October 18, 2018

TECBD Conference Participants,

On behalf of the Mary Lou Fulton Teachers College, it is my pleasure to welcome you to the 41st Annual Teacher Educators for Children with Behavioral Disorders (TECBD) Conference.

Since inception TECBD has provided an essential venue for educators and students to gather and share research, innovation, and practical strategies related to youth with emotional and behavior disorders. I have no doubt that this year’s keynote address by Dr. Kimberly Vannest will help illuminate how the challenges educators face today are also opportunities to be leaders in implementing change and defending the art and science of education.

This year TECBD again offers an impressive array of high-quality, research-based workshops and presentations. I am pleased that our partnership with the Council for Children with Behavioral Disorders (CCBD) continues to evolve, allowing greater dissemination of the excellent work done by TECBD presenters and researchers. It is my hope that you find this year’s conference sessions beneficial as you continue to engage students, implement evidence-based practices, and support those in the field of emotional and behavior disorders.

Best wishes for a highly productive and valuable conference.

Sincerely,

Carole Basile, Dean

Arizona State University
Mary Lou Fulton Teachers College
PO Box 37100, Phoenix, AZ 85069-7100
602-543-6300
2018 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 41st annual Teacher Educators for Children with Behavioral Disorders Conference (TECBD) in Tempe, Arizona. We are continual grateful to our presenters, attendees, our Dean, and the Teachers College faculty and staff for the continued support of this event.

We are extremely fortunate to feature Kimberly Vannest as our keynote speaker this year. Dr. Vannest’s research and practice have contributed tremendously to our field. I have no doubt that her keynote session, *The Most Important Lesson: Three Things Every Special Educator Must Know*, will provide valuable insight and equip us with new knowledge and skills for addressing the current challenges in our field.

Our preconference workshops on Thursday morning also offer excellent opportunities to increase knowledge and skill related to *Trauma-Sensitive Social and Emotional Learning Strategies for the Classroom* and *Creating Ethically Responsible Behavior Intervention Plans*. The *Creating Ethically Responsible Behavior Intervention Plans* workshop also qualifies for BACB Ethics CEUs.

We are thrilled that our partnership with CCBD continues to expand. Again this year we have a Graduate Student/Early Career Mentor Strand and 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!
Welcome .................................................................................................................................

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Saturday Conference Sessions ........................................................................................

CCBD Saturday Workshops ............................................................................................

ETC Call for Papers .........................................................................................................
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 for visitors.

For metered parking follow these directions:
1. Enter the number of the parking space that is located in the white, rectangular box painted on the ground at the back of the parking spot; press OK
2. Press 1 to purchase ticket; press OK
3. Press 3 for Hotel Guest Only; press OK
4. Enter the code 210285 now; press OK
5. Take Receipt. Receipt does NOT have to be displayed in your vehicle.

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 Bar 501 S Mill Ave
- The Handlebar Tempe 680 S Mill Ave
- Hot N Juicy Crawfish 740 S Mill Avenue
- House of Tricks Restaurant 114 E 7th St
- La Bocca Urban Pizzeria + Wine Bar 699 S. Mill Avenue
- Loco Patron Mexican Grill 222 S Mill Avenue
- Med Fresh Grill 414 S Mill Ave
- Mellow Mushroom 740 S Mill Ave
- Monti’s La Casa Vieja 100 S Mill Ave
- My Big Fat Greek Restaurant 525 S Mill Ave
- Ncounter 310 S Mill Ave
- P.F. Chang's China Bistro 740 S Mill Ave
- Paletas Betty 425 S Mill Ave
- Pita Pit 690 S Mill Ave
- RA Sushi-Bar-Restaurant 411 S Mill Ave
- Restaurant Mexico 423 S Mill Ave
- Rita's Italian Ice 740 S Mill Ave
- Rula Bula Irish Pub & Restaurant 401 S Mill Ave
- Slices Pizza 11 E 6th St
- Sparky's Old Town Creamery 510 S Mill Ave
- Spinelli's Pizzeria 420 South Mill Avenue
- Steak 'n Shake 699 S Mill Ave
- Tempe's Front Porch 100 S Mill Ave
- Which Wich 222 S Mill Ave
- World of Beer 526 S Mill Ave
- Zipps Sports Grills 690 S. Mill Avenue
- Zuma Grill 605 S Mill Ave

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

**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 Stanford
October 18th @ 7:00
Sun Devil Stadium

Arizona Cardinals vs Denver Broncos
October 18th @ 5:20
https://www.azcardinals.com/

Music/Art/Entertainment:
Ensemble Mik Nawooj
October 20 @ 7:30
Tempe Center For the Arts
700 W Rio Salado Pkwy
https://www.tempecenterforthearts.com

Desert Botanical Garden
Mighty Monarch Butterfly Exhibit
https://www.dbg.org

Arizona State Fair
Times vary
https://azstatefair.com/
Concerts:
October 19—Paulina Rubio
October 20—Big & Rich

6th Street Market
October 21
11am-3pm
6th Street Park
Tempe

Boz Scaggs
October 22 @ 7:30
Celebrity Theater
celebrity.theatrephoenix.com

Native Gardens Comedy
October 18-20
Times vary
Herberberger Theater
https://www.herbergertheater.org/calendar/native-gardens/

ASU Chamber Orchestra—Frankenstein
October 20 @ 7:30
ASU Gammage Auditorium
https://www.asugammage.com
TECBD Conference Overview

Thursday, October 18, 2018
Conference Registration
8:00 AM — 5:00 PM

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

Lunch on your own
12:00—1:00 PM

Keynote Address: Dr. Kimberly Vannest
1:00 PM — 2:30 PM

Conference Sessions
2:30 PM — 5:30 PM

Friday, October 19, 2018
Conference Registration
8:00 AM — 5:00 PM

Conference Sessions
8:00 AM — 11:00 AM

CCBD President’s Luncheon: Dr. Justin Cooper
11:00 AM — 1:00 PM

Conference Sessions
1:00 PM — 6:00 PM

White Rhino Social 6:00 PM

Saturday, October 20, 2018
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
Dr. Kimberly Vannest is a Professor in the Special Education program within the Educational Psychology Department of the College of Education and Human Development at Texas A&M University. Her research interest involve the prevention and treatment of emotional and behavioral problems in children and youth, the identification of evidence based practices, and single case experimental design methodology. She is an advocate to improve the supports and training for the teachers and clinicians who provide these services through online and on-demand professional development. She has published more than 100 academic works including journal articles, encyclopedias, books, book chapters, software, and parent guides. She has served as a PI or external evaluator for 16 grants totaling more than 6 million dollars in funding from organization such as the National Science Foundation, the Department of Defense, and the Texas Education Agency. She has also received awards and fellowships for her teaching and service. She currently serves as an associate editor, editor, or reviewer on nearly a dozen journals across the fields of education, psychology, and measurement.

