
**Alternative Flipped Learning Instructional Model for Students with Emotional and Behavioral Disorders**

Dominique Tetzlaff, University of Nevada - Las Vegas

Students with EBD present complex needs that are difficult to address with traditional educational practices. One way to deliver content and promote enhanced engagement is with the alternative flipped classroom. The alternative flipped classroom retains the explicit face-to-face instruction that is critical for students with EBD, however it incorporates learning videos to reinforce concepts and increase motivation. Learning videos are delivered through the educational platform Edmodo, which is free and easy to use for teachers and students. This presentation will provide background on the alternative flipped classroom and the benefits for students with EBD. A step-by-step process for creating learning modules in Edmodo and incorporating learning videos will also be provided.

**Campanile**

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**Using E-mailed Performance Feedback to Increase Positive Communication Behaviors of Teachers of Students with EBD: Results from a Single-Case Design Study**

Mora Pressley, Zachary Johnson & David Houchins, Georgia State University

This presentation will highlight results from a multiple baseline single-case design study that examined the effects of e-mailed performance feedback to increase positive communication of teachers of students with EBD in a therapeutic alternative education setting. Presenters will discuss practical applications of e-mailed performance feedback in alternative education settings.

**Cavetto**

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**School-Wide Culturally Responsive Social Emotional Learning Instruction: A Case Study**

Tia Navelene Barnes, University of Delaware

I present a case study of a school-wide social-emotional learning (SEL) intervention delivered using culturally responsive practices. Data will include teacher and parent focus groups and school-level student outcomes prior to and after the SEL implementation. Implications for incorporating culturally responsive practices in SEL instruction will be discussed.

**Colonnade**

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**Violent Behavior among Students with EBD**

Aerial Liese, San Juan College/Walden University

This presentation focuses on adolescents with externalizing emotional disabilities who are prone to deadly assaults on others, especially parents. Discussion focuses on: demographics, risk factors, early warning signs, behavior characteristics and prevention/intervention, by means of in-depth case studies.

**Ironstone**

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**Camp Jigsaw: A Free Week at Camp for Adolescent Males with Autism**

Sandy Devlin & Hunter Andrews, Mississippi State University

Camp Jigsaw is a free summer camp for adolescent males with Autism. Campers are taught social skills and self-determination skills then spend the rest of the day enjoying typical camp experiences. The camp serves as the capstone experience for graduate students in special education. Campers from all over the U.S. attend.

**Sand Lotus ASD**
School Connectedness: Comparing Students with Emotional and Behavioral Disorders to Their General Education Peers

Robbie J. Marsh, University of Nevada - Las Vegas

School connectedness is an important factor related to student engagement in health-risk behavior and the school-to-prison pipeline. This presentation explores the results of a study evaluating the school connectedness of students with emotional and behavioral disorders. Results will be presented along with evidence-based practices designed to build school connectedness.

Campanile

Trauma Sensitive Classrooms

Kylee Starmer-Wilson & Abbie Schmidt, Omaha Public Schools

Children can be exposed to a range of traumatic experiences which can lead to challenges in the classroom. In fact, 55% of children in specialized educational services have a history of abuse or neglect. This presentation will share information on how trauma impacts student success and what strategies and supports can be put in place to foster a safe learning environment and help build resilient learners.

Colonnade

Using a Copy-Cover-Compare Strategy to Improve the Spelling Skills of Children with ADHD

Sharon de Marin & Shanna Hagan-Burke, Texas A&M University

We describe a Cover-Copy-Compare strategy that improved the spelling performance of two third-graders with ADHD by enabling them to pinpoint relations between word stems and suffixes. Using single-case research methodology, we observed increases in each student’s spelling accuracy. Implications for helping children with ADHD attend to relevant stimuli are discussed.

Cavetto

Meeting the Mental Health Needs of Vulnerable Adolescents in More Restrictive Settings

Michelle Cassavaugh, Deer Valley Unified School District

An overview of the mental health status and needs of our vulnerable adolescent population (e.g., court involved) will be presented through the lens of trauma-informed care. Several evidence-based practices for meeting such needs will be provided with direct applications in educational and secure care settings.

