2017 Conference Program

October 26, 27, 28

Tempe Mission Palms Hotel
Tempe, Arizona

This draft is subject to change
Date 10/2/17
October 26, 2017

Dear Conference Participants,

On behalf of the Mary Lou Fulton Teachers College, it is my distinct pleasure to welcome you to the 40th Anniversary Conference of Teacher Educators for Children with Behavioral Disorders (TECBD).

Since the first conference in 1977, TECBD has provided a small but robust venue for faculty, students, teachers, and other educators to share research, innovation, and practical strategies related to youth with emotional and behavior disorders. I have no doubt that the distinguished keynote panel this year will provide a thoughtful reflection on where the field has been, and exciting new insight to lead it into the future.

The number of excellent workshops in the program this year is staggering. 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
2017 TECBD Conference Participants,

On behalf of the Mary Lou Fulton Teachers College at ASU, TECBD, and CCBD, it is my pleasure to welcome you to the **40th Anniversary** of the Teacher Educators for Children with Behavioral Disorders Conference (TECBD) in Tempe, Arizona. What an incredible milestone! We are continual grateful to our presenters, our Dean, and the Teachers College faculty and staff for the continued support of this event.

In celebration of our 40th Anniversary we have a distinguished panel comprised of C. Michael Nelson, Steve Forness, Mary Margaret Kerr, Ken Howell, and Dean Konopasek sharing their **Continued Concerns and New Directions over 40 Years** of research, scholarship, and practice in the field of emotional and behavioral disorders at our Thursday Keynote. Sage advice, practical strategies, and lots of laughter and will surely be abundant.

Our preconference workshops on Thursday morning, **Looking Beyond the Function Of Behavior: Understanding and Effectively Dealing with Escape and Avoidance Behavior in Students with Challenging Behavior** and **Returning To Our Roots: Essential Features of Effective, Evidence-Based Interventions for Students with EBD** also offer practical strategies, examples, and resources for working in a variety of settings with youth with EBD.

Our partnership with CCBD has expanded this year to include a Graduate Student/Early Career Mentor Strand on Thursday and Friday, in addition to the relevant and robust teacher focused Saturday workshops. Both of these special sessions enhance and extend our mission to disseminate quality research and serve those working in the field.

As always, we have several exceptional strands that will run throughout the conference. These are identified in your program, as are those presentations that qualify as BACB Type 2 CEU offerings.

Thank you again 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.

Sincerely,

**H. G. Clark**

Heather Griller Clark, Ph.D.
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

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
The hotel offers complementary valet parking at the front of the hotel visitors. 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.
**Tempe Entertainment**

**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 801 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
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.

**Tempe Convention and Visitors Bureau:**
(480) 894 8158
www.tempecvb.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

**Gambling:**
Casino Arizona — www.casinoaz.com
Fort McDowell Casino — www.fortmcdowellcasino.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 University of Southern California
October 28nd @ 7:00pm
Sun Devil Stadium

Phoenix Suns vs Utah Jazz
October 25th @ 7:00pm
Talking Short Arena
201 E Jefferson St
Phoenix, AZ 85004

Music/Art/Entertainment:
Howl-O-Ween
Thru Oct 27-28
@ 6-10:30pm
Phoenix Zoo
455 N Galvin Pkwy
Phoenix, AZ 85008
http://www.phoenixzoo.org/event-items/howl-o-ween/

Luke Bryan and Brett Eldredge
October 26 @ 7pm
Ak-Chin Pavilion
2121 N 83rd Ave
Phoenix, AZ 85035
http://www.phoenixconcerts.net/

Music/Art/Entertainment:
Arizona State Fair
Until October 29
Times vary
1826 W McDowell Rd. Phoenix, AZ 85007
https://azstatefair.com/

Desert Botanical Garden’s Strange Garden
October 28-29
480-481-8188
https://www.dbg.org/Events/strange-garden

Making Strides In Phoenix Walk
October 28 @ 8am
Tempe Beach Park
80 W Rio Salado Pkwy
Tempe, AZ

Lakeshore Music Series Presents: Michael Kocour and Friends with Dee Alexander
October 28 @ 7pm
Tempe Center For the Arts
700 W Rio Salado Pkwy, Tempe, AZ 85281

Hayden’s Ferry Chamber Music Series: Piano Duets and Cello Sonatas
October 29 @ 2:30pm
Tempe Center for the Arts
TECBD Conference Overview

Thursday, October 26, 2017
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: 40th Anniversary Panel
1:00 PM — 2:30 PM

Conference Sessions
3:00 PM — 6:00 PM

Friday, October 27, 2017
Conference Registration
8:00 AM — 5:00 PM

Conference Sessions
8:00 AM — 11:00 AM

CCBD President’s Luncheon: Dr. Nicholas Gage
11:00 AM — 1:00 PM

Conference Sessions
1:00 PM — 6:00 PM

White Rhino Social 6:00 PM

Saturday, October 28, 2017
Conference Registration
8:00 AM — 11:00 AM

Conference Sessions
8:00 AM — 12:00 PM

CCBD Sponsored Workshops
9:00 AM — 4:00 PM
Robert B. Rutherford Jr. Keynote Address
Thursday @ 1:00

C. Michael Nelson, Professor Emeritus University of Kentucky
Mary Margaret Kerr, University of Pittsburgh
Steve Forness, UCLA Neuropsychiatric Institute (retired)
Kenneth W. Howell, Professor Emeritus Western Washington University
Dean E. Konopasek, University of Alaska Anchorage (retired)

Continued Concerns and New Directions: 40 Years of Teacher Educators for Children with Behavior Disorders

This distinguished panel will provide insight on the past, present, and future of significant issues facing the education of children with emotional and behavioral disorders.
**CCBD President’s Luncheon Address**
**Friday @ 11:00**

**Dr. Nicholas A. Gage**
University of Florida

**Nicholas A. Gage, Ph.D.** is an Assistant Professor of Special Education at the University of Florida. He received his Ph.D. in Special Education from the University of Missouri where he studied special education policy, statistical analysis, single-subject research, Positive Behavior Support (PBS), and Applied Behavioral Analysis (ABA). In addition to his doctoral studies, Dr. Gage was an Institute of Education Sciences (IES) Post-doctoral Fellow in the Center for Behavioral Education and Research (CBER) at the University of Connecticut working on statistical and methodological advances in special education research field. Specific research interests include identification of policies and practices at the national, state, local and classroom level to support the academic, social, and behavioral needs of students with or at-risk for emotional and/or behavioral disorders through rigorous and diverse research practices and his expertise is in supporting schools, districts, and states in leveraging their data resources to best develop effective and efficient systems of support for students’ academic and behavioral needs. Dr. Gage’s expertise includes statistical modeling, research design and methodology, direct observation, single-subject research, and Functional Behavioral Assessment.

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**Increasing the Rigor and Relevance of Emotional and/or Behavioral Disorders Research**

The quality and replicability of scientific research has become an important topic in both the scientific and policy development communities. The focus on quality has been an important area in education generally, and special education specifically, with the push for evidence-based practices. This keynote will discuss the current state of rigor in emotional and/or behavioral disorders research and provide examples for how we can increase the relevance.

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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.

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<th>Strand Name</th>
<th>Strand Leader(s)</th>
<th>Strand Description</th>
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<tr>
<td>Autism Spectrum Disorder (ASD)</td>
<td>Erin Rotheram-Fuller Arizona State University</td>
<td>The ASD strand includes sessions that address training for parents, teachers and para-professionals, as well as, new and innovative research and strategies for working with children and youth with autism.</td>
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<tr>
<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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<tr>
<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>Targeted Interventions</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>Mentoring</td>
<td>Mary Margaret Kerr, University of Pittsburgh</td>
<td>Mentors in the field offer advice to graduate students and junior faculty on getting the job to promotion and tenure, including sessions on successful applications and campus visits, strategies for new faculty members, reviewing manuscripts, writing manuscripts, and becoming a productive scholar.</td>
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<tr>
<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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### Graduate Student & Junior Faculty Mentorship Strand

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<td><strong>After Graduate School, Then</strong>&lt;br&gt;<strong>What? Successful Applications and Campus Visit Strategies</strong>&lt;br&gt;&lt;em&gt;Paul Caldarella, Kristine Jolivette, Mary Margaret Kerr, Sarup Mathur&lt;/em&gt;</td>
<td><strong>Becoming A Productive Scholar: Defining One’s Lines of Inquiry (Part II)</strong>&lt;br&gt;&lt;em&gt;Kathleen Lynne Lane&lt;/em&gt;</td>
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<tr>
<td><strong>After You Land The Job, Then</strong>&lt;br&gt;<strong>What? Successful Strategies for New Faculty</strong>&lt;br&gt;&lt;em&gt;Timothy J. Landrum, Melody Tankersley, Gregory J. Benner&lt;/em&gt;</td>
<td><strong>Reviewing Manuscripts for Professional Journals</strong>&lt;br&gt;&lt;em&gt;Justin Cooper, Nicholas Gage Robin Parks Ennis, Bryan Cook&lt;/em&gt;</td>
</tr>
<tr>
<td><strong>Becoming A Productive Scholar: Defining One’s Lines of Inquiry (Part I)</strong>&lt;br&gt;&lt;em&gt;Kathleen Lynne Lane&lt;/em&gt;</td>
<td><strong>Writing Manuscripts for Professional Journals</strong>&lt;br&gt;Bryan Cook &amp; Dan Maggin - Behavioral Disorders&lt;br&gt;Bill Evans &amp; Bob Gable - Preventing School Failure&lt;br&gt;Joe Ryan &amp; Paul Mooney – Beyond Behavior&lt;br&gt;William Therrien – Exceptional Children&lt;br&gt;Sarup Mathur – Education and Treatment of Children, TECBD Special Issue&lt;br&gt;Kathleen Lane - Remedial &amp; Special Education&lt;br&gt;Stan Zucker- Education and Training in Autism and Developmental Disabilities</td>
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# Conference Planner

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<td>THUR</td>
<td>9:00 - 12:00</td>
<td>Pre-conference Workshops</td>
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<tr>
<td>Oct</td>
<td>1:00 - 2:20</td>
<td>Robert B. Rutherford, Jr. Keynote Address</td>
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<td>26th</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>CCBD Sponsored Workshops</strong></td>
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Pre-Conference Workshops

Thursday—October 20, 2017
Pre-Conference Workshop I

Looking Beyond the Function Of Behavior: Understanding and Effectively Dealing with Escape and Avoidance Behavior in Students with Challenging Behavior

Richard Van Acker & Eryn Van Acker
University of Illinois at Chicago

The function most commonly identified by school personnel for the challenging behavior displayed by students results from their desire to escape and avoid the assigned task or activity. Out of fear that allowing the student to escape or avoid will simply negatively reinforce this undesired response, most teachers attempt to compel the student to comply. For many students, this simply results in an escalation of behavior and the development of a potential crisis situation. This pre-conference workshop will explore escape and avoidance; looking at concerns that should be considered when conducting the FBA and providing greater insight to factors underlying the student’s escape and avoidance behavior. Effective strategies to address escape and avoidance behavior will be provided. This will be a practical presentation developed to help teachers and school administrators who work with challenging youth and for those who provide pre-service instruction for educators.

Pre-Conference Workshop II

Returning To Our Roots: Essential Features of Effective, Evidence-Based Interventions for Students with EBD

Timothy J. Landrum, University of Louisville
Lauren W. Collins, University of Hawaii

Students with or at risk for emotional and behavioral disorders (EBD) present teachers and schools with perhaps the greatest challenges they face, and teaching and managing these students can seem overwhelming. While the challenges are daunting, our research base provides consistent evidence that a few key features are essential to the success of our interventions and instruction. In fact, these essential features are not new; they have been supported by decades of research. Our best interventions are antecedent in nature (i.e., they are proactive strategies teachers use to prevent problem behavior and set students up for academic success), they have an instructional focus (i.e., they focus on actively teaching and reinforcing the academic skills and behaviors we want to see), and they are built on simple behavioral principles that have guided our field for decades (e.g., the concepts of positive reinforcement, negative reinforcement, and extinction). In this preconference workshop, we (a) briefly describe a framework for approaching instruction and intervention planning for students with EBD that emphasizes the antecedent, instructional, and behavioral nature of our best interventions; (b) provide specific examples of interventions and instructional approaches that highlight these features; and (c) describe resources—including online resources—where educators can find trustworthy information about evidence-based practices that offer promise for addressing the most common challenges presented by students with EBD.
Robert B. Rutherford Jr.
Keynote Address

Continued Concerns and New Directions:
40 Years of Teacher Educators for Children
with Behavior Disorders

C. Michael Nelson, Professor Emeritus University of Kentucky
Mary Margaret Kerr, University of Pittsburgh
Steve Forness, UCLA Neuropsychiatric Institute (retired)
Kenneth W. Howell, Professor Emeritus Western Washington University
Dean E. Konopasek, University of Alaska Anchorage (retired)

Thursday
1:00pm — 2:20pm
Palm BC
Behavioral Aspects of Neuropsychiatric Autoimmune Disorders

Patricia Rice Doran, Towson University

Immune-mediated neuropsychiatric disorders, ranging from types of autoimmune encephalitis (Cahalan, 2009) to syndromes such as Pediatric Autoimmune Neuropsychiatric Disorders Associated with Streptococcal Infections (PANDAS), affect up to 1 in 200 children and often present with behavior and personality changes (Swedo, Leckman & Rose, 2012; Chang et al., 2015). The presentation describes strategies to identify symptoms of such disorders, manage classroom manifestations, and provide appropriate accommodations and behavioral supports for children with autoimmune neuropsychiatric disorders.