The challenges in education are large and growing. Shortages of expert educators and leaders, less than ideal conditions and public uncertainty about the value of public education could signal a time to throw in the towel. Fortunately, challenges are also opportunities for leadership in implementing change and defending the art and science of the profession. Join us in a Keynote to remember those things you know and learn some things you didn’t about special education for students with EBD.
Dr. Justin T. Cooper
University of Louisville

Justin T. Cooper is an Associate Professor in the Department of Special Education in the College of Education and Human Development at the University of Louisville. He received his Ed.D. in learning and behavioral disorders from the University of Kentucky, his M.Ed. in special education from the University of Southern Mississippi, and his B.S. in elementary and special education from Weber State University in Ogden, Utah. He has been a special education classroom teacher in Utah, Wyoming, and Florida, working primarily with elementary and middle school students with emotional and behavioral disorders. His research interests include school-wide behavior prevention systems, instructional interventions to improve the academic and social-behavioral outcomes of students with challenging behaviors and the effects of teacher behavior on student behavior. He served two terms as a governor-appointed member of the Kentucky State Advisory Panel for Exceptional Children, and currently serves as President of the Council for Children with Behavioral Disorders.

The Importance of Teacher Behavior in Increasing Student Success: Are Teachers Prepared to Meet the Needs of Students with E/BD?

Despite the dissemination of specific instructional practices including High Leverage Practices and other pedagogical strategies that are considered fundamental to the success of students with emotional/behavioral disorders, research suggests that many of these practices are occurring in schools at unacceptably low rates. This keynote will discuss many of these specific teacher-driven instructional behaviors, the paucity of their use, and implications for teacher preparation to alleviate the research-to-practice gap.

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

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

<table>
<thead>
<tr>
<th>Strand Name</th>
<th>Strand Leader(s)</th>
<th>Strand Description</th>
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<tbody>
<tr>
<td>Identification, Assessment, &amp;</td>
<td>Kathleen Lane, University of Kansas &amp; Wendy Oakes,</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>Intervention (IAI)</td>
<td>Arizona State University</td>
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<tr>
<td>Inclusion</td>
<td>Kristine Melloy, University of Northern Colorado &amp;</td>
<td>The inclusive strategies for students with EBD strand focuses on interventions that allow for effective instruction in academic, behavior and social/emotional achievement in general education settings. The strand provides evidence-based practices for implementation by practitioners, administrators, teacher educators, and researchers.</td>
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<td></td>
<td>Francie Murray, University of Northern Colorado</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</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>Cain Swoszowski, University of Alabama</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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### Graduate Student & Junior Faculty Mentorship Strand

Coordinated by Mary Margaret Kerr and CCBD Professional Development Committee

<table>
<thead>
<tr>
<th>Thursday, October 18</th>
<th>Friday, October 19</th>
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</table>
| **Where to go and How to Get There - An Overview: Seeking Research Funding**  
  JulieAnna Carsen | **Developing a Research Line & Writing Networks**  
  Terrance M. Scott & Gregory J. Benner               |
| **Road Mapping It: Taking a Brilliant Idea to a Funded Idea**  
  Kristine Jolivette & Robin Parks Ennis | **Navigating Promotion and Tenure**  
  Timothy J. Landrum, Melody Tankersley, & Richard Young |
| **After Graduate School, Then What? Successful Applications and Campus Visit Strategies**  
  Mary Margaret Kerr, Sarup Mathur, & Paul Caldarella, | **Everything you Need to Know, But Were Afraid to Ask: Advice for Thriving in Academia**  
  Mary Margaret Kerr, Gregory J. Benner, Paul Caldarella, Kristine Jolivette, Timothy J. Landrum, Sarup Mathur, Terrance M. Scott, Melody Tankersley, & Richard Young  
  Moderators: Robin Parks Ennis, Brian Barber |

Also be sure to attend the Journal Editors’ Session Friday at 1:00.
# Conference Planner

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Session</th>
<th>Room</th>
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<tbody>
<tr>
<td><strong>THUR</strong>&lt;br&gt; Oct 18th</td>
<td>9:00 - 12:00</td>
<td>Pre-conference Workshops</td>
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<td></td>
<td>1:00 - 2:20</td>
<td>Robert B. Rutherford, Jr. Keynote Address:&lt;br&gt; Dr. Kimberly Vannest</td>
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<td>2:30 - 3:20</td>
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<td><strong>FRI</strong>&lt;br&gt; Oct 19th</td>
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<td>11:00 - 1:00</td>
<td>Luncheon: CCBD President’s Address:&lt;br&gt; Dr. Justin T. Cooper</td>
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<td>White Rhino Social</td>
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<td><strong>SAT</strong>&lt;br&gt; Oct 20th</td>
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<td>CCBD Sponsored Workshops</td>
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Pre-Conference Workshops

Thursday—October 18, 2018
Pre-Conference Workshop I

Creating Ethically Responsible Behavior Intervention Plans
E. Amanda Boutot, Ph.D., BCBA- D
Samuel A. DiGangi, Ph.D., BCBA-D
Arizona State University

BACB Type 2 Ethics CEU

Behavior analysts are called upon to create behavior intervention plans (BIPs) regularly, for clients in clinics, schools, homes, and community settings. While no “standard” exists for creation of a BIP, the Behavior Analyst Certification Board’s Professional and Ethical Compliance Code for Behavior Analysts (BACB, 2017) requires certain standards to be followed that are directly related to the development of a BIP. This workshop will present the Ethical Compliance Code items related to developing a BIP, including: Assessing Behavior (3.0), Responsibility to Clients (2.0), and Behavior Analysts and the Behavior-Change Program (4.0), with particular emphasis on Considerations Regarding Punishment Procedures (4.08), Least Restrictive Procedures (4.09), and Avoiding Harmful Reinforcers (4.10). Presenters will explore the role of Establishing Operations and Conditioned Motivational Operants in the selection of ethically appropriate intervention strategies. Participants will create a sample Risk-Benefit Analysis to aid in identifying the least restrictive and most effective function-based intervention procedures and will draw upon their collective knowledge and the workshop information to develop a sample BIP that models ethically responsible practice. The workshop will wrap up with a discussion of Code 4.05, Describing Behavior Change Program Objectives, and ensuring highly trained staff, families, and teachers for implementation.