Ironstone

SMILE: Social Skills Intervention for Students with ASD and EBD

Rebecca Hartzell & Kirsten Lansey, University of Arizona

The SMILE (Social Mechanics Integrated in the Learning Environment) Intervention combines social skills lessons, prompting, fading, peer mediators, and peer incentives to increase social engagement for middle school students with Emotional Behavior Disorder and Autism Spectrum Disorder. Research results, limitations, and implications for future research will be presented.

Sand Lotus
NEW DVD

Check-In, Check-Out
SECOND EDITION
A Tier 2 Intervention for Students at Risk
Leanne S. Hawken, PhD
Kimberli K. Breen, MS, CAS, MA
“The use of Check-In, Check-Out (CICO) has expanded exponentially in schools.... This updated DVD offers step-by-step instructions for implementing CICO....It is a complete resource for training school or program staff.” —Lee Kern, PhD
Includes Reproducible Forms & Training Materials

NEW IN PAPERBACK

Handbook of Evidence-Based Practices for Emotional and Behavioral Disorders
Applications in Schools
Edited by Hill M. Walker, PhD
Frank M. Gresham, PhD
“Far superior to other edited volumes in this area in terms of organization, coverage, and author quality, it is a ‘must buy’ for specialists in behavior disorders and challenges.”
—Dan Reschly, PhD

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FROM KEYNOTE PRESENTER KATHLEEN LYNN LANE

Supporting Behavior for School Success
A Step-by-Step Guide to Key Strategies
Kathleen Lynne Lane, PhD, BCBA-D
Holly Mariah Menzies, PhD
Robin Parks Ennis, PhD
Wendy Pela Oakes, PhD
“Presents strategies that are carefully selected, empirically supported, organized within a prevention-based systems approach, and presented in a user-friendly format.”
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Holly Mariah Menzies, PhD
Allison L. Bruhn, MA
Mary C. Marino, MEd
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—J. Ron Nelson, PhD

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Dear TECBD Presenters:

I am pleased to extend a call for manuscripts for the special issue of Severe Behavior Disorders of Children and Youth for consideration of publication in Volume 40 of *Education and Treatment of Children (ETC)*. While authors are expected to submit papers based on material presented at TECBD, the following guidelines from the Editorial Policy of *ETC* also apply to this Special Issue of *ETC*. [http://www.educationandtreatmentofchildren.net/edit/policy.html](http://www.educationandtreatmentofchildren.net/edit/policy.html)

**Manuscript Guidelines**

*ETC* is devoted to the dissemination of information concerning the development of services for children and youth. A primary criterion for publication is that the material be of direct value to educators, parents, child care providers, or mental health professionals in improving the effectiveness of services. Therefore, authors are required to compose their manuscripts in a clear, concise style that will be readily understood by the practitioners who are likely to make use of the information.

Materials appropriate for publication include experimental research, research reviews, data-based case studies, and procedure or program descriptions. Non-experimental papers should emphasize the manner in which the described procedure, program, or issue relates to the practical concerns of professionals in the field. Experimental studies should demonstrate usefulness of the described procedure, adequacy of the data in showing a functional relationship between the procedures and observed behavior changes, and evidence that measurements taken were reliable. This special issue of *ETC* utilizes a broad base of researchers, educators, clinical practitioners, and graduate students in the editorial review process including the consulting editors of *ETC* and *Behavioral Disorders*. If you are not submitting a manuscript and would like to be a guest reviewer, please e-mail.

If you choose to submit, please send your manuscript via email to me by February 1, 2017. All manuscripts should be submitted as one Word file. Please do not send figures and tables as separate files. Also please include your contact information on the title page, but be sure to remove your name and institution from the “properties” of the Word document. Again, thank you for your participation and attendance at the 2016 TECBD Conference. I look forward to receiving your manuscripts. If you have any questions, please contact me at wendy.oakes@asu.edu.

Sincerely,

Wendy Peia Oakes, Ph.D.
Assistant Professor
Honors Faculty
Arizona State University| Mary Lou Fulton Teachers College