Campanile

Empowering Teachers with Low-Intensity Strategies: Implementing and Evaluating Instructional Choice in 3rd Grade Classrooms

Robin Parks Ennis, University of Alabama at Birmingham
Kathleen Lynne Lane, University of Kansas
Wendy Peia Oakes, Arizona State University

In this demonstration, we will present results of single-case design studies implementing instructional choice with limited researcher support. Results suggest that across-activity choices were successful for increasing engagement for two participants and within-activity choices were less successful when used. In addition, we will share the professional development model, including online resources, used in our study in the hopes that participants can use them to implement and evaluate instructional choice in their classroom.

Dolores

Results from a National Study on Mental Health Training in Juvenile Corrections

Joseph Calvin Gagnon, University of Florida

A national study of Clinical Directors focused on the mental health training provided to professionals in juvenile corrections. Survey questions related to the topics of staff training, who receives training, how topics are decided and training evaluated, the extent that training includes recommended attributes, training formats, and frequency of training.

Campanile

Use of Avatars and eCoaching to Teach Early Childhood Educators to Use Specific Affirmations: Preliminary Research Findings

Peggy Hester, Old Dominion University
Larry Hester, Clinical Psychologist

Researchers have found that affirmations of children and positive teacher-child relationships are consistently linked to increased academic achievement; yet, there continues to be a gap between what research has documented as effective, and what is being executed in practice. This presentation will focus on the preliminary research findings that used two technologies to facilitate early childhood educator implementation of affirmation skills: (a) use of virtual simulations to facilitate acquisition and fluency in the use of affirmation strategies, and (b) real-time cyber coaching and feedback via Skype and Bluetooth technology to foster implementation of these strategies in classrooms.

Colonnade

Using Pre-Registration and Registered Reports to Promote Transparency and Reproducibility

Bryan G. Cook, University of Hawaii
William J. Therrien, University of Virginia

Pre-registration (i.e., specifying research plans before conducting a study) and registered reports (i.e., making publication decisions based solely on pre-registered reports) are designed to decrease publication and outcome reporting bias and promote transparency and reproducibility. We discuss these approaches, their pros and cons, and plans for use in special education.

Joshua Tree
Thursday
2:30 – 3:20

Enhancement or Individualization? Reconsidering a Tradition Adrift
Rick Brigham, George Mason University
Andrew Wiley, Kent State University

Summarizes evidence undermining individualization approaches common at the creation of PL94-142 and how many of these replaced by more effective interventions applicable to large numbers of students with disabilities. We suggest that outcomes could be enhanced by application of a more consistent approach to instruction of individuals with disabilities.

Palm F

Specifying Targeted Interventions for Functional Dimensions of Aggression
Brian R. Barber, Kent State University

A growing body of literature suggests that the reactive and proactive functions of aggression are differentially related to a host of long-term developmental sequelae. In this presentation, I describe the development and pilot evaluation of targeted interventions for these dimensions of aggression, and provide considerations for further research and implementation.

San Pedro

How Did I Do Today? Daily Behavior Report Cards and Students with Autism
Benjamin Riden, Penn State University

Inappropriate student behaviors present academic and social challenges in academic classrooms. In this review and study, daily behavior report cards are examined to assess their effectiveness for at-risk or students with disabilities. Results from the review and preliminary data indicate students benefited from intervention. Implications and lessons learned are presented.

Wind Flower

After Graduate School, Then What? Successful Applications and Campus Visit Strategies
Paul Caldarella, Brigham Young University
Kristine Jolivette, University of Alabama
Mary Margaret Kerr, University of Pittsburgh
Sarup Mathur, Arizona State University

Four experienced professors conduct fast-paced round-robin advising sessions for those seeking academic positions. Mentors offer advice from years of conducting searches for junior faculty. Learn tips for applications, cover letters, interviews, talks, and negotiations. Meet with each mentor in a small group, allowing for discussions not typical in the conference environment.

Palm E

Starting a Dialogue between Special Educators and Child Psychiatry for the Benefit of Their Students Classified EBD
Richard E. Mattison, Penn State University

Past EBD working groups (eg., Peacock Hill, 1991; Gage et al., 2010) have consistently encouraged collaboration between EBD educators and sister mental health fields. Such interaction has yet to be seriously undertaken. This presentation hopes to stimulate that process by starting a dialogue between a child psychiatrist (with long-standing clinical and research interests in EBD students) and an EBD audience. What does each field currently need from the other to enhance the care of their mutually shared children?

Sand Lotus

Tacoma Whole Child Initiative: Sustainable City-Wide Transformation to Strengthen the Future
Gregory J. Benner & Rayann Silva, University of Washington Center for Strong Schools

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. 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.

Xavier
Practice-Based Professional Development: Teaching Students with High Incidence Disabilities Persuasive Writing from Source Text

Angelique Aitken, Ashley Barkel & Julia Houston, Arizona State University
Amber Ray, University of Hawaii
Liu Xinghua, Shanghai Jiao Tong University
Colin Kavanaugh, DCMO BOCES
Karen Harris, Arizona State University

Special education teachers were randomly assigned to practice-based professional development (PBPD) to learn a set of reading and writing instructional strategies for persuasive writing from source text, or a business as usual control condition. Teachers in the PBPD condition taught this set of strategies to their fifth and sixth-grade students with high-incidence disabilities in resource classrooms. These teachers implemented SRSD instruction with high fidelity and their efficacy to teach persuasive writing from source text increased significantly. Students made statistically significant and meaningful gains in essay elements, holistic quality, words written, planning quality, and genre knowledge.

Augustine

Adopting and Adapting PBIS for Use in Secure Juvenile Justice and Alternative Education Settings: Perspectives and Reflections on "Point and Level" Systems

Jeffrey Sprague, University of Oregon

Point and level systems are in broad use in Juvenile Justice and Alternative Education settings, even in the face of known implementation issues (inconsistent) and research and practical evidence of their ineffectiveness and inequity of application. This session will give an overview of evidence-supported practices regarding point systems (including Check in-Check out) and participants will be able to discuss effective adaptations and alternatives to these “one size fits all” approaches.

Campanile

Suicide Prevalence, Prevention, and Perspective: A Comparison of Ireland and the United States

Bridget Kelley, Western Washington University
Susan Bigelow, Nashoba Regional School District
Ken Howell & Keith Hyatt, Western Washington University

Suicide is a major concern in the United States and Ireland. Suicide is the second most common cause of death for individuals ages 15 to 34 in both US and Ireland. This session will address the prevalence, trends, and prevention strategies related to suicides in the US and Ireland.

Cavetto

Research to Practice: Create Interactive eBooks to Improve Fidelity of Implementation

Daniel Gulechak, KOI Education

Share your research interventions and get your powerful practices into the hands of educators by using interactive multimedia iBooks. Bonus: keep your copy write and ownership of your tools so that you can share broadly and improve adoption and use of your innovative strategies. Learn the steps to digitally publish your research to practice and get it into the iBookstore tomorrow!

Colonnade

Creating Sustainable Structures to Inform Tier 2 Efforts

Kathleen Lynne Lane, University of Kansas
Wendy Peia Oakes, Arizona State University

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 creating sustainable structures (e.g., Secondary (Tier 2) Intervention Grids) to inform Tier 2 structures. We focus on building transparency of available supports and equity of access using systematic screening data to connect students to needed supports.

Dolores

Targeted Interventions
Learn How to Publish in CCBD Journals

Bryan Cook, University of Hawaii; Paul Mooeny, Louisiana State University; Daniel Maggin, University of Illinois Chicago

This session provides an overview of the publication guidelines for CCBD’s research journal (Behavioral Disorders) and practitioner journal (Beyond Behavior). The journal editors will review the types of articles published, the manuscript submission process, and recommendations for authors to help increase the likelihood of manuscript acceptance. The session will include an opportunity for Q & A from perspective authors.

Joshua Tree

For Whom and Under What Conditions? Exploring the Benefits of Studies with No Observed Effects

Jason Travers, University of Kansas Matt Tincani, Temple University

Demonstrating experimental control is a hallmark of single-case experimental research, but rigorous studies may fail to produce effects. We examine the role and importance of publishing single subject experimental studies of otherwise effective interventions that do not produce expected effects. Standards for conducting and appraising such studies will be discussed.

Palm E

Pathways to Working Alliances: How Special Educators Emotional Labor Influences their Relationships with Students with EBD

Michael Valenti, Pressley Ridge Betsy Levine Brown, George Mason University Duhiit Mahatmya, University of Iowa Christy Galetta Horner, Bowling Green University

Educators are under prepared for handling the emotional demands of their job, particularly when working with students with EBD. This presentation explains results from a study exploring how schools’ expectations regarding emotional expression influence educators’ emotional behaviors, and consequentially educator-student working alliances. Implications for training and preparation are discussed.

San Pedro

Teaching ED Students Who Have Experienced Abuse

Richard E. Mattison, Penn State University

A majority of students classified EBD have experienced abuse. Their presentation at enrollment and after 8 years of follow-up will be compared to non-abused EBD students. Unique characteristics of abused youth in general that can affect their intervention planning will be reviewed. Features of programs that exist or need to be developed to train and guide special education teachers in their work with abused EBD students will be discussed.

Sand Lotus

After You Land The Job, Then What? Successful Strategies for New Faculty Members

Timothy J. Landrum, University of Louisville Melody Tankersley, Kent State University Gregory J. Benner, University of Washington Tacoma

Three experienced faculty members will conduct fast-paced round-robin advising sessions about essential skills for those new to academic and/or leadership positions. The team will share practical advice drawn from their personal experiences of mentoring junior faculty members. Participants will have the unique opportunity to spend time with each individual mentor in small groups, allowing for individual questions and discussions not typically offered in the conference environment.

Palm F
### Thursday
#### 3:30 – 4:20

**Autism Behavioral Collaboration in Special Education and Autism Studies**

Teresa Cardon, Utah Valley University  
Nichole Wangsgard, Utah Valley University

Special education programs rarely provide unique training on ASD. This presentation will provide information regarding year one of a two-year study analyzing how increased training in evidence-based behavioral interventions produces more confident and effective teachers. Attendees will learn how to prepare teachers to meet the needs of students with ASD.

**School Refusal: Eliminating Jailing for Truancy**

Francie Murry, University of Northern Colorado

Truancy is an issue across all student populations and ages. Habitual truancy is part of the downward spiral into delinquency and correlated with students performing poorly; ending in costly action to schools, families and threatening students future success. Presentation will pinpoint approaches to avoiding FAPE deprivation, legal impact when courts are used as deterrents and suggestions for successful outcomes using MTSS interventions.

**Xavier**

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**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.

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Wind Flower  

ASD
Can Virtual Reality Experiences Improve the Academic Achievement of Students with Emotional and Behavioral Disorders?

Sara Heintzelman, Centennial School of Lehigh University
Julie Fogt, Centennial School of Lehigh University

This presentation will share findings of an exploratory study that examined the effects of using virtual reality technology to experience a 3-D perspective of an underwater environment on the writing fluency and communication skills of students with EBD. Implications for expanding the use of virtual reality systems to transform student learning will be discussed.

Augustine

Avoiding the Pitfalls of Pseudoscience

Keith J. Hyatt, Aaron Perzigian, Bridget Kelley & Jeffery L. Hart, Western Washington University

For over 40 years, students with disabilities have been subjected to various pseudoscientific practices. Some are relatively benign, simply robbing students of instruction, while others insidious, often resulting in physical harm. This presentation will review selected practices and provide the audience with tools for differentiating pseudoscience from evidence-based practice.

Campanile

Explicit Instruction for Reading: Does It Work for All?