Thursday—October 18, 2018
Pre-Conference Workshop II

Creating Ethically Responsible Behavior Intervention Plans
E. Amanda Boutot, Ph.D., BCBA- D
Samuel A. DiGangi, Ph.D., BCBA-D
Arizona State University

BACB Type 2 Ethics CEU

Behavior analysts are called upon to create behavior intervention plans (BIPs) regularly, for clients in clinics, schools, homes, and community settings. While no “standard” exists for creation of a BIP, the Behavior Analyst Certification Board’s Professional and Ethical Compliance Code for Behavior Analysts (BACB, 2017) requires certain standards to be followed that are directly related to the development of a BIP. This workshop will present the Ethical Compliance Code items related to developing a BIP, including: Assessing Behavior (3.0), Responsibility to Clients (2.0), and Behavior Analysts and the Behavior-Change Program (4.0), with particular emphasis on Considerations Regarding Punishment Procedures (4.08), Least Restrictive Procedures (4.09), and Avoiding Harmful Reinforcers (4.10). Presenters will explore the role of Establishing Operations and Conditioned Motivational Operants in the selection of ethically appropriate intervention strategies. Participants will create a sample Risk-Benefit Analysis to aid in identifying the least restrictive and most effective function-based intervention procedures and will draw upon their collective knowledge and the workshop information to develop a sample BIP that models ethically responsible practice. The workshop will wrap up with a discussion of Code 4.05, Describing Behavior Change Program Objectives, and ensuring highly trained staff, families, and teachers for implementation.
Robert B. Rutherford Jr.  
Keynote Address

The Most Important Lesson:  
Three Things Every Special Educator Must Know

Kimberly Vannest  
Texas A&M University

Thursday  
1:00pm — 2:20pm
Using Project-Based Learning and The Arts for Students with EBD

Jonte (JT) Taylor, Pennsylvania State University
Ben Riden, University of Minnesota - Duluth
Andrew Markelz, Ball State University

Students with EBD who are engaged in the classroom display improved academic and social outcomes. Using project-based learning (PBL) as a means of "art utilization" is an effective way to support academic success for students. The presenters discuss research, suggestions, and examples for arts utilization for students with EBD.

Augustine

Learning From Lawsuits: A Proactive Approach for Juvenile Justice Schools to Adhere to IDEA

Joseph Calvin Gagnon, University of Florida
Brian R. Barber, Kent State University

A lack of adherence to the IDEA regulations has resulted in numerous lawsuits against juvenile justice schools. Relying on experiences as Expert and Court Monitor in over a dozen lawsuits, this session will address approaches for facilities to identify needs and develop a proactive and feasible plan for compliance.

Campanile

Using Project-Based Learning and The Arts for Students with EBD

Jonte (JT) Taylor, Pennsylvania State University
Ben Riden, University of Minnesota - Duluth
Andrew Markelz, Ball State University

Students with EBD who are engaged in the classroom display improved academic and social outcomes. Using project-based learning (PBL) as a means of "art utilization" is an effective way to support academic success for students. The presenters discuss research, suggestions, and examples for arts utilization for students with EBD.

Augustine

Relatable Mentorship as an Intervention for High and Proven Risk Youth

Zachary Santana, Megan D. Grant, Damion Johnson, Michael P. Krezmien, University of Massachusetts - Amherst

We present the findings from a qualitative study investigating the impact of an innovative mentoring model that utilizes former incarcerated and proven risk-youth as mentors for court-involved and gang-involved youth. Findings revealed the critical components needed for a successful program. Presenters include the researcher, a mentor, and the program developer.

Capistrano

The Effect of Behavior Management on Upper Elementary Students Mathematics Achievement

Wilhelmina van Dijk, Nicholas A. Gage & Nicolette Grasley-Boy, University of Florida

In this presentation, we discuss the influence of teachers' classroom behavior management skills on students' motivation and performance on state standardized tests of mathematics. We will discuss the importance of behavior management skills for all teachers of mathematics, due to its significant indirect effect on math achievement.

Colonnade

School Success for At-Risk Students: A Culturally Competent Tiered Approach

Terry Cumming, UNSW Sydney & Cathi Draper Rodriguez, California State University Monterey Bay

The presenters will provide an overview of culturally responsive practices supporting at-risk students in achieving school success. The concepts of cultural responsiveness and competence are defined and discussed in relation to the characteristics, outcomes, and support needs of at-risk students, then incorporated into a multi-tiered culturally competent system of support.

Dolores
<table>
<thead>
<tr>
<th>Title</th>
<th>Speaker/Institution</th>
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<tbody>
<tr>
<td>Invisible Wounds: Understanding and Working with the Traumatized Student</td>
<td>Beverly Tobiason, Pima County Juvenile Court &amp; Chris Swenson-Smith</td>
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<tr>
<td>Investigating the Use of the FILMS Strategy to Improve the Addition and Subtraction of Fractions with Unlike Denominators of Students with Disabilities</td>
<td>Mickey Losinski, Kansas State University &amp; Robin Parks Ennis, University of Alabama-Birmingham</td>
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<tr>
<td>Are Pinterest Resources Research Based?</td>
<td>Lydia Beahm, Lysandra Cook &amp; Bryan G. Cook, University of Virginia</td>
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<tr>
<td>After Graduate School, Then What? Successful Applications and Campus Visit Strategies</td>
<td>Mary Margaret Kerr, University of Pittsburgh Sarup Mathur, Arizona State University Paul Caldarella, Brigham Young University</td>
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<tr>
<td>A Modular Approach for Implementing Evidence-Based Practices for Students with Autism Spectrum Disorders</td>
<td>Rose Iovannone, University of South Florida</td>
</tr>
</tbody>
</table>

**Thursday**

**2:30 – 3:20**

**Invisible Wounds: Understanding and Working with the Traumatized Student**

Participants will learn about the adverse childhood experience (ACE) study, the symptomology of complex trauma, and how children with complex trauma most commonly present in classroom settings. Participants will also learn interventions that can mitigate effects of trauma with individual children as well as how to become a trauma-informed school.

**Are Pinterest Resources Research Based?**

Teachers frequently use Pinterest to inform their instruction. In this exploratory study, we investigated how and the degree to which the first 10 Pins provided in response to three searches related to classroom management, behavior management, and addressing aggressive behaviors were supported as being effective. Results indicate that few of the Pins were research based.