Lauren L. Evanovich, University of South Florida
Stacy Crawford, University of South Florida

In this presentation, we discuss the effects of explicit instruction strategies for reading for students with or at-risk for challenging behaviors. The outcomes of two studies will be addressed, elementary and secondary implications for implementation will be presented.

Dolores

Targeted Interventions

Measuring Fidelity Across the Tiers in Residential and Juvenile Facilities: FW-TFI for 24/7 Delivery Settings

Kristine Jolivette, University of Alabama
Robin Parks Ennis, University of Alabama - Birmingham
Nicole C. Swoszowski, University of Alabama

Fidelity of implementation with the PBIS framework and across all three tiers is imperative to improving the outcomes of youth who receive services within 24/7 delivery settings. We will share a new instrument, FW-TFI, which was created with stakeholder voice and measures fidelity across systems, practices, and data for youth in residential settings such as therapeutic hospitals, secure and non-secure juvenile facilities, group home and shelter care, and other settings. The FW-TFI can be used in these settings by both agency facilitators and FW-PBIS Leadership Teams.

Campanile

Fostering School Connectedness in Students with Emotional and Behavioural Disabilities

Terry Cumming, UNSW Sydney

School connectedness is crucial to the success of students with emotional and behavioural disabilities (EBD). Participants will gain an understanding of what school connectedness is, its importance to students with EBD, and knowledge of research-based interventions that can improve the school connectedness of this vulnerable population.

Colonnade

Disproportionality in Exclusionary Discipline: A Multilevel Examination

Kristine E. Larson & Elise T. Pas, Johns Hopkins Bloomberg School of Public Health
Catherine P. Bradshaw, University of Virginia

Discipline disproportionality, particularly for students with EBD, results from complex interactions within a student’s environment. Using survey and observational data from more than 15,000 students across 250 classrooms in 40 high schools, we will discuss the extent to which individual, classroom, and school level variables are associated with discipline disproportionality.

Joshua Tree
<table>
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<tr>
<th>Time</th>
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<td>4:30 – 5:20</td>
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**Becoming A Productive Scholar: Defining One’s Lines of Inquiry (Part 1)**  
Kathleen Lynne Lane, University of Kansas

Many individuals in academia seek to make positive contributions to the field of education through their scholarship. A key feature of many productive scholars is a clearly-defined set of research lines that reflect their overall mission for their scholarship. In this two-part session, we will first learn about the importance of defining one’s self as a scholar. Participants will create two products: a graphic depicting their overarching goals as scholar and a structure to define their programmatic lines of inquiry (to be used in formulating writing plans). These structures will be discussed in session one (Thursday, 4:30 p.m.), refined on your own, and shared in the second session (Friday, 8:00 a.m.) for constructive, collaborative feedback. Additional topics to be discussed across these sessions include: respectful and responsible inquiry, constructive and productive collaborations, and structures to facilitate productivity.

**An Examination of School-Based Trauma-Informed Care Programs Models that Address Childhood Trauma Exposure**  
Mora Pressley, David Houchins, & Kris Varjas, Georgia State University

This presentation provides an examination of the core features of trauma-informed program models that address the implementation of trauma-informed care practices in schools. Researchers will review data from 13 publications regarding their incorporation of school-wide and classroom-based trauma-informed care practices, describe professional development supports provided to teachers and school staff, and discuss practice implications for teachers of students with EBD.

**Mentoring**

**SEL & PBIS: Promoting School Programs Based on Compassion and Social Justice for Students with EBD**  
Kristine J. Melloy, Santa Clara University

This presentation is focused on how to create inclusive learning environments that promote social justice for students with EBD. Evidenced-based interventions will be shared in Social Emotional Learning and Positive Behavior Intervention and Supports to promote compassion and love for and among students, positive learning environments, and students' access to their opportunity and right to an education with multi-tiered systems of support.

**Obsessive Attachments among Students with EBD**  
Aerial Liese, Walden University

This presentation focuses on adolescents with externalizing emotional disabilities who are prone to obsessive attachments. The discussion focuses on the acute onset of Limerence, an obsessive attachment to one person, the Limerent Object, which can lead to stalking and other obsessive compulsive behavior. Discussion focuses on demographics, risk factors, early warning signs, behavior characteristics and prevention/intervention by means of in-depth case studies.
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<tr>
<td>4:30 – 5:20</td>
<td><strong>Strategies to Enhance Engagement in Spanish Language Parent Training on ASD</strong></td>
<td>Erin Rotheram-Fuller &amp; Kylan Turner, Arizona State University</td>
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<td>This presentation will describe a series of state-level analyses on the impact of school-wide positive behavior supports (SWPBS) on disciplinary exclusions, including in- and out-of-school suspensions. We will (a) provide an overview of SWPBS, (b) the evidence-base supporting SWPBS implementation, and (c) the results of three quasi-experimental design studies leveraging data from three Southeastern states.</td>
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<td><strong>The Impact of School-Wide Positive Behavior Supports on Reducing Disciplinary Exclusions</strong></td>
<td>Nicholas A. Gage &amp; Nicolette Grasley-Boy, University of Florida</td>
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**Wind Flower**

**Xavier**
Targeting the Reading and Behavioral Skills of Young Struggling Readers who Exhibit Challenging Behaviors

Maria B. Sciuchetti, Ball State University

Through a multi-phase, multiple baseline design, a reading intervention was evaluated with and without a behavioral support for potential additive effects on the oral reading fluency, word-identification fluency, and off-task behavior performance of first- and second-grade students demonstrating both reading and behavior risk. Findings, limitations, and implications are presented.

Friday 8:00 – 8:50

Building Sustainable and Meaningful Service Learning Partnerships with Alternative High Schools

Aaron Perzigian, Keith Hyatt, Chuck Lambert, Bridget Kelley & Gail Coulter, Western Washington University

We’ll describe building partnerships with alternative high schools serving students with EBD. The presenters are special education professors in a teacher training program in which teacher candidates engage in early service learning. The purpose of this presentation is to share experiences developing these partnerships into mutually beneficial service learning placements.

PBIS in Pictures: Using Film to Support School-wide PBIS Implementation

Ashley MacSuga-Gage, University of Florida
Robin Parks Ennis, University of Alabama at Birmingham
Shanna E. Hirsch, Clemson University

Presenters will screen winning films from the 8th Annual Positive Behavioral Interventions and Supports (PBIS) Film Festival depicting national/international schools successfully using film to aide in the implementation, training, and reinforcement of PBIS. Attendees will be provided with immediately applicable resources focusing on content and technical aspects of film creation.

Reducing Recidivism: Transition Interventions for Adjudicated Youth with Disabilities

Alexandra A. Miller, University of Virginia

The purpose of this literature review is to identify empirical practices that benefit youth with disabilities, specifically those with EBD, transitioning from the juvenile justice system back to their communities and to understand the influence of such interventions on youth community engagement and recidivism.

Targeted Antecedent Interventions for Students with or At-Risk for EBD

Lauren W. Collins, University of Hawaii
Timothy J. Landrum, University of Louisville

Students with or at-risk for EBD often require antecedent interventions that are more targeted than those included in Tier 1 instruction and support. In this session we (a) describe the essential features of effective antecedent interventions, (b) review several examples of targeted antecedent strategies (choice, behavioral momentum, precision requests); and (c) share a simple model for using these evidence-based interventions to target key outcomes of concern for students with EBD.

Juvenile Justice Transition Toolkit 3.0: What It Is and How One May Use It with Youth

Simon Gonsoulin, American Institutes for Research
Heather Griller Clark & Sarup R. Mathur, Arizona State University

NDTAC has recently released its Transition Toolkit 3.0! During this session participants will become familiar with the toolkit, the four stages of transition and the responsibilities of communities/systems, family, youth and facility in supporting successful transition, as well as the NDTAC self-assessment tool designed to assist facilities/systems to improve transitional services for youth leaving secure settings. Finally, participants will utilize a case study and transition plan template to develop action plans for the youth identified in the case study to promote quality transitional outcomes.
Combatting the Silent Epidemic in U.S. Schools: A Meta-Analysis of Targeted School-Based Mental Health Interventions
Skip Kumm, University of Illinois at Chicago
Samantha Gesel, Vanderbilt University
Caitlyn Majeika, Vanderbilt University
Elizabeth Talbott, University of Illinois at Chicago
Daniel Maggin, University of Illinois at Chicago

The purpose of this study was to evaluate the effectiveness of targeted school-based mental health interventions for youth with internalizing disorders. We evaluated the effect sizes for these interventions in 18 studies and we discuss results for main effects of the interventions. We also present practitioner-oriented implications.

Joshua Tree

Alternatives to Suspension: Keeping Students in School Using the DETECT Process
Beverley H. Johns, MacMurray College

How can we decrease our use of school suspensions? This practical presentation provides a process for developing alternatives to suspension that are designed to teach students. DETECT is a mnemonic that describes: D--Describe the behavior, E--Expectations for Students, T--Teaching students appropriate behavior, E--Earned privileges, C--Consequences, and T--Tracking the Data. A whole array of logical consequences will be provided.

Palm C

Becoming A Productive Scholar: Defining One's Lines of Inquiry (Part 2)
Kathleen Lynne Lane, University of Kansas

Many individuals in academia seek to make positive contributions to the field of education through their scholarship. A key feature of many productive scholars is a clearly-defined set of research lines that reflect their overall mission for their scholarship. In this two-part session, we will first learn about the importance of defining one’s self as a scholar. Participants will create two products: a graphic depicting their overarching goals as scholar and a structure to define their programmatic lines of inquiry (to be used in formulating writing plans). These structures will be discussed in session one (Thursday, 4:30 p.m.), refined on your own, and shared in the second session (Friday, 8:00 a.m.) for constructive, collaborative feedback. Additional topics to be discussed across these sessions include: respectful and responsible inquiry, constructive and productive collaborations, and structures to facilitate productivity.

Palm E

The Role of Empowerment for Parents of Youth with EBD: Implications and Strategies for School-Based Settings
Alexandra Trout, Jacqueline Huscroft-D'Angelo & Kristin Duppong Hurley
University of Nebraska-Lincoln

Empowerment plays a crucial role in school engagement for parents who have a child with EBD. Findings from two studies will be presented on levels of parental empowerment along with strategies for facilitating empowerment in caregivers who have a child with EBD in middle and secondary settings.

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

Sara Heintzelman, Centennial School of Lehigh University

As teachers work with students with EBD, they commonly identify the perceived functions of behavior. This presentation highlights how to use a child’s perceived function of behavior as a lens for selecting technology to positively meet their function and in turn, help the student move forward academically and behaviorally.

**Sand Lotus**

### A Systematic Review of Intervention Intensity in Video Modeling Research

Jason Travers & Leslie Bross, University of Kansas

Video modeling is considered an evidence-based practices for learners with autism spectrum despite little knowledge about aspects of dose, dose frequency, dose duration, and cumulative dose. We examined the video modeling research for evidence of these details. Results and implications for an evidence-based approach to special education will be discussed.

**Wind Flower**

### Using Visual Performance Feedback to Increase Teachers' Behavior Specific Praise

Nicolette Grasley-Boy, Nicholas Gage & Ashley MacSuga-Gage, University of Florida

Four early-career teachers at a Title I elementary school participated in this investigation of the impact of a brief training followed by emailed performance feedback on their use of behavior specific praise (BSP). Results indicated teachers increased BSP following the training and maintained higher rates during the feedback phase.

**Xavier**
Friday  
9:00 - 9:50

**Supporting Early Adolescent Learning and Social Success: Project SEALS**

David Lee, Penn State University  
Thomas Farmer, William and Mary  
Karen Rizzo, Penn State University  
Brittany Sterrett, Virginia Commonwealth University  
Doreen Ferko, California Baptist University

Many middle school students with or at risk for emotional and/or behavioral disorders receive services in general education settings. In this presentation, we will discuss the results of two IES funded projects designed to assist teachers as they support students across academic, social, and behavioral domains in general education settings.

Augustine

**New IRIS Training Module on Youth with Disabilities in Juvenile Justice: Transition and Reentry to School and Community**

Taryn VanderPyl, Pacific University  
Sarup R. Mathur, Heather Griller Clark & Leslie LaCroix, Arizona State University  
Deanne Unruh, University of Oregon  
Shirley Qain, University of Minnesota

This 2-hour session will explore a new training module by the IRIS Center. This is the second of two new modules about incarcerated youth with disabilities. Geared toward practitioners in juvenile corrections facilities, the focus is on improving transition and reentry for youth returning to their home school and community.