**Investigating the Use of the FILMS Strategy to Improve the Addition and Subtraction of Fractions with Unlike Denominators of Students with Disabilities**

Academic and behavioral deficits are common among students with emotional and behavioral disorders (EBD). These deficits have been known to negatively impact the success of students in both school and social conditions. The academic deficits, however, are often overlooked for students with EBD. This presentation aims to examine this limitation by demonstrating the impact of applying a self-regulated strategy known as FILMS, in three different studies and settings for students identified with EBD.

**Exploring Parental Involvement: A Model for How Families of Children with High Incidence Disabilities are Involved**

Although it is well established that parental involvement is beneficial for children academically and behaviorally at all ages, few models have been tested statistically to indicate how parental involvement is beneficial for children with disabilities. Using exploratory and confirmatory factor analyses, a model of how parents of children with high incidence disabilities are involved with their children will be discussed. Implications for how this will help inform teachers and parents will also be discussed.

**Mentorship**

**A Modular Approach for Implementing Evidence-Based Practices for Students with Autism Spectrum Disorders**

Students with Autism Accessing General Education (SAAGE) is a comprehensive program using a modular approach that guides school teams in selecting relevant interventions to support students with ASD. The SAAGE process will be described with a focus on the active coaching component for enhancing teacher implementation of strategies.

**Exploring Parental Involvement: A Model for How Families of Children with High Incidence Disabilities are Involved**

Gwendolyn K. Deger, Pennsylvania State University

Although it is well established that parental involvement is beneficial for children academically and behaviorally at all ages, few models have been tested statistically to indicate how parental involvement is beneficial for children with disabilities. Using exploratory and confirmatory factor analyses, a model of how parents of children with high incidence disabilities are involved with their children will be discussed. Implications for how this will help inform teachers and parents will also be discussed.
Thursday 
3:30 – 4:20

Understanding Equity in Discipline: What Teachers Need to Know to Combat Disproportionality
Ashley MacSuga-Gage, Stephanie Martinez & Therese Sandomierski, University of Florida

Presenters will review the critical features of disproportionate discipline within the United States. Attendees will examine their own bias and consider ways to structure their own teaching to reduce inequitable classroom discipline. Emphasis on strategies to build relationships and establish a strong foundation of equitable behavior management will be profiled.

Augustine

Inclusion

Summer Support Services for Students with Emotional and Behavioral Disorders
Rachel Oblath, Elizabeth Bettini, Jennifer Greif Green, Claire Lawry & Donna Pincus, Boston University

Research consistently shows schools are a top provider of mental health services to youth with emotional/behavioral disabilities, raising questions about services provided during summer months. We present results from a survey of urban parents (N=93) about whether and how students received academic, emotional, and behavioral supports during summer.

Capistrano

School Connectedness for Students in Alternative Educational Environments: Implications for Re-entry Planning
Terry Cumming, UNSW Sydney & Robbie J. Marsh, Mercer University

The results of a study evaluating levels of school connectedness of students educated in alternative educational environments will be discussed and used to make recommendations for youth transitioning from juvenile justice back into community schools, as participation in education is a major protective factor against recidivism.

Cavetto

JJ

The Early Childhood FBA Interview: Process and Use
Jolenea Ferro, University of South Florida & Brenna Wood, Lehigh University

Functional behavior assessments include adult and student interviews to obtain information about the behavior, its consequences, and antecedent environmental events. Interview protocols are problematic for use with young children ages 3-5. This presentation provides step-by-step description of an EC interview form and process with examples of its use in FBA.

Colonnade

Contextualizing Ethical Codes when Serving Youth from Diverse Backgrounds
Kelly M. Carrero, Texas A&M University - Commerce

Ethical code requires behavior analysts to use culturally sound assessments and socially significant programming. Grounded in the BACB Code of Ethics, this presentation seeks to provide practicing behavior analysts with a culturally responsive framework from which to contextualize programming and ethical decision-making when working with culturally diverse clients.

Dolores

Implementation of BEST in CLASS: A Common Elements Approach to Intervention and Measure Development
Rachel Kunemund & Kevin Sutherland, Virginia Commonwealth University; Maureen Conroy, University of Florida; Kristen Granger & Shannon Nemer, Virginia Commonwealth University

A common elements approach can provide teachers with more feasible and sustainable practices. We describe this approach and how it was used to inform intervention and integrity measure development of BEST in CLASS Elementary; preliminary data will be shared.

Ironstone
A Model for Training Teachers of Students with EBD
Lauren A. Arbolino, Ohio State University & Julie Fogt, Centennial School at Lehigh University

This presentation will focus on the unique training for teachers of students with EBD. Data continue to demonstrate the concern regarding retention of teachers in general. The existing literature regarding teachers in EBD suggests the presence of specific stressors that confront these teachers. A training model will be discussed.

Jokake

Where to go and How to Get There - An Overview: Seeking Research Funding
JulieAnna Carsen, Howard Bergman & Jeannie Wilson, Arizona State University

External funding is a critical component of any research agenda. The Research Opportunity Development and Advancement team from Mary Lou Fulton Teachers College will provide an overview of when, where, and how to seek research funding.

Palm F

Characteristics and Qualities of Exceptional Registered Behavior Technicians
Gabriela Zapatero McWhorter, Old Dominion University

Qualitative data gathered primarily through focus groups have been analyzed to gain insight on essential qualities and characteristics of effective Registered Behavior Technicians (RBTs). Identifying these characteristics is vital to prolong retention within the field. As ASD rates rise so will the need for qualified RBTs to deliver services.

Wind Flower

Supporting the Whole Child: Developing an Effective System for Advanced Tiers
Gregory J. Benner, University of Alabama
Carey Kirkwood & Mari Meador, 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.

Palm E

Reading Interventions for Secondary Students with EBD
Amy Ruhaak, Sara Cook & Rockey Knox, University of Hawaii

Many secondary students with EBD experience reading difficulties, yet high school teachers are not always prepared to provide structured reading instruction to this population. This presentation will provide an overview of effective instructional practices teachers can implement for their secondary students.

Sand Lotus

TECBD offers BACB Type 2 CEUs
Look for this symbol on qualifying sessions

Obtain the necessary form at the registration desk, get it signed in each session you attend, and turn it in at the end of the conference.
### Technology 101: 10 Technology Tools for Inclusion of Students with Emotional and Behavioral Disorders

Kristen Ricker, Nixa Public Schools & Reesha Adamson, Missouri State University

Today's classrooms are becoming more and more technologically enhanced. The use of one-to-one technology can be used as a benefit for differentiation and accommodation to meet varied needs of diverse students. Ten tools of technology will be explained and demonstrated for participants along with specific recommendations for use.