Capamile

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**Autoimmune Neuropsychiatric Disorders and Behavioral Challenges: The Importance of Educator Awareness**

Patricia Rice Doran, Towson University

The National Institutes of Mental Health (NIMH) estimates that 1 in 200 students may experience autoimmune-triggered neuropsychiatric disorders, including pediatric autoimmune neuropsychiatric disorders associated with strep (PANDAS), pediatric acute onset neuropsychiatric syndrome (PANS), or various forms of autoimmune encephalitis (Swedo & Frankovich, 2017). Supporting these students in schools requires well-developed educator understanding of numerous factors, including health needs, management of physical challenges, behavioral triggers, rage, anxiety and obsessive-compulsive symptoms. As such, the task of supporting students with PANDAS, PANS or related illnesses involves more than the sum of its parts. This presentation reviews common symptoms of these illnesses, provides an overview of effective classroom accommodations, and makes recommendations for supporting families as well as students experiencing these disorders.

Capistrano

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**Installing and Sustaining PBIS in Juvenile Corrections: What it Takes**

Carla Bennett-Wells & Dan Gunter, Texas Juvenile Justice Department

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.

Cavetto
Friday  
9:00 – 9:50

**Supporting the Whole Child: Developing an Effective System for Advanced Tiers**

Gregory J. Benner, Rayann Silva & Lauren Ashbaugh  
Center for Strong Schools University of Washington Tacoma

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. In this session, we provide a walk-through of our whole child snapshot system, which includes screening for mental health and social and emotional well-being. We demonstrate how whole child snapshot data are used to route youth to function-based mentoring and to mental health supports at Tier II. We show how data-based individualization is used to intensify supports provided to youth. Examples of how schools in the district are utilizing these supports and other high yield strategies will be shared.

**Ci3T: Building Capacity**

Kathleen Lynne Lane, University of Kansas  
Wendy Peia Oakes, Arizona State University  
David J. Royer, University of Hawai‘i at Manoa

In this presentation we provide an overview of a professional development series designed to assist district and school leadership teams in designing, implementing, and evaluating Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention in PK-12 settings. Information is provided regarding the role of Ci3T Leadership Team members, Trainers, Coaches, and District Decision makers, with an emphasis on a data-inform approach to design and implementation (e.g., treatment fidelity, social validity, and student outcomes).

**Nah, I’m Good: Effectively Problem Solving with Students to Address Escape and Avoidance Behaviors**

Caitlin Lyons & Nichole Held  
Centennial School of Lehigh University

This session focuses on a student-centered problem solving process as an instructive and data-driven way to address challenging escape and avoidance behaviors. Participants will examine how to create meaningful action plans with students and review data collection tools to identify function of behavior and teach appropriate replacement behaviors.

**Reviewing Manuscripts for Professional Journals**

Bryan Cook, University of Hawai‘i  
Justin Cooper, University of Louisville  
Nicholas A. Gage, University of Florida  
Robin Parks Ennis, University of Alabama at Birmingham  
Daniel Maggin, University of Illinois at Chicago

This session is focused on reviewing manuscripts for professional journals. It is designed to introduce doctoral students, early-career faculty members, and other education professionals to the review process for professional journals, including Beyond Behavior and Behavioral Disorders. The presentation will discuss becoming a reviewer, and how to provide an effective, constructive peer review of both practitioner and research manuscripts.
<table>
<thead>
<tr>
<th><strong>Educators Perspective on Culturally Adapting Classroom Behavior Plans</strong></th>
<th><strong>Integrating and Aligning PBIS and Restorative Practices: The TFI-Restorative Practice Companion</strong></th>
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<tr>
<td>Christerralyn Brown, Daniel Maggin &amp; Norma Lopez-Reyna, University of Illinois at Chicago</td>
<td>Jeffrey Sprague, University of Oregon</td>
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The purpose of the proposed research is to develop our understanding of how teachers think of student culture in relation to their classroom management and whether they are currently using culture to make any adaptations to their classroom management behavior plan.

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<th><strong>Critical Incidents in the Scale-up of Multi-Tiered Systems of Supports</strong></th>
<th><strong>Wind Flower</strong></th>
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<td>Cade Charlton &amp; Christian Sabey, Brigham Young University</td>
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Research on tiered systems has revealed benefits to students with emotional and behavioral disorders. Despite this evidence, there is limited research on scaling-up MTSS. This presentation explores a qualitative study of 27 state MTSS projects including examples of practices at the school, district, and state that helped or hindered implementation.
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<th>Session</th>
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<tr>
<td><strong>Using Technology to Increase the Effects of Opportunities to Respond and Fluency on Rate of Learning</strong></td>
<td>K. Richard Young &amp; Lynnette Christensen, Brigham Young University</td>
<td>Closing the achievement gap requires accelerating the rate of learning by increasing opportunities to respond and fluency; supported by tailored instruction, real-time data, and the use of evidence-based practices. Technology facilitates efficient and effective teacher use of these practices. Proficiency data will be shared for disabled and non-disabled students.</td>
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<td><strong>Role of Stress, Stress Regulation, &amp; Executive Function on Behavior: Similarities &amp; Differences Between Middle Schoolers With &amp; Without EBD</strong></td>
<td>Michelle M. Cumming, University of Nevada Las Vegas</td>
<td>Executive functioning, stress-regulation abilities, and school-based stressors may play key roles in the development and escalation of behavior problems during the high stress period of middle school. We describe the results of a study examining these variables with students with and without EBD and provide recommendations for school-based programming.</td>
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<td><strong>The Efficacy of Self-Reporting Intake Assessments as a Predictor of Behavior</strong></td>
<td>David Leitch, Cedarville University</td>
<td>We examined the short term predictive validity of two self-reporting intake assessments in a sample of institutionalized youth. Information on juveniles' mental health (MAYSI-2) and cognitive distortions related to antisocial behavior (HIT) was tested for prediction of conduct during confinement and length of stay. Preliminary results and treatment implications are discussed.</td>
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<td><strong>Practical Social and Emotional Learning Strategies for Every Educator</strong></td>
<td>Gregory J. Benner, University of Washington Center for Strong Schools</td>
<td>Are behavior problems detracting from teaching time in your classroom? You are not alone. Teachers cite this as their greatest challenge and are often shocked by the variety and intensity of behavioral issues they face in the classroom. The purpose of this presentation is to build your capacity build youth social and emotional learning competencies while maintaining the safe, supportive, and engaging learning environment you envision. You will also learn how to end power struggles (and all the stress and burnout that you may experience from them) by responding to disruptive behavior in a calm and positive manner.</td>
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<tr>
<td><strong>Easy Peasy Lemon Squeezy: Tier 2 Self-Regulated Strategy Development for Writing with Elementary ELLs</strong></td>
<td>Ashley Barkel, Karen R. Harris, Steve Graham &amp; Angelique Aitken, Arizona State University, Amber B. Ray, University of Hawaii at Manoa</td>
<td>In this study, 4th and 5th grade English Language Learners learned a set of strategies for writing opinion essays designed to align with CCSS. These strategies were taught following the Self-Regulated Strategy Development (SRSD) instructional approach for writing at tier two using a multiple-baseline design across participants with three baselines. All students evidenced meaningful gains in genre elements for opinion essay writing; additional data analysis is ongoing and will be included in the presentation.</td>
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<td><strong>Functional Assessment-Based Intervention (FABI): Professional Learning to Build Capacity</strong></td>
<td>Eric Alan Common, University of Michigan - Flint, Liane Elizabeth Schellman, Lawrence, KS, Kathleen Lynne Lane, University of Kansas, Wendy Peia Oakes, Arizona State University</td>
<td>In this presentation, we discuss the importance of developing schools’ capacity with approaches to functional assessment and intervention. We discuss one practice-based professional learning model for building the expertise of site-level educators to design, implement, and evaluate functional assessment-based interventions. We provide an update on the literature and present outcomes from two practice-based professional learning series.</td>
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The Effects of Interventions Using Mindfulness, Meditation, and/or Yoga on Challenging Behaviors Displayed by School-Aged Youth

Calli Lewis Chiu, California State University—Bakersfield
Staci Zolkoski, University of Texas—Tyler

Teachers need positive, research-based interventions regarding student behavior. Emerging research suggests that interventions incorporating mindfulness, meditation, and/or yoga (MMY) may be effective in reducing troubling behavior among school-age youth. This session reports on studies of MMY that evidenced improvements in areas including depressive symptoms, attention, self-control, and physical aggression.

Palm C

Differences in Ratings of School Climate by Student Race in Urban Traditional and Alternative High Schools

Aaron Perzigian, Western Washington University
Michael Braun, University of Illinois at Urbana-Champaign

The authors will present a study which evaluated racial differences in ratings of school climate, focusing specifically on Black, Hispanic, and White high school students enrolled in one urban school district and attending traditional and three types of alternative schools. Methodology of the study, findings, and implications will be discussed.

Palm F

Training Paraprofessionals to Teach Children with ASD

William Calderhead, Sam Houston State University

Well-trained paraprofessionals can enhance skill acquisition by children with ASD. This session will report pretest and posttest results for paraprofessionals enrolled in a 48-hour Registered Behavior Technician course that trained use of contingencies of reinforcement, discrete-trial teaching, naturalistic teaching, task-analyzed chaining procedures, discrimination training, stimulus control transfer, prompting, and prompt fading.

Wind Flower

Writing Manuscripts for Professional Journals

Bryan Cook & Dan Maggin - Behavioral Disorders
Bill Evans & Bob Gable - Preventing School Failure
Joe Ryan & Paul Mooney - Beyond Behavior
William Therrien - Exceptional Children
Sarup Mathur - Education and Treatment of Children, TECBD Special Issue
Kathleen Lane - Remedial & Special Education
Stan Zucker - Education and Training in Autism and Developmental Disabilities

This session is focused on writing manuscripts for professional journals. It is designed to both introduce doctoral students or early-career faculty members to the process, as well as to provide guidance or advice to current faculty or researchers on writing a publishable manuscript for both practitioner and research journals.

Palm D

Perceptions of Classroom Teachers Regarding Working with Students Identified with Behavioral Challenges

Lane Maxey, Denise Soares & Sara Platt, The University of Mississippi

This study provided insight on teacher perceptions of essential knowledge and skills for successful instruction of students identified with emotional behavioral disabilities (EBD). The purpose was to gain insight regarding behavior management/intervention strategies, levels of administrative support, and pre-service field experience for teachers to be effective with behaviorally challenged students.

Sand Lotus

The Effect of Self-Determination Interventions Among Students At-Risk for and With Emotional Behavior Disorder: A Meta-Analysis

Christina Gushanas, Sandy Smith, Martin Mendoza, Lisa Bowman-Perrott & Mack Burke, Texas A&M University

Participants will learn the components of self-determination and compare the interventions across single case research studies that promote self-determination among students with and at-risk for emotional behavioral disorder. The results from a meta-analysis of these single case studies will be shared and discussed.

Xavier
Increasing the Rigor and Relevance of Emotional and/or Behavioral Disorders Research

Friday
11:00am — 1:00pm

The quality and replicability of scientific research has become an important topic in both the scientific and policy development communities. The focus on quality has been an important area in education generally, and special education specifically, with the push for evidence-based practices. This keynote will discuss the current state of rigor in emotional and/or behavioral disorders research and provide examples for how we can increase the relevance.

Abbey
Friday
1:00 – 1:50

**PBIS on the School Bus: A Case Study Review**

Krystal Kennedy, Tennessee Technological University

This presentation describes a single-case design that examined the effect of a PBIS-aligned behavior training package employed by school bus drivers. Findings indicated the training increased the drivers’ use of behavior specific praise, corrective feedback, and token reinforcement. The session concludes with a discussion of implications based on the findings.

**Avoiding the Misuse of Police in Schools**

Joseph Ryan, Jennifer Counts & Tina Randall
Clemson University

This presentation addresses the common misuse of police in schools, including (a) being used to manage student misbehavior, (b) lack of training in dealing with youth, (c) lack of policies regulating roles and responsibilities, and (d) inadvertently promoting a school to prison pipeline. The presentation also provides recommendations and best practices for future use.

**FBA and BIP Development Using a Triangulation of Data Process**

Cassandra Allen Holifield, Yayoi Kitta & Carrie Kane
North Metro Georgia Network for Education and Therapeutic Supports (GNETS)

Implementing an effective BIP can present formidable challenges for many schools. Triangulation assessment data is being used to develop effective FBAs and BIPs. Participants will review the triangulation process, application of the outcome data, and its relevance to writing and developing effective BIPs for students with significant behavioral problems.

**Best Practices to Plugging the School to Prison Pipeline**

Gail L. Jacobs, Innovative Solutions for Alternative Schools

This presentation will discuss how schools who use innovative and effective methods that embrace student learning, not expulsion and suspension, can plug the School to Prison Pipeline. We will look at the current research on best practices, which can show how schools have changed their culture to embrace students and help them to become active participants in their education.