**Augustine  Inclusion**  

### Technology Innovations to Teach Biology to Incarcerated Learners

Jeremy Kelleher & Michael P. Krezmien, University of Massachusetts - Amherst; Woodbury Clift, Department of Youth Services, Massachusetts

We will present an innovative tablet-based curriculum co-developed with learners incarcerated in the Department of Youth Services schools. The UDL, project-based curriculum will be shared and discussed. Preliminary findings from a UDX study will be presented and discussed. Particular attention will be paid to technology-based solution to educational problems.

**Campanile  JJ**

### Functional Assessment-based Interventions: Data-Driven Professional Development

Kristina Randall & Shanna Hirsch, Clemson University  
Eric Common, University of Michigan - Flint  
Kathleen Lane, University of Kansas

This presentation offers a brief overview of a function assessment-based intervention professional development series for educators. We describe procedures for monitoring the training's procedural fidelity, social validity, and trainee's outcomes. During the session we will share results of a university-district partnership examining data-informed PD series.

**Capistrano**

### Transcending Institutional Barriers to Better Serve Adjudicated Youth with Disabilities

Alexandra A. Miller, University of Virginia

Juvenile detention and correctional facilities often face a plethora of issues when it comes to serving adjudicated youth with special needs. The purpose of this qualitative case study was to understand factors that influenced how education staff at a juvenile detention facility navigated barriers to special education to appropriately serve residents with disabilities. To do understand this process, the researcher utilized direct observation, semi-structured interviews, and document review.

**Cavetto  JJ**

### Implementation of a Cognitive Behavioral Therapy-Based Intervention for Students with Emotional/Behavioral Disorders

Lennie Troughton, University of Southern Mississippi & Derek Rodgers, University of Iowa

This presentation will discuss a single-subject study examining the effects of a CBT-based intervention on Externalizing Behaviors. The intervention was delivered to students with Emotional/Behavioral Disorders in a special education setting. Results, outcomes, and implications for future research will be discussed.

**Colonnade**

### How Exercise Affects the On-Task Behavior of Children with EBD

Cheryl L. George, Allyson Coughlin & Deana Gialanello, Saint Joseph's University

Exercise is known to benefit children (e.g., enhancing mood, improving on-task behavior and cognitive functioning). Less is known about the benefits of exercise for children with E/BD. We will present a study examining the impact of exercise on writing productivity and on-task behavior of children with E/BD. We will provide guidelines for implementing aerobic exercise during the school day.

**Dolores**
### Implementing a Group Contingency to Reduce Disruptive Behaviors During Lunch

Nicolette Grasley-Boy & Nicholas Gage, University of Florida

This presentation will review the results of a conceptual replication of the Lunchroom Behavior Game (LBG), a lunchtime behavior management intervention based on the Good Behavior Game. Implications for schools and recommendations for future research will be presented.

### Developing and Improving School Connectedness for Students with Emotional and Behavioral Disorders

Robbie J. Marsh, Mercer University

Designing and implementing effective interventions for students with emotional and behavioral disorders (EBD) continues to challenge teachers. School connectedness is an emerging construct that is preventative for engagement in health-risk behavior. This proposed presentation will highlight a multifaceted intervention to build school connectedness. Each component of the school connectedness construct will be discussed with accompanying intervention strategies that can be implemented simultaneously in order to improve the behavioral and academic outcomes for students with EBD.

### A Look at Packaged Interventions for Students Receiving Tier II Level Supports

Todd Haydon, University of Cincinnati

At Tier II level of supports students who exhibit similar behavior problems are likely to benefit from the same type of intervention. In this workshop results of studies using Tier II interventions will be analyzed. We will compare packaged interventions to single interventions and the impact on problem behavior. Suggestions for future research directions will be provided.

### Road Mapping It: Taking a Brilliant Idea to a Funded Idea

Kristine Jolivette, The University of Alabama
Robin Parks Ennis, The University of Alabama at Birmingham

Securing funding - any funding - to conduct one's research is challenging as grant competitions are fewer and far between with stagnant allocations. In this informal discussion, we offer strategies and pathways to turn brilliant ideas into research realities with and without funding with the aim of improving services for children and youth with E/BD.

### Disproportionate Discipline: Examining Suspensions by ASD and Race Over Time

Michael P. Krezmien, University of Massachusetts - Amherst
Jason Travers, Kansas University

This study presents the findings from an analysis of suspensions of students with and without ASD. We found an overall reduction in suspensions in the state, but a concurrent increase in odds of suspension for students with ASD, especially African American students with ASD. Findings and implications will be discussed.

### Let's Talk About Sex

Jeanette Lockwood & Amy Papacek, Arizona State University

Sexual education should be accessible and provided to exceptional children. Currently, research and evidence-based curriculum is limited. Since exceptional children may not be aware of or able to discuss this topic, it is incumbent upon adults to ensure an environment of understanding is individualized to the child with the disability.
Emotional and Behavioral Disorders: Academic and Behavioral Strategies with Evidence of Effectiveness in Inclusive Settings

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

Students with emotional and behavioral disorders are frequently placed in general education settings increasing access to the general education curriculum. This presentation describes the results of two meta-analyses that synthesized and quantitatively summarized studies conducted with students with EBD in general education settings published between 1976 and 2017. Interventions in four categories, self management, instructional, behavioral, and environmental will be discussed.

Augustine

Delivering Evidence-Based Mental Health Interventions as Part of a Facility-Wide PBIS Framework

Skip Kumm, University of Illinois at Chicago
Sarup Mathur, Arizona State University
Joseph Calvin Gagnon, University of Florida

This session presents an overview of the behavioral, academic, and mental health needs of youth involved with the juvenile justice system. We will review current mental health interventions along with suggestions for implementing evidence-based mental health interventions as part of the tiered practices within the FW-PBIS framework.

Campanile

Trauma-Informed Practices: Evidence-Based Strategies for Educators

Michelle Dunn, Clemson University

There is an abundance of research on the effects that exposure to trauma has on children's development. This purpose of this presentation is to provide an overview of childhood trauma, and discuss evidence-based strategies that can be implemented by classroom teachers to effectively support students who have experienced trauma.

Capistrano

Ideas for Securing and Maintaining Youth and Staff Buy-in When Implementing Facility-wide Positive Behavior Interventions and Supports within Residential and Juvenile Facilities

Lauren J. Boden, Georgia State University
Robin P. Ennis, University of Alabama at Birmingham
Lauren Evanovich, University of South Florida

Securing and maintaining buy-in from youth and staff when implementing facility-wide positive behavior interventions and supports is imperative to success of the framework. This presentation will discuss ideas for gaining initial buy-in from both staff and youth as well as strategies to maintain buy-in after initial implementation.