**Accessing the General Education Curriculum: Integrating Evidence-based Practices in Mathematics Education and Behavior Support for Students with EBD**

Marie Fisher, University of Washington

In this session evidence-based practices in mathematics education and behavior support will be discussed as it relates to the development and implementation of a mathematics and behavior intervention. The intervention addresses place value concepts (i.e. number composition), strategies for solving whole number operations using multiple modes of representation and self-regulation strategies. Mathematics and behavioral performance on several dependent variables were evaluated using a multiple-baseline time-series design across 3 intervention groups. Positive student outcomes along with implications for future areas of research will be discussed.
Critical Teacher Behaviors for Promoting Student Success

Justin T. Cooper, Terrance M. Scott & Regina G. Hirn
University of Louisville

This presentation will discuss specific teacher-driven behaviors that, when implemented with consistency and fidelity, can result in an increased probability of students’ success. Topics discussed will include explicit instruction, increasing student engagement, providing effective feedback, and other mediating variables.

The Need for School-Based Mental Health Services and Recommendations for Implementation

Lee Kern, Lehigh University; Sarup R. Mathur, Arizona State University; Susan Albrecht, Rutgers

Although effective mental health interventions are available to decelerate or eliminate incipient concerns, they are rarely accessible to youth. Evidence suggests that school-based mental health services (SBMHS) have the highest likelihood of reaching youth in need. We describe key features of effective SBMHS and offer recommendations for practice.

Examining the Schoolwide Expectations Survey for Specific Settings (SESSS): Descriptive Properties and Practical Applications

David J. Royer, University of Hawaii at Manoa
Kathleen Lynne Lane, University of Kansas
Wendy Peia Oakes, Arizona State University
Abbie Jenkins, Vanderbilt University
Eric Alan Common, University of Michigan - Flint

School leadership teams can use the Schoolwide Expectations Survey for Specific Settings (SESSS) to construct expectation matrices—critical component of tiered systems for meeting students’ behavioral needs—with input from all staff. We present psychometrics and illustrate construction of expectation matrices with behavioral skills likely to be reinforced by staff.

Social-Emotional Learning and Evidence-Based Practices

Michelle Dunn & Simone Adams, Clemson University

Students who demonstrate competence in their social-emotional learning (SEL) are more likely to experience school success and more positive post-school outcomes than students who demonstrate deficits in these competencies. This session will provide an overview of the components of social-emotional learning, as well as examples of evidence-based practices and effective programs that can be effectively implemented in the school setting.

Universals Design for Learning Implementation for Student with Emotional and Behavioral Disorders

Cassandra L. Hunt, University of Kansas

Students with emotional and behavioral disorders (EBD) exhibit a variety of behaviors that may inhibit learning and instruction in a variety of classroom settings. However, universal design for learning (UDL) focuses on three core principles—representation, action and expression, and engagement—to help educators design motivating, accessible instruction and environments that will increase the participation and achievement of all learners, including those with special needs.

Wraparound in the Context of a Community School: A Canadian Perspective

Nadine Bartlett, University of Manitoba

This session describes a qualitative, multi-case study conducted at three community schools in the province of Manitoba to determine the extent to which community schools foster interdisciplinary collaboration and may support the implementation of the wraparound approach.

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Xavier

Palm C

Universals Design for Learning Implementation for Student with Emotional and Behavioral Disorders

Christian Sabey, Brigham Young University

Paraprofessionals are often tasked with managing challenging behavior with limited training. A typical intervention approach may not account for the interventionist (i.e., paraprofessional). In this session, we will present the results of a survey of paraprofessionals addressing behavior management. Additionally, we will discuss an intervention model that addresses the interventionist.

Palm F

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Palm F

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### Friday 2:00 - 2:50

<table>
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<tr>
<th>Session</th>
<th>Title</th>
<th>Speakers</th>
<th>Abstract/Details</th>
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<tbody>
<tr>
<td>Augustine</td>
<td>edTPA and Focus Learners with Severe Behavioral and Intellectual Disabilities: A Discussion of Validity</td>
<td>Lama Bergstrand Othman &amp; Rowand Robinson, University of Wisconsin-Whitewater</td>
<td>The purpose is to discuss the multileveled evaluation known as the Teacher Performance Assessment (edTPA) and ways in which the severity of students' behavioral and intellectual disabilities can influence the results. After a general introduction we will have group discussions led by guiding questions and followed by a conclusion.</td>
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<tr>
<td>Outside-In</td>
<td>Outside-In: A Unique Approach to Teaching About Juvenile Justice</td>
<td>Taryn VanderPyl, Pacific University</td>
<td>In a class on Juvenile Justice, we partnered with the local probation and parole department to work with 10 formerly incarcerated youth. They worked with college students in the course to identify needs and create supports for at-risk youth, currently incarcerated youth, and those who are out on parole.</td>
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<tr>
<td>Campanile</td>
<td>Redesigning the One-time Professional Development Model to Increase In-classroom Implementation which EBD Students Show the Poorest Academic Functioning?</td>
<td>Marcus C. Fuller, Texas A&amp;M University, College Station</td>
<td>Redesigning the current one-time professional development model could very well improve the implementation of evidence-based practices in the classroom, increase intervention fidelity, and begin to close the research to practice gap. The purpose of this presentation is to review two models, Multi-Level Coaching and Behavioral skills training.</td>
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<tr>
<td>Capistrano</td>
<td>Bibliometrics and Altmetrics for EBD-related Journals</td>
<td>Bryan G. Cook, University of Hawaii, John Wills Lloyd, University of Virginia</td>
<td>Bibliometrics and altmetrics assess the impact of scholarship through, respectively, citations and attention on social media. We present descriptive, comparative, and correlational analyses for bibliometric and altmetric scores of journals and articles in the EBD field, concluding with recommendations for using and interpreting these metrics.</td>
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<tr>
<td>Cavetto</td>
<td>How Special Educators Cope with the Stress That Comes from their Positions: A Quantitative Study</td>
<td>Edward J. Cancio, University of Toledo, Sarup R. Mathur, Arizona State University, Mary Bailey Estes, University of North Texas, Bev Johns, MacMurray College, Ross Larson, Brigham Young University</td>
<td>The purpose of the presentation is to share the results of a study that was conducted to define the coping strategies special education teachers utilize to cope with the stress they encounter in their school settings. The results of the study indicated that most of the special education teachers surveyed value their positions, have positive relationships with their colleagues, and are committed to their field. They also indicated that they carry their school problems home with them, their work makes them frustrated, the amount of work they have interferes with how well they perform their job, and their work causes a great deal of stress for them. In addition, most of the special educators surveyed use adaptive coping strategies to deal with their stress on a day to day basis. These results and others will be shared with the participants that attend the presentation. In addition, strategies to cope with stress on the job will be shared.</td>
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<tr>
<td>Colonnade</td>
<td>Self-Monitoring During Conceptual Mathematics Instruction: A Dual Intervention for Supporting Students with Severe Behavior Disorders</td>
<td>Kristin Harbour &amp; Sara McDaniel, University of Alabama</td>
<td>Students with serious behavior disorders frequently have comorbid academic deficits and instruction should be integrated across content areas. This presentation will provide a detailed description of a multiple baseline study of elementary students with severe behavior problems in an alternative setting who received a self-monitoring intervention during conceptually-based measurement instruction.</td>
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### Exploring Tier 2 Efforts in Addressing Students’ Social-emotional Needs: A Social Skills Feasibility Study

Kathleen Lynne Lane, University of Kansas  
Eric Alan Common, University of Michigan - Flint  
Mark Buckman, University of Kansas  
David J. Royer, University of Hawaii at Manoa  
Wendy P. Oakes, Arizona State University

This session focuses on integrating social skill instruction into three-tiered systems with an emphasis on: (a) using school-wide data sources to connect students to supports, (b) teaching schoolwide social skills curricula, and (c) supporting students with Tier 2 needs. Illustrations from a usability and feasibility study related to implementation of data-informed social skill instruction as Tier 2 supports are offered within the context of Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention.

**Sand Lotus**

### Reducing Noncompliance in the Classroom: A Play in One-Act

Mickey Losinski, Sara Sanders & Jessica Nelson  
Kansas State University

The current presentation will provide participants with an up-to-date description of how to implement interventions to improve student compliance through the use of a one-man play. The engaging and practical nature of this performance makes it relevant to children, youth and their families who are experiencing difficulties with non-compliance and the educators charged with educating them.

**Palm C**

### Pharmacological Treatment for Borderline Personality Disorder: What Do We Know?

Kris Mousseau & Amina Turton  
Vancouver Island University

This session explores pharmacological treatments for borderline personality disorder. This session will highlight the history of research on drug therapy use in borderline personality disorder, types of drugs that are typically used for treatment of this disorder and how effective they are at managing the disease and alternative medicinal treatments.

**Sand Lotus**

### Racial/ethnic Inequities in Educational Placement for Youth with EBD

Jennifer Greif Green, Elizabeth Bettini & Rachel Oblath  
Boston University

Recent studies have questioned prior research about racial/ethnic special education disproportionality. We present our analysis of a nationally-representative sample (N=6,000 adolescent-parent dyads), examining educational placements for students with EBDs. Black youth are significantly more likely than White peers to be placed in separate classrooms, adjusting for type and number of EBDs.

**Palm C**

### Inclusive Practices for Students with EBD

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

This presentation will describe research on inclusive practices with students with EBD in general education settings. Participants will learn six primary themes (professional and student experience, strategy effectiveness, policy and programs, perception of influencing factors, teacher training, teacher knowledge). Implications for future research are discussed.

**Palm F**

### Increasing Positive Social Interaction of Kindergarten Students At-Risk for EBD: A Playground Study

Darlene H. Anderson & Paul Caldarella  
Brigham Young University

A multi-component intervention consisting of social skills instruction, self-evaluation, reinforcement, adult mediation, and parental involvement was implemented on a playground with three kindergarten students identified as at-risk for EBD. A multiple baseline across participants design revealed a functional relationship between the intervention and increased positive social interaction.

**Wind Flower**
Friday
2:00 – 2:50

Special Education and MTSS: A Conversation

C. Michael Nelson, University of Kentucky (retired)
James M. Kauffman, University of Virginia (retired)
Steven R. Forness, UCLA (retired)

Whether multi-tiered systems of supports (MTSS) harm or benefit students with or at-risk of disabilities (especially EBD) is a question on which professionals disagree. This session will feature a conversation between two old friends who have differing opinions.

Xavier

Save the Date...

TECBD 2018

October 18th, 19th, 20th
### Friday 3:00 - 3:50

<table>
<thead>
<tr>
<th>Venue</th>
<th>Topic</th>
<th>Speaker(s)</th>
<th>Summary</th>
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<tbody>
<tr>
<td>Augustine</td>
<td><strong>Use of Teacher-conducted Trial-based Functional Analysis in Juvenile Justice Classrooms</strong></td>
<td>Tichelle Bruntmyer, Texas State University</td>
<td>Juvenile justice classrooms can be difficult to manage. This session will present findings from a study examining the ability of correctional educators to accurately determine function of behavior during regular classroom activities using a trial-based functional analysis (TBFA) procedure. Effectiveness of intervention derived from TBFA will also be discussed.</td>
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<td>Campanile</td>
<td><strong>A Case Study of the Implementation and Outcomes of a Cognitive-Behavioral Therapy Based Intervention</strong></td>
<td>Lennie Troughton, Ashley Rila, Allison Bruhn, University of Iowa</td>
<td>This presentation will discuss how a manualized CBT based program was adapted to be implemented for students with EBD in a small group setting. Findings and outcomes of data collected on students who participated in the case study will be reviewed. Suggestions for effective and successful implementation will be discussed.</td>
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<td>Capistrano</td>
<td><strong>Tier 3 Social Skills Intervention to Address Selective Mutism</strong></td>
<td>Rebecca Hartzell &amp; Alison Zagona, University of Arizona</td>
<td>This session presents the results of a study conducted with a third grade student with selective mutism. Assessment and intervention phases of the study were conducted to increase free play, social responses and social initiations with typically developing peers at lunch, recess, and in the classroom.</td>
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<td>Dolores</td>
<td><strong>Back to the Future: Transitioning Students with EBD Back to Zoned Schools from Most-Restrictive Placements</strong></td>
<td>Natasha Maximoff, University of Nevada Reno</td>
<td>This presentation focuses on practical steps for building a smooth transition for students with emotional and behavioral disorders (EBD) back into their zoned schools after spending time in a detention center, mental health facility, or day treatment center. These skills are directed toward those who facilitate these transitions.</td>
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<td>IAI</td>
<td><strong>A Look at the Relationship Between Challenging Behaviors and Academic Performance: How do Students Progress in Ci3T Models of Prevention?</strong></td>
<td>Kathleen Lynne Lane, University of Kansas, Wendy Peia Oakes, Arizona State University, David J. Royer, University of Hawaii at Manoa, Eric Alan Common, University of Michigan - Flint, Mark Buckman &amp; Grant Allen, University of Kansas</td>
<td>In this session, we report preliminary findings of a research-practice partnership grant involving the design, implementation, and evaluation of Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention. We focus on examining shifts in student risk over time in relation to treatment integrity and social validity.</td>
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<td>Joshua Tree</td>
<td><strong>Ci3T Training Experiences and Outcomes from a Novice Trainer Perspective</strong></td>
<td>Robin Parks Ennis, University of Alabama at Birmingham</td>
<td>School across the country have been trained to implement Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention with fidelity to support students’ academic, behavioral, and social needs, reporting positive outcomes for teachers and students. However, like most interventions, most of the training and implementation has been led by the intervention developers. This presentation will highlight experiences and outcomes from a training series led by a novice trainer using free-access materials available on Ci3T.org and in an interactive iBook.</td>
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| Friday 3:00 - 3:50 | Trauma-Informed Care Practices in Alternative Education Settings: Preliminary Results from Special Educator and Paraprofessional Survey  
Mora Pressley, David Houchins & Kris Varjas  
Georgia State University  
This presentation will focus on preliminary results of a descriptive survey study examining special educators’ and paraprofessionals’ knowledge, skills, and dispositions regarding trauma-informed care practices implemented in alternative education settings for students with EBD. Results will highlight types of trauma-informed care practices and classroom-based strategies and how to best incorporate these practices into special education settings.  
Palm C  