Cavetto

Interpersonal Dynamics among Adults Serving Students with Emotional/Behavioral Disorders in Self-Contained Classes

Elizabeth Bettini & Jenn Lillis, Boston University
Nelson Brunsting, Wake Forest University
Kristabel Stark, Boston University

Special educators' roles require them to negotiate complex interpersonal relationships among multiple groups. We qualitatively examined interpersonal dynamics special educators experience with their colleagues in classes for students with emotional/behavioral disorders. Results indicate they coordinate a complex social network and draw on many strategies to negotiate interpersonal tensions within this network. They describe forms of administrative support that facilitate these efforts.

Colonnade

Screening Teachers' Classroom Management Skills: Technological Advances

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

We developed an audio and video recording-based application to assess elementary teachers' evidence-based classroom management skills (CMS) during large group instruction. This presentation will (a) describe the app, (b) the CMS it evaluates, and (c) the results of the initial psychometric evaluation of the app.

Ironstone
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<tr>
<th>Session</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Summary</th>
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<tr>
<td>Jokake</td>
<td>Effects of a Program Incorporating Self-Graphing and Goal Setting on the Mathematics Fact Fluency of Students with Challenging Behaviors</td>
<td>Todd Whitney &amp; Amy Lingo, University of Louisville Kera Ackerman, University of Kentucky</td>
<td>This session will discuss results of a study investigating the effects of a mathematics fluency program that incorporates self-graphing and goal setting on the mathematics fact fluency of students with challenging behaviors and mathematics difficulty. A description of the program and results of the study will be provided.</td>
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<td>Palm C</td>
<td>Evidence-Based Practices for Children and Youth with and At Risk for EBD</td>
<td>Lauren Collins, San Diego State University Bryan G. Cook, University of Virginia Sara Cook &amp; Amber Ray, University of Hawaii</td>
<td>Evidence-based reviews classify the research base supporting an instructional practice for a population of learners by applying systematic criteria related to the quality, quantity, and effects of relevant studies. We report results of a systematic review of evidence-based reviews, focusing on practices for students with and at risk for EBD.</td>
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<td>Palm E</td>
<td>Check-in/Check-out: Current Status, Adaptations of Over-time, and Tier II Use</td>
<td>Sara Sanders, University of Alabama</td>
<td>Check-in/check out and its adaptations for use in traditional and alternative educational settings with students with behavioral challenges is a Tier II option for schools and facilities. We will discuss in detail the changes/evolution of CICO as applied over time and across settings, share additional adaptation ideas, share tools supporting CICO implementation, and discuss barriers/facilitators to implementation.</td>
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<td>Palm F</td>
<td>Developing a Research Line &amp; Writing Networks</td>
<td>Terrance M. Scott, University of Louisville Gregory J. Benner, University of Alabama</td>
<td>Two experience faculty mentors offer an informal discussion on establishing a research line to pursue over the course of an academic careers. Mentors will also share strategies for developing and sustaining writing networks.</td>
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<td>Sand Lotus</td>
<td>The Perceptions of Practitioners on the Use and Effectiveness of Picture Exchange Communication System for Children with Autism</td>
<td>Batool T Alsayedhassan &amp; Devender Banda, Texas Tech University</td>
<td>A survey was conducted to examine the perceptions of 120 practitioners regarding the Picture Exchange Communication System with children with autism. The survey included a rating scale for practitioners to measure their perceptions of PECS in four areas: knowledge, usefulness, benefits, and barriers. Results, implications for research, and practice are discussed.</td>
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<td>Wind Flower</td>
<td>Yes! You Can Teach Emotional Regulation Skills to Students with EBD and Improve their Behaviors and Academic Performance</td>
<td>Lori Jackson &amp; Steven Peck, The Connections Model</td>
<td>Emotional Regulation (ER) is not a criterion in DSM-V for a diagnosis of Autism, ADHD, or Behavioral Disorders. However, research shows that ER is the critical component. To change behavior, we must teach strategies to develop ER. This session offers a proven method for teaching emotional regulation in the classroom.</td>
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### An Update on the SRSS-IE: Lessons Learned from the Field

Kathleen Lynne Lane, University of Kansas  
Wendy Peia Oakes, Arizona State University  
Holly Menzies, California State University, Los Angeles  
Eric Alan Common, University of Michigan, Flint  
David James Royer, University of Hawaii  
Mark Matthew Buckman & Grant Allen, University of Kansas

In this presentation we discuss the importance of systematic screening tools for use across K-12 settings 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 psychometric evidence for a free-access screening tool: the Student Risk Screening Scale for Internalizing and Externalizing Behaviors (SRSS-IE) as well as practical considerations from practitioners using the SRSS-IE.

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**Xavier**  
*Identification, Assessment & Intervention*
**Friday**  
**9:00 - 9:50**

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<th>Time</th>
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<tr>
<td>9:00 - 9:50</td>
<td>Promoting Inclusion Through Adaptations of Materials and Resources</td>
<td>Augustine</td>
<td>Francie Murry, University of Northern Colorado</td>
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<td>This presentation will explore the use of a tool titled &quot;The 9-Grid&quot; for</td>
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<td>identifying adaptations for students with EBD in the inclusive school environment. Educators</td>
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<td>will gain knowledge of how to implement effective teacher-driven</td>
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<td>PBSS: Positive Bus Safety System Implemented in 3 Districts</td>
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<td>Ruth Reynoso, KOI Education</td>
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<td>All students, especially EBD students can benefit from a bus ride that</td>
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<td>is predictable, consistent, equitable, and safe. See fidelity surveys, social validity</td>
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<td>evaluations and Pre/post assessments from districts. Learn about a complete PBSS program</td>
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<td>surveys, social validity evaluations and Pre/post assessments from</td>
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<td>including expectations, reinforcement, accountability, and data-analysis. Safety makes the</td>
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<td>districts. Learn about a complete PBSS program including expectations,</td>
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<td>A STEM-focused Career Development Curriculum for Incarcerated Youth</td>
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<td>Karen Harrington &amp; Michael P. Krezmien, University of Massachusetts - Amherst</td>
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<td>This presentation will describe an NSF grant project to develop a STEM</td>
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<td>Improving Tier I Instruction Through Student Feedback</td>
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<td>Cade Charlton &amp; Abby Workman, Brigham Young University</td>
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<td>Effective classroom instruction includes behavior-specific praise,</td>
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<td>Effective Intervention for Relational Aggression: Essential Program</td>
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<td>Melissa Nelson &amp; Brian R Barber, Kent State University</td>
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<td>Components and Practice Considerations</td>
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<td>Despite the ubiquity of relational aggression (RA) in schools, there have been few attempts</td>
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<td>to systematically and responsibly address these subtle yet harmful behaviors. We report</td>
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<td>results of a meta-analysis investigating treatment characteristics and effects on rates of RA</td>
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<td>and victimization, and offer recommendations for effective intervention in RA.</td>
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<td>Ironstone</td>
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<td>10 Management Strategies You Can Use in Your Class Tomorrow</td>
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<td>Sarah Wilkinson, University of Connecticut; Nicolette Grasley-Boy &amp; Ashley MacSuga-Gage,</td>
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<td>Strong classroom management skills are associated with improved academic</td>
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<td>University of Florida</td>
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<td>and social outcomes for students, as well as greater job satisfaction</td>
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<td>effective evidence-based strategies for all students, including those</td>
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### Friday  
**9:00 - 9:50**

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<th>Title</th>
<th>Speakers</th>
<th>Abstract</th>
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| **Open Science and Special Education** | Making Fractions Easy for Students with EBD Using Self-Regulated Strategy Development for Math | Robin Parks Ennis, University of Alabama at Birmingham  
Mickey Losinski, Kansas State University | This presentation will provide a demonstration of self-regulated strategy development (SRSD) Math to teach fraction skills. Free-access lesson plans and materials will be shared for the mnemonics FILMS, CUT, and EDIT which guide students in adding/subtracting fractions with unlike denominators, simplifying fractions, and converting improper fractions to mixed numbers respectively. |
| Palm C    | Navigating Promotion and Tenure                                       | Timothy J. Landrum, University of Louisville  
Melody Tankersley, Kent State University  
K. Richard Young, Brigham Young University | Three experienced faculty mentors offer an informative round-robin advising session for those new to academic positions. The team will share practical advice drawn from their personal experiences of mentoring junior faculty members. Participants 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 E    | Consider the Interventionist: A Meta Analysis of School Based Social Skills Training Programs for Students with ASD | Christian Sabey, Brigham Young University & Rebecca Hartzell, University of Arizona | In this presentation we will discuss the findings of a meta-analysis of school based social skills training interventions. We will focus on how the effects of the social skills training vary depending on who implemented the intervention. Finally, we will address the implications of varying effects based on interventionists. |
| Palm F    | More than Minutes: Engaging Parents in Meaningful IEP Meetings        | Kelly Spradlin & Sara Heintzelman, Centennial School of Lehigh University | IEP meetings are one formal time in the school year for parents to contribute to a conversation about their child's progress. This session will highlight how special education teachers can lead a conversation about a student's progress by capturing the student's strengths and needs through a collection of digital artifacts. |
| Sand Lotus| Ci3T Models of Prevention Teachers' Self-Efficacy                      | Wendy Peia Oakes, Arizona State University  
Kathleen Lynne Lane, University of Kansas  
Holly Menzies, California State University, Los Angeles  
David James Royer, University of Hawaii  
Eric Alan Common, University of Michigan, Flint  
Mark Matthew Buckman & Grant Allen, University of Kansas | In this presentation, were present findings from two studies examining how teachers fare in these tiered systems of support designed to meet students' academic, behavioral, and social-emotional needs. First, we present findings of a quantitative study examining teachers' self-efficacy and burnout. Then, we present findings of a qualitative study examining social validity of Ci3T models implemented in elementary schools. |
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Speaker(s)</th>
<th>Description</th>
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<tbody>
<tr>
<td>10:00 – 10:50</td>
<td>Socially Just and Equitable Inclusive Schools for Students with EBD</td>
<td>Kristine J. Melloy, University of Northern Colorado</td>
<td>This presentation is designed to provide ideas for how educators can promote social justice for students by becoming social justice allies in socially just and equitable schools. Educators will gain knowledge about creating inclusive learning environments that promote social justice for students with EBD by providing multi-tiered systems of support (MTSS) through evidenced based practices (EBP) in positive behavior interventions and supports (PBIS).</td>
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<tr>
<td>Augustine</td>
<td>Inclusion</td>
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<td>10:00 – 10:50</td>
<td>Using Mentor Sentences to Master Grammar in a Resource Classroom</td>
<td>Stacy Crawford Bewley, KY Dept of Ed &amp; University of Louisville</td>
<td>Using mentor models is research-based and supported as an effective method of teaching the craft of writing. Participants will engage in writing tasks including the four-step mentor sentence process: observation, imitation, manipulation, and composition. Participants will experience ways to incorporate mentor sentences and texts into instruction for students with disabilities.</td>
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<tr>
<td>Capistrano</td>
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<td>10:00 – 10:50</td>
<td>Understanding Critical Incidents in the Scale-Up of Multi-Tiered Systems of Supports (MTSS) Through Implementation Science</td>
<td>Cade Charlton &amp; Christian Sabey, Brigham Young University</td>
<td>Scaling-up MTSS is a goal of many leaders in state-education agencies (SEAs). This presentation will present findings from a systematic study of the experiences of leaders in 27 U.S. states. The helping and hindering incidents identified by these leaders are analyzed through the lens of implementation science to better understand the relationship between implementation drivers and MTSS scale-up.</td>
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<td>Colonnade</td>
<td>Richard E. Shores</td>
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<td>10:00 – 10:50</td>
<td>The Rollercoaster Partnerships Between Researchers and Juvenile Agency and Facility Staff</td>
<td>Kristine Jolivette, University of Alabama, Heather Griller Clark &amp; Sarup Mathur, Arizona State University</td>
<td>Improving systems, data, and practices to positively impact youth outcomes means that the most effective science needs to be implemented within daily operations. This interactive session will explore and solicit barriers and facilitators to conducting research in juvenile corrections from multiple lenses with focus on staff perspectives. Suggestions for successful partnerships will be shared.</td>
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<td>Campanile</td>
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<td>10:00 – 10:50</td>
<td>Transforming Education Programs for Marginalized Youth: Litigation, Monitoring, and Sustainability</td>
<td>Peter E. Leone, University of Maryland, C. Michael Nelson, University of Kentucky (emeritus)</td>
<td>Litigation has been a tool to prompt reform of education services for incarcerated youth in many states. However, litigation may not be sufficient to sustain systemic changes in program operations. Drawing on experience as monitors and evaluators of juvenile justice education program in a number of states, the presenters will discuss strategies for monitoring and sustaining education reform in corrections and other alternative settings.</td>
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<tr>
<td>Cavetto</td>
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<tr>
<td>10:00 – 10:50</td>
<td>Extreme School Violence and EBD: (How) Do They Intersect?</td>
<td>Timothy J. Landrum, University of Louisville, Lauren Collins, San Diego State University</td>
<td>Following a school shooting, questions inevitably arise about emotional and behavioral disorders. In this session, we consider the characteristics of school shooters, whether EBD is associated with risk for school shooting, and how school shooters and students with EBD differ or are similar in behavioral characteristics and patterns of behavior.</td>
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<tr>
<td>Ironstone</td>
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Understanding ADHD: Characteristics and Effective Interventions

Amy Ruhaak, Rockey Knox & Sara Cook, University of Hawaii

Many students with ADHD face marked behavioral and academic challenges in the classroom. This presentation will provide participants with an overview of the etiology of ADHD and common behavioral correlates. Participants will also learn how to implement effective research-based academic and behavior interventions to support these students in their classrooms.