|                        | Establishing Evidence-Based Practices in EBD: Challenges and Implications  
Lauren W. Collins, University of Hawaii  
Timothy J. Landrum, University of Louisville  
Bryan G. Cook, University of Hawaii  
The purpose of this presentation is to discuss the unique challenges of establishing evidence-based practices for students with EBD. We will emphasize considerations for designing and reporting research using the CEC Standards for Evidence-Based Practice in Special Education. Implications for researcher and practice will be discussed.  
Palm E  

|                        | The Janus Project: Looking Back to Move the Field Forward  
Jim Teagarden & Marilyn Kaff, Kansas State University  
This session will present selected video excerpts from conversations held with many of the leaders of the field related to the future of the field and advice for those entering the field.  
Palm F  

|                        | Extending Social and Emotional Learning (SEL) Opportunities: The Tacoma SEL Initiative  
Gregory J. Benner & Rayann Silva, University of Washington Center for Strong Schools  
Powered by the Tacoma Whole Child Initiative, Tacoma students experience connected social and emotional learning (SEL) environments throughout the day to support the whole child. From the moment they step on the school bus each morning until returning to their families each night, students experience a seamless, supportive environment where adults and youth thrive, trauma-informed practices support full participation, and SEL competencies are developed.  
Sand Lotus  

|                        | The Values Grounded Learning Environment: Developing a Positive School Climate and Student Success  
Michael J. Redivo & Lynn L. Coleman, Desert Heights Academy  
The Values Grounded Learning Environment training provides educators with a comprehensive positive behavior management model, including strategies for limit setting, positive reinforcement and growth mindset development. It is a user-friendly model that can be implemented across educational settings and provides a framework for thoughtful and responsive classroom management.  
Xavier  

|
A Systematic Literature Review of Student-Teacher Relationship Interventions

Carrie Kane, North Metro GNETS
Mora Pressley, David Houchins & Kris Varjas, Georgia State University

A systematic literature review was conducted to analyze intervention studies that measured student-teacher relationships (STRs). Students who have positive relationships with their teachers have better academic, behavioral, and social outcomes. Fourteen intervention studies were synthesized to identify strategies that can be used in the classroom to improve STR.

Elements of Successful Reintegration for Youth with Emotional/Behavioral Disorders: A Systematic Review

Kelly M. Carrero & Jennifer Mann, Texas A&M University--Commerce
Paula Chan, Cleveland State University
Emily Puckett, Texas A&M University--Commerce

Practitioners lack a research-based model for transitioning students with emotional/behavioral disorders (EBD) along the continuum of restrictive environments. This presentation reports the results of a systematic review of research on reintegration planning for youth with EBD. A practical model for planning, implementing, and evaluating successful reintegration will be proposed.

Integrating Restorative Practices within the PBIS Framework

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

As the use of restorative practices has continued to expand, how to apply such practices within an existing framework in a school and/or facility is limited. This session explores the integration of the preventative restorative practices of affective statements and class circles in schools and facilities with an existing PBIS framework.

How Do We Increase Sustainability in the Field?: Identifying Needed Characteristics of Future EBD Teachers

Rosemary Battalio & Angela Dalhoe, University of Wisconsin - Eau Claire

Research has identified potential qualities related to EBD teacher sustainability in the field. Using the Grit, Self-Compassion, and Mindset surveys, this study focused on preservice teachers and the possibility of building their capacity to persevere. This presentation will explore the results and discuss personal sustainability options for EBD teachers.

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

Ashley MacSuga-Gage, Devon Minch, Stephanie Martinez & Anna Winnekar, University of Florida

During this session, participants will learn a problem solving process for coaching teachers to apply research-supported classroom management principles within their classrooms. Utilizing case scenarios, presentation, and discussion, participants will practice using a free and fully online Classroom Coaching Guide developed by the University of South Florida’s (FLPBIS) Project.

Investigating the Use of the TWA Reading Strategy to Improve Reading Comprehension in Students with Disabilities

Mickey Losinski, Sara Sanders & Nicole Wiseman, Kansas State
Robin Parks Ennis, University of Alabama at Birmingham

The proposed session will include the results from two studies involving the use of TWA to improve the reading comprehension of students with EBD.
Friday
4:00 – 4:50

An Update on the SRSS-IE: Lessons Learned from the Field

Wendy P. Oakes, Arizona State University
Kathleen Lynne Lane, University of Kansas
David J. Royer, University of Hawaii at Manoa
Meredith Crittenden

In this presentation we discuss 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 (SRSS-IE; reliability and validity) as well as practical considerations from practitioners using the SRSS-IE, with an emphasis on initial information on how to use these data in schools to inform educational experiences for student showing soft signs of externalizing and internalizing behaviors.

Joshua Tree

Implementation of a Promising Parent-to-Parent Intervention for Students with EBD

Jacqueline Huscroft-D’Angelo & Kristin Duppong Hurley, University of Nebraska-Lincoln

This session will describe the components and evidence-base for Parent Connectors, a parent-to-parent support intervention to improve educational and mental health outcomes for youth with IEPs for EBD. The focus will be on the implementation findings and feasibility of use for schools in supporting parents and youth with EBD.

Palm F

Applications of Evidence Based Behavioral Interventions at Tier 1 and Tier 2 in Schools

John Davis, Aaron Fischer, Leanne Hawken, Natalie Jensen, Erica Lehman, Tevyn Tanner, Diana Askings, Kristin Lee Kladis, Magenta Silberman, Lauren Perez & Kara Henrie, University of Utah

The current presentation will examine an applied model of Tier 1 and Tier 2 service in schools. In this university/school partnership, teachers were trained to implement a series of evidence based interventions. Findings will be discussed with a focus on student behavioral progress, fidelity of teacher implementation, and teacher acceptability.

Xavier

Reframing Disability: Attending to the Socio-cultural Narrative of Problem Behavior

Samantha Sharman & Carl Liaupsin, University of Arizona

This presentation reframes student behavior by positioning disability as a social construct and political category of analysis. The presenters will explore how viewing through a lens of cultural, academic, and political deficits, rather than student failure, suggests reconsideration of the causes and interventions for “undesirable” behavior.

Palm C

Relationship of Supervisor Emotional Intelligence and Special Education Teacher Job Satisfaction

Lindsay R. Perez, Grand Canyon University, Desert Heights Academy

Results of a quantitative correlational study demonstrated a strong positive correlation between teacher-perceived emotional intelligence of immediate supervisors and SpEd teachers’ level of job satisfaction. More specifically, emotional awareness of others was found to be a significant predictor of SpEd teacher job satisfaction. Findings and implications will be presented.

Sand Lotus

Certified Behavior Analysts in Nevada Schools: An Interdisciplinary Training Program

Shanon Taylor & Brighid Fronaphel, University of Nevada Reno

We will share information on how we recruited experienced special education teachers from across Nevada, from both urban and rural school districts, and provided an interdisciplinary program towards becoming Board Certified Behavior Analysts.

Wind Flower
Beyond the Test-Place-Retest Grind: A Comprehensive Model for School Psychology Service Delivery
Corey Montaño, Janine Fischer & Frymet Hare, Peoria USD
Since 2014, the Peoria Unified School District has been implementing the National Association of School Psychologists’ (NASP) Service Model, which calls for school psychologists to provide direct services to students, as well as other, more traditional services (evaluation, consultation, etc.). This session will review the context around how and why the district made the decision to move toward a more comprehensive model of school psychological services, the lessons learned from this transition, and plans for evaluation of its effectiveness and future implementation.

Augustine

Self Determination: Teaching Teens to Take Control
Alicia Wolfe & Sara Vanderbeck, Centennial School of Lehigh University
Teachers observe improved student behavior, grades, and an increase in motivation and self-control by embedding choices into the instruction, setting goals with students, and solving problems with words. This presentation will share strategies for teaching self-determination skills that result in a better quality of life for students with emotional/behavioral disorders.

Capistrano

Pre-service Teacher's Perceptions of PBIS in Early Education
Sharon Bohjanen, St. Norbert College
This study examined pre-service general education teachers’ perceptions of their role in positive behavior intervention support (PBIS) in early education. Responses to prompts throughout a service-learning course demonstrated increased exposure and opportunities to practice PBIS strategies resulted in pre-service teachers’ attitude change about their role in PBIS for young children.

Colonnade

Embedding Staff Self-Care into the PBIS Framework: Improving Staff Outcomes and Fidelity of Implementation within All, Some, and Few Logic
Kristine Jolivette & Nicole C. Swoszowski, University of Alabama
The wellbeing and health of staff is a critical feature of fidelity of implementation in any restrictive setting given the stressors of working with youth in these settings. Effective practices for any staff, no matter their discipline, will be shared to enhance their ability to implement any intervention. Such practices will be categorized within all, some, and few logic and linked to existing common practices provided to youth.

Campanile

Should We Give Them iPads?: A Review of the Emerging Literature on the Use of iPads with Students with Behavior Disorders
Sara A. Platt, Lane Maxcy & Denise A. Soares, University of Mississippi
Although iPads are widely accepted for use as instructional tools or behavioral reinforcement for students with emotional and behavioral disorders (EBD), their efficacy in terms of academic and behavioral outcomes warrants review. This presentation will explore the literature to address this question and evaluate Apps for students with EBD.
Friday
5:00 - 5:50

Shores Research Strand Discussion Session
Kimberly Vannest, Texas A&M University
Daniel Maggin, University of Illinois at Chicago

This is the culminating discussion session for presentations in the Richard E. Shores Strand on Research in Behavior Disorders

Dolores Shores

Panel Discussion: Building Systems Capacity to Support Students with EBD in Tiered Systems
Wendy P. Oakes, Arizona State University
Kathleen Lynne Lane, University of Kansas

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.

Joshua Tree

Motivation Systems In An Urban Setting: Their Pitfalls and Successes
Edward J. Cancio, University of Toledo
Valerie Powell, Toledo Public Schools

In recent years, a number of researchers and practitioners have criticized motivation systems. Many of these concerns associated with the use of motivation systems can be overcome with careful planning and implementation. This presentation will address the: origins of motivation systems, the steps in creating effective systems, the challenges to implementation of effective systems; and strategies to overcome these challenges. The intended audience for this presentation will range from practitioners to teacher trainers. It can appeal to an audience at all levels.

Palm C

Transition to College: Preventing and Addressing Behavioral Challenges in Postsecondary Settings
Kirsten Lansey, Carl Liaupsin & Stephanie MacFarland, University of Arizona

Opportunities have increased for individuals with varying disabilities to attend postsecondary transition programs. Postsecondary settings provide unique challenges to managing behavioral concerns experienced by young adults with disabilities. This session overviews a successful university-based transition program that addresses challenging behaviors holistically through observation, assessment, data collection, and student-specific training.

Palm E

Interventions to Increase On-Task Behavior of Students with ADHD: A Systematic Review
Sandy Smith, Mack Burke, Martin Mendoza & Christina Gushanas, Texas A&M University

This session will provide a review of the literature regarding interventions designed to increase the on-task behavior of students with ADHD. Individual study effect sizes and overall effect size will be presented. Additionally, the quality of the studies will be analyzed according to the What Works Clearinghouse standards.

Palm F

The Effects of Positive Educator Affective Disposition and Implementation of Restorative Discipline on Achievement and Disciplinary Action In Students With EBD
Lisa Keith, Fresno Pacific University

A positive teacher affective disposition is essential in providing restorative discipline practices for students with emotional disturbance. This workshop reviews ethics, disposition and the Discipline That Restores program pioneered at Fresno Pacific University.

Sand Lotus
Improving Student-Teacher Relationships with Dialogue Journaling in a Therapeutic Day School: A Single Case Design Study

Carrie Kane, North Merto GNETS
David Houchins, Kris Varjas, Zachary Johnson & Kathleen Kimball, Georgia State University
Cassandra Holifield, North Metro GNETS

A multiple baseline across participants single-case design study was conducted to examine the relationship between Dialogue Journaling and disruptive behavior, teacher praise, writing length, writing quality, and STR with four middle school students with emotional and behavior disorders in a therapeutic school. A functional relation was found between Dialogue Journaling and disruptive behavior, but not between DJ and teacher praise, STR or writing skills.

Teacher Leadership Think Tank: Growing Ideas Without Getting In Their Way

Jessica Barberry & Julie Fogt, Centennial School of Lehigh University

This interactive session will lead participants through a process used by Centennial School of Lehigh University, to grow ideas within a school with an established SWPBS model. The Think Tank is a committee comprised of teacher innovators who meet to creatively problem solve school-wide challenges. Attendees will receive materials to begin a Think Tank of their own.

Wind Flower

6:00 PM
East Courtyard
No "Adolescent Females Formally Identified with EBD" Allowed: Trends from 37 years of Literacy Interventions
Justin D. Garwood, Appalachian State University
The presentation includes a comprehensive, integrative review of the existing literature base on empirical research studies that have targeted the literacy of reading and writing development of middle and high school students formally identified with Emotional Disturbance, with a focus on female participants and trends across nearly four decades of research.

Augustine

Skills that Stick: Preparing for Long-term Success
Michelle Laird & Lisa Cipriano, Valley View School District
How do we determine students with ED are ready to transition to the general education classroom from a self-contained setting? In this session, participants will learn research-based skills students need for success in the general education setting and review an example of how to assess those skills. Participants will engage in an activity and discussion that will assist them in identifying areas of need and prioritizing skills to target for instruction.

Capistrano

Is Your District Producing High Quality FBA/BIPs?
The TATE and Improving Practice
Rose Iovannone University of South Florida
FBA/BIPs conducted in schools are not always completed as intended. The TATE is a valid and reliable tool that evaluates the quality of completed FBA/BIPs. TATE scores can assist districts to make necessary improvements in practices. The TATE development and research will be described along with interactive scoring practice opportunities.

Dolores

Using Performance Feedback To Increase Inclusive Classroom Teachers' Use of Behavior Specific Praise
Brandi Ansley, Georgia State University
Juvenile justice personnel are prone to high levels of stress and burnout that increase their risk of health problems and hinder their job performance. This interactive presentation describes, illustrates, and demonstrates research-based stress-reduction strategies associated with positive health and professional outcomes.

Campanile

Five Secrets to Managing Behavior During Mathematical Group Work
Benjamin Riden, Penn State
During group activities in mathematics classrooms, students with disabilities can present challenging academic and social behaviors for both early career and veteran teachers. The authors present five efficient and effective strategies early career teachers can add to their repertoire to support students with disabilities during group work in mathematics classrooms.

Cavetto

The Cyberbullying Crisis: What Adults Can Do to Help
Simone Adams, Michelle Dunn & Kristina Randall, Clemson University
Recent studies reveal problematic prevalence rates for traditional bullying and cyberbullying. This session will provide an opportunity for educators to learn effective strategies for addressing cyberbullying and bullying that students face. Members will provide an overview of the current bullying crisis as well as an overview of school-based cyberbullying interventions.

Ironstone
A Systematic Review of the Effects of Performance Feedback on Teachers' Use of Empirically Supported Practices

Kahea Chang & Cade Charlton, Brigham Young University

The purpose is to present a review of the effects of performance feedback on teacher behavior. We explore moderating roles of features including the feedback agent, medium used to disseminate feedback, and the included incentives. Implications for teachers and administrators working with individuals with emotional and behavioral disorders is discussed.

Sand Lotus

Peer-Assisted Learning Strategy Enhanced with Video Modeling to Address Literacy Challenges in a Second-grade Student with Autism Spectrum Disorder

Juliet Hart Barnett, Arizona State University
Cean Colcord, Whittier College
Stan Zucker, Arizona State University

Students with autism spectrum disorders (ASD) are frequently included in general education and are expected to access core content, including reading. Some students with ASD experience challenges in reading decoding, fluency, and comprehension. One promising approach is peer assisted learning strategy (PALS) instruction, whereby children work together or with an adult to support learning. In this research, a combination of PALS instruction with video self-modeling delivered via an iPad was implemented to address areas of reading difficulty in a student with ASD. The results of this multiple baseline study will be presented along with implications for teacher practice.

Wind Flower

Consider submitting a manuscript based on your conference presentation to the special TECBD issue of Education and Treatment of Children

Submission details can be found in the Call for Papers in the back of the program
Using Oral Rehearsal to Preserve Student Voice in Struggling Writers
Stacy Crawford, University of Louisville

This presentation will address the problem of transferring what students say when they tell stories into what they write. Participants will learn how to use oral rehearsal as a pre-writing strategy to build more confident writers and to preserve their voices in writing.

Augustine

Reexamining the Concept of Inclusion for Students With EBD
Karen Sealander, Northern Arizona University
Jo Hendrickson, University of Iowa
Adam Lockwood, Western Kentucky University
Suzanne Woods-Groves, University of Iowa
Christopher Lanterman, Kristen Lilly, Michelle Novelli

Most would agree that effective inclusive practices are beneficial for students with disabilities, their non-disabled peers, and society. However, the meaning and application of inclusion continue to stir debate. We discuss opportunities and reexamine inclusive practices to better serve students with EBD.

Capistrano

"The Power of Our": Strategies for Building a Positive Classroom Community
Ryan Reid & Jennifer Polimeni, Washington Elementary School District

In this session, participants will learn how to create a positive and productive classroom environment by implementing the ideas of shared ownership and shared accountability.

Colonnade

A PBS Training for Alternative School Educators and Parents
Krystal Kennedy & Cindy Freer Conley, Tennessee Technological University

This session will introduce an interactive workshop model involving the description and development of a positive behavior support framework for parents of juvenile justice offenders and alternative school educators. Attendees are guided through the establishment of an individualized primary tiered framework following the recommendations of Hiemman, Childs, & Sergay (2006).

Campanile

1,001 Engaging Ideas for Addressing Social Learning Challenges
Carrie Fairbairn & Sallye Lee, Millard Public Schools

This presentation will provide participants information on learning how to teach kids to think socially, develop perspective-taking skills, and demonstrate self-regulation in an engaging and non-threatening way. Attendees will hear how teachers are teaching about the social learning process in a variety of settings using various visual supports, social narratives, and cognitive behavior therapy.

Campanile

Do They Practice What We Preach: Preservice Teachers Observations and Implementation of Classroom and Behavior Management Practices
Maria B. Sciuchetti, Ball State University

In this exploratory study, we examined the (a) classroom and behavior management practices preservice teachers observed and implemented across four semesters of field experiences and (b) degree to which these reported practices aligned with the current literature. Findings, discussion points, limitations, and implications for research and practice are presented.

Dolores
<table>
<thead>
<tr>
<th>Saturday 9:00 – 9:50</th>
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<tbody>
<tr>
<td><strong>Creating an Effective Intervention for Moderating Behavior Problems in the Classroom</strong></td>
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| Jeffery L. Hart, Western Washington University  
David S. Phillips, Salisbury University  
David L. Lee, The Pennsylvania University |
<p>| When it comes to managing behavior, research suggests not all exercise is created equally. This presentation will discuss research on identifying moderating variables relevant to creating an effective exercise intervention that is designed to improve classroom behavior and academic engagement. |
| <strong>Ironstone</strong> |
| <strong>Intentional Social Skills Development: An Integrated Approach to Teaching Social Skills to Students with EBD</strong> |
| Stefanie Correll &amp; Erica Cappellini, Centennial School of Lehigh University |
| Maximizing teachable moments, embedding social opportunities into academic classes, and incorporating direct, deliberate instruction provide a three-prong approach for supporting students in building meaningful, positive relationships. Centennial School's speech therapist and a special education teacher will share their years of collaboration in successfully enhancing social skills of students with EBD. |
| <strong>Sand Lotus</strong> |
| <strong>Self-monitoring for Autism: Giving Students the Power</strong> |
| Ryan S. Robertson, Denton ISD Texas |
| Self-monitoring (SM), a self-management intervention, can help individuals with Autism self-regulate their behaviors in different settings (e.g., home, school, and community; Busick &amp; Neitzel, 2010). SM can be used to target skills across domains including communication, social, behavioral, and adaptive. Current research and public school applications will be discussed. |
| <strong>Wind Flower ASD</strong> |
| <strong>Relationships Matter: Preparing Pre-service Teachers for the Realities of Serving Students with EBD</strong> |
| Justin D. Garwood &amp; Chris L. Van Loan, Appalachian State University |
| This presentation will discuss a psychoeducational approach used in the preparation of teachers of children with EBD. We (a) describe the need for psychoeducational approaches within teacher education, (b) outline an undergraduate course introducing EBD, and (c) present results from multiple studies focused on the course and its relationship-based curriculum. |
| <strong>Xavier</strong> |</p>
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<th>Room</th>
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<tr>
<td>Colonnade</td>
<td><strong>Increasing Task Completion in a General Education Math Setting Using Self-Monitoring Checklists</strong>&lt;br&gt;Calli Lewis Chiu, California State University, Bakersfield&lt;br&gt;This study examines the effectiveness of a self-monitoring checklist (SMC) on task completion in a secondary math classroom among students with disabilities who demonstrated challenging behaviors. A multiple baseline design was incorporated. Results indicate that the SMC was correlated with increases in completion rates of in-class, independent math work.</td>
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<td>Augustine</td>
<td><strong>Obstacles Implementing PBIS in Juvenile Corrections</strong>&lt;br&gt;Michelle Cassavaugh&lt;br&gt;Nancy Alonzo-Vaughn, Arizona Department of Juvenile Corrections&lt;br&gt;A presentation regarding the hurdles and obstacles of implementing PBIS in juvenile justice facilities. Presentation will also discuss ways to navigate around the obstacles and stay on course.</td>
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<td>Campanile</td>
<td><strong>Utilizing Classroom Level PBIS to promote the PETT Mnemonic within Self-Contained and Day Treatment Classrooms of Students with Emotional Behavioral Disorders</strong>&lt;br&gt;William Hunter, University of Memphis&lt;br&gt;Sally Barton-Arwood, Belmont University&lt;br&gt;Andrea Jasper, Central Michigan University&lt;br&gt;Renee Murley, University of Tennessee-Chattanooga&lt;br&gt;One proactive approach to aid in reducing disciplinary problems within self-contained and residential day treatment classrooms are Classroom Level PBIS strategies. Within this presentation, a discussion on the foundation for an efficient classroom management program for novice and veteran teachers of students with Emotional Behavioral Disorders (EBD) will be provided.</td>
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<tr>
<td>Capistrano</td>
<td><strong>Do Students at Risk for EBD Respond Differently Than Their Peers to Teacher Praise and Reprimands?</strong>&lt;br&gt;Kade Downs, Paul Caldarella &amp; Ross A. A. Larsen, Brigham Young University&lt;br&gt;The presentation will review differential effects teacher praise and reprimands had on engagement and disruptions of students at-risk for EBD (n=130) compared to those not-at-risk (n=109), how these findings fit into a behavioral framework, statistical findings in layman’s terms, and how these differential effects can be applied in the classroom.</td>
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<td>Dolores</td>
<td><strong>Creating a School Built for the Brain</strong>&lt;br&gt;Ron Hall, Valley Day School&lt;br&gt;The Valley Day School is a private school serving special education students with emotional and behavioral issues. The school has become a regional leader in alternative education by applying models tethered to current brain-based science to all areas of school operation including administration, classroom instruction and management, and content curriculum. The presentation will share with attendees how the school adapted and apply brain based science in school administration and classroom instruction.</td>
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<td>Ironstone</td>
<td><strong>Integration of Mobile Technology into Antecedent-Based Practices for students with EBD: Practical Issues</strong>&lt;br&gt;Nora Altaweel, Old Dominion University&lt;br&gt;This session presents some practical issues related to the integration of mobile technology into low-intensity antecedent-based practices for students with EBD in today's classrooms. Examples and non-examples of mobile technology-based antecedents, that could be associated with the desired academic and behavioral outcomes will be discussed.</td>
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<td>10:00 - 10:50</td>
<td><strong>Tier 3 Social Skills Instruction for High School Students with ASD</strong></td>
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<td>Rebecca Hartzell &amp; John Umbreit, University of Arizona</td>
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<td>Sarup R. Mathur, Arizona State University</td>
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<td>This session presents a tier 3 social skills intervention implemented</td>
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<td>with two high school students with Autism Spectrum Disorder and one</td>
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<td>with cerebral palsy. This presentation will include a description of</td>
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<td>the intervention, methods for taking intervention and generalization</td>
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<td>data, results of the study, and implications for future research.</td>
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<td><strong>Wind Flower ASD</strong></td>
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<td><strong>PBIS in Alternative Education: Tier I and II Implementation</strong></td>
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<td>Nicolette Grasley-Boy, University of Florida</td>
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<td>Kate Ryan &amp; Maria Kreiter, Silver Springs - Martin Luther School</td>
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<td>Barry McCurdy, Devereux Center for Effective Schools</td>
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<td>The positive behavioral interventions and support (PBIS) model is</td>
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<td>widely used in traditional school settings, but there are special</td>
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<td>considerations when implementing this approach in other environments.</td>
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<td>This presentation will discuss PBIS Tier I and II development and</td>
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<td>implementation at an alternative school for students with behavioral</td>
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<tr>
<td>11:00-11:50</td>
<td>iWrite: Using Technology to Address the Common Core Writing Standards</td>
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<td>The writing process can often be difficult for students to accept and teachers to implement in the classroom. Participants will leave with ideas for structuring their writing class. In addition to presenting ideas for the classroom, the presenters will share success stories of upper-elementary students who progressed from reluctant writers to willing writers.</td>
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<th>Time</th>
<th>Event Description</th>
<th>Presenter(s)</th>
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<tr>
<td>11:00-11:50</td>
<td>Examining Interventions for Internalizing Behaviors in Juvenile Justice Facilities: A Review and Look Forward</td>
<td>Skip Kumm, Daniel Maggin, Christerralyn Brown &amp; Elizabeth Talbott, University of Illinois - Chicago</td>
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<td>We will present findings from our meta-analysis of interventions targeting internalizing disorders in juvenile justice facilities. We will also present practical implications for staff and teachers in juvenile justice facilities.</td>
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<tr>
<td>11:00-11:50</td>
<td>Implementation Fidelity of Behavior Intervention Plans (BIPs) in the Public School Setting</td>
<td>Danielle Rigby &amp; Cade Charlton, Brigham Young University</td>
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<td>Behavior Intervention Plans (BIPs) are created by behavior specialists to lessen problem behavior in schools. Research stresses implementation fidelity (IF) in accomplishing the behavior change in BIPs. Realistically, factors prevent practitioners from strictly following the plans. Our study intends to identify factors that contribute to the IF of BIPs implemented by general educators. We hope to give feedback to districts on current practices and provide insight on how to move forward with an improved process for their behavior interventions.</td>
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<tr>
<td>11:00-11:50</td>
<td>Benefits of Peer Tutoring Strategies for Students with Autism: A Meta Analysis Review of the Literature</td>
<td>April Haas, Texas A &amp;M University</td>
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<td>Children with autism have shown increases in social skills with the use of peer support strategies. The eleven studies included in the meta-analysis demonstrate moderate to strong effects using peer mediated instruction to increase academic skill acquisition and social skills, however, academic engagement showed weak effects. Implications and limitations for future practice will be discussed.</td>
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<tr>
<th>Time</th>
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<tr>
<td>11:00-11:50</td>
<td>ABCDEFG: A Pragmatic Language Therapy Framework to Decrease Behaviors by Promoting Communication Skills in Students with EBD</td>
<td>Erica Cappellini, Centennial School of Lehigh University</td>
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<td>Communication breakdowns and disregard for pragmatic/social rules often exacerbate or even cause stressful situations for students with EBD. This presentation outlines a therapeutic approach used at Centennial School to help students with EBD replace problem behaviors with respectful, effective communication to access needed support and preserve relationships.</td>
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9:00 a.m. – 12:00 p.m.

**Palm C**

**Endrew v. Douglas County School District (2017)**
**Implications of the US Supreme Court’s Decision for Special Education Administrators and Teachers**

*Mitchell Yell, Mike Couvillion, Mickey Losinski*

On March 22, 2017, the U.S. Supreme Court announced its decision in Endrew F. v. Douglas County School District. This case, coming 35 years after the Supreme Court’s first special education decision in *Board of Education of the Hendrick Hudson Central School District v. Rowley* (1982), addressed the question of how much educational benefit public schools are required to provide to students with disabilities eligible for special education under the Individuals with Disabilities Education Act (IDEA) in order to confer a free appropriate public education (FAPE). In the unanimous opinion, the Supreme Court ruled that in developing student’s individualized education programs, school districts must aim to enable students to make academic and functional progress in light of their circumstances. The purpose of this workshop is to (a) explain FAPE, (b) examine the Rowley and Endrew decisions, and (c) describe how special education teachers, administrators, and other IEP members can ensure that they meet the requirements of the Rowley and Endrew FAPE standards when developing special education programs.

**Palm F**

**You Can’t Make Me! Approaches and Techniques for Managing Resistance**

*John W. Maag*

No matter what we do or where we live, we spend a lot of time trying to get others to be more cooperative or receptive to our suggestions and to follow our instructions. But does resistance originate from their behavior? I believe it is our behavior that actually creates resistance. In this workshop I will present ways of changing your behavior to reduce resistance in others and various techniques to engender compliance.

12:00 p.m. – 1:00 p.m.  
**Lunch on your own**
PBIS Genius Bar – personalized interventions and answers!
Daniel Gulchak

Bring your PBIS systems, data, practices, documents and problems to the bar and get personalized feedback, coaching, technical assistance and support from a cadre of implementation experts. Bring a laptop to download resources on the spot for Tier 1, 2, 3 matrixes, flowcharts, lesson plans, CICO, FBA/BIP, classroom management, intense interventions and more!

The Power of Technology to Support Student Engagement and Learning
Peña L. Bedesem, Tracy Anista

Part I: (Dr. Peña L. Bedesem) Self-monitoring has been highlighted for the past several decades as an effective intervention for improving the behavioral outcomes of students with high incidence disabilities across settings. Recently, researchers have examined updated self-monitoring procedures that leverage the ubiquity of mobile devices (Bedesem, 2012; Bedesem, Barber, & Arner, under review; Bruhn, Vogelgesang, Schabilion, Waller, & Fernando, 2015; Gulchak, 2008). Dr. Peña L. Bedesem will review this literature, including her work in technology-based self-monitoring that lead to the development of a series of self-monitoring mobile applications, and provide participants with a guide for designing and implementing technology-based self-monitoring in their classrooms. More specifically, participants who attend this session will learn: (a) the definition and components of self-monitoring; (b) the current state of evidence supporting the use of technology-based self-monitoring intervention for students with high incidence disabilities; (c) how to design technology-based self-monitoring procedures for effective intervention for on task behavior; and, (d) how to implement technology-based self-monitoring using ubiquitous mobile devices.

Part II: (Tracey Antista) One of the biggest “Hot Topics” in Education is the brain science of executive functioning. The second part of this workshop will provide participants with apps and websites that may boost a students executive skills and reduced unwanted behaviors. Participants will leave with tech tools for planning, task monitoring, transitions, as well as tech tools for academic needs for students with SLD. This will be a BYOD session, and will have some hands-on-activities.
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 41 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 who are at risk for or experiencing emotional or behavioral problems. 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 email:

If you choose to submit, please send your manuscript via email to me by February 1, 2018. 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 2017 TECBD Conference. I look forward to receiving your manuscripts. If you have any questions, please contact me at sarup.mathur@asu.edu.

Sincerely,

Sarup Mathur

Sarup R. Mathur, PhD, BCBA-D
Professor
Arizona State University/ Mary Lou Fulton Teachers College


Following these two events, TECBD was inactive until 1977 when Rob Rutherford established the Tempe conference.
THURSDAY, NOVEMBER 18, 1977

1:00pm REGISTRATION-NAVAJO ROOM
P. M. REUBEN

2:30pm WELCOMING-ARIZONA ROOM
Dr. Robert Pfeifer, Chairman, Department of Special Education, ASU.
Introduction: Dr. Glenn Rosenthal, Assistant Professor, ASU.

3:00pm PIMA ROOM
Dr. Eugene Gecen, University of South Florida
"The Vocational Education of Severely Disturbed Adolescents: Problems and Solutions".
Chairperson: Ms. Jane Hays, Doctoral Student, ASU.

3:00pm COCHISE ROOM
Dr. Richard Moel, University of Washington
"The Role of Punishment With Severely Behaviorally Disturbed Children".

4:00pm COCHISE ROOM
Dr. Paul Kaufman, University of Virginia
"Cooperative Learning: A Teaching and Management Strategy for Children With Severe Behavior Disorders".
Chairperson: Ms. Linda Levitt, Teacher, Creighton School District.

4:00pm PIMA ROOM
Dr. Sue C. Teorey, Detroit, Mich.
"Educational Experiences of Latino Inmates".
Chairperson: Ms. Shirley Swain, Lecturer, ASU.

6:00pm NAVAJO ROOM
DINNER AND FLOWERING SPEECH
Dr. Joyce Spence, President of the Child Welfare League of America, Springfield, Oregon.
Introduction: Dr. Robert Rutherford, Associate Professor, ASU.

FRIDAY, NOVEMBER 18, 1977

9:00am PIMA ROOM
Dr. N. T. Henning, Brigham Young University
"The Future of Behavioral Education: An Educational and Therapeutic Tool For Severely Behaviorally Disturbed Adolescents".
Chairperson: Mr. Richard Shea, Researcher, Mesa School District.

9:00am COCHISE ROOM
Ms. Kathy McGraw and Mr. Tom Ellwood, Deveraux Day School and Clinic.
"Education Autistic Children".
Chairperson: Dr. G. Blackman, Professor, ASU.

9:00am PIMA ROOM
Dr. John D. Cutler, University of Missouri
"The Discriminate Learning Process of Severely Behaviorally Disturbed Children".
Chairperson: Ms. Conni Resse, Student, ASU.

10:00am CRACKERBAKER-COCHISE ROOM
Dr. Steve Forringer, University of North Carolina
"Parent Involvement in Services for Children in Special Schools".
Chairperson: Dr. Lyndall Rollins, Professor, University of Louisville.

10:00am CRACKERBAKER-COCHISE ROOM
Dr. Mike Nielson, University of Kentucky
"Secondary Programs for Severely Behaviorally Disturbed Youths".
Chairperson: Ms. Paula Yallam, Teacher, Deveraux Day School and Clinic.

11:00am NAVAJO ROOM
Dr. Kathleen Fishman and Mr. Karin Nelson, ASU
"Adolescents and Self-Regulating Behavior".
Chairperson: Dr. J. Kay Myers, Assistant Professor, ASU.

11:00am CRACKERBAKER-ARIZONA ROOM
Dr. Joyce Spence, Child Welfare League of America
"Alternatives For Public Schools for Severely Behaviorally Disturbed Children".
Chairperson: Dr. William Abraham, Professor, ASU.

1:00pm CRACKERBAKER-ARIZONA ROOM

1:30pm ARIZONA ROOM
Dr. J. H. Kimbrough, University of North Carolina
"Video Visits".
Chairperson: Dr. Max James, Assistant Professor, ASU.

1:30pm ARIZONA ROOM

3:00pm CRACKERBAKER ROOM
Dr. Clint Van Metre, University of North Carolina
"A Generic Computation Based Teacher Learning Program in Social Education".
Chairperson: Dr. Thomas Scragg, Assistant Professor, ASU.

4:00pm NAVADO ROOM
Dr. Joe Blackwell, Oklahoma State College
"Identification of Early Infantile Autism".
Chairperson: Dr. Karen Kline, Student, ASU.

4:00pm NAVADO ROOM
Dr. Alan Kneese, University of Arizona
"Recruitment and Retention of Severely Behaviorally Disturbed Children".
Chairperson: Ms. Kay O'Shea, Doctoral Student, University of Southern California.

4:00pm CRACKERBAKER ROOM

5:00pm YUMA ROOM
"TIED Business Meeting".

6:00pm HOHNO COLORADO ROOM
"TIED No Host Cocktail Party".