Exclusionary Discipline for American Indian/Alaska Native Students with Disabilities: A National Analysis

Jennifer Counts, Clemson University
Denise Whitford, Purdue University
Antonis Katsiyannis, Clemson University

Exclusionary discipline has been shown to disproportionately affect boys, students of color, and students in special education, especially those with emotional and behavioral disorders. We examined discipline trends of American Indian and Alaska Native students with disabilities across the United States. Results will be shared along with implications to support behavioral practices for these learners.

Using Self-Regulated Strategy Development to Address Reading Comprehension Deficits of Students with Disabilities

Sara Sanders, University of Alabama
Ashely Shaw, Kansas State University

During this session, participants will learn about two strategies to improve reading comprehension taught using the Self-Regulated Strategy Development (SRSD) model. These strategies will be modeled for participants and the results of two studies that utilized the strategies with elementary students will be discussed.

Everything you Need to Know, But Were Afraid to Ask: Advice for Thriving in Academia

Mary Margaret Kerr, University of Pittsburgh
Gregory J. Benner, University of Alabama
Paul Caldarella, Brigham Young University
Kristine Jolivette, University of Alabama

Three 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.

A Review Parental Perceptions of Autism Treatments and their Use and Benefits

Devender Banda & Batool Alsayedhassan, Texas Tech University
William Therrien, University of Virginia

Thirteen studies were reviewed to synthesize parental perceptions of autism treatments and their use. Results show that parental perceptions were varied in which sensory integration and speech therapy was the highest treatments used and parents adhere to medical treatments more than behavior treatments. Implications for research and practice are discussed.

Preparing Parents to Engage in the Special Education Process: Knowledge, Training, and Access to Resources

Jacqueline D'Angelo, Jennifer Farley, Alex Trout & Kristin Hurley, University of Nebraska - Lincoln

Parent engagement is a fundamental aspect of special education. This session will share results related to parent and administrator perspectives on access to resources, special education knowledge, preference for acquiring information, barriers to accessing information, and how these topics may differ based on parent and child demographic factors.
Active Supervision: A Feasible, Effective Strategy

Grant Edmund Allen, University of Kansas
Eric Alan Common, University of Michigan, Flint
Kathleen Lynne Lane, University of Kansas
Mark Matthew Buckman, University of Kansas
Wendy Peia Oakes, Arizona State University

In this presentation we present findings from a systematic review of the literature of active supervision. We provide an overview of this strategy, information on free-access professional learning materials, and results of a systematic review of the literature applying the CEC quality indicators to examine the quality of individual studies and evaluate the full body of evidence with PK-12 students.
The Importance of Teacher Behavior in Increasing Student Success: Are Teachers Prepared to Meet the Needs of Students with E/BD?

Friday
11:00am — 1:00pm

Despite the dissemination of specific instructional practices including High Leverage Practices and other pedagogical strategies that are considered fundamental to the success of students with emotional/behavioral disorders, research suggests that many of these practices are occurring in schools at unacceptably low rates. This keynote will discuss many of these specific teacher-driven instructional behaviors, the paucity of their use, and implications for teacher preparation to alleviate the research-to-practice gap.

Abbey
Effective Teacher Behaviors for Promoting Success for Students with EBD in Inclusive Settings

Justin T. Cooper, University of Louisville

Students with EBD are increasingly being educated in inclusive general education classrooms. Because of this, general education teachers often are charged with providing services for a student population for whom they have very little pedagogical training. This session describes effective teacher-driven instructional behaviors that teachers can use to improve the probability of academic and social success for students with EBD in inclusive educational settings.

Augustine  

PBIS in Juvenile Secure Care: Implementation, Support, and Sustainability

Brenda Scheuermann, Texas State University  
C. Michael Nelson, University of Kentucky (emeritus)

In this session, we describe three tiers of PBIS implementation in Texas juvenile secure care facilities, a state-level mandate that began in 2009 and continues today. We focus on the development of this initiative, and its evolution over time, as well as policies, training, and implementation practices designed to enhance fidelity and sustainability of PBIS over time.

Campanile  

Classroom Conundrum: Using technology as an intervention for students with Emotional and Behavioral Disorders

Reesha Adamson, Missouri State University  
Kristen Ricker, Nixa Public Schools

A reversal design of student engagement and academic performance is explained. Specific recommendations for research and practice will be described along with additional insight on the inclusion of students with emotional and behavioral disorders and the implementation of academic intervention within a secondary general education classroom.

Capistrano

Stakeholder Knowledge of Transition Planning in Juvenile Justice Centers

Sue O’Neill, Therese Cumming & Iva Strnadova, UNSW Sydney; Heather Griller Clark & Sarup Mathur, Arizona State University

In this presentation, the findings from a comparative study conducted with stakeholders involved in transition planning and support of adjudicated youth in New South Wales, Australia and Arizona will be discussed. The results of two self-report measures will be shared. The knowledge of stakeholders in both systems will be compared and discussed with regards to implications for transition support adjudicated youth receive.

Cavetto  

Observation of Adults' Active Supervision in Common Areas

Terry M. Scott & Shu-Chen Tsai, University of Louisville

This presentation will present preliminary data on adults' active supervision behaviors in common areas. The presenters will discuss the implications drawn from the relation between SWPBS implementation and adults' provision of teachings, feedback, and social engagement across adult roles, settings, and students.

Colonnade  

Richard E. Shores

An Examination of Elementary and Secondary Team-based Decision Making Processes

Suzanne Woods-Groves, Auburn University  
Allison L. Bruhn & Taehoon Choi, University of Iowa  
Josephine Fernando, Winona State University

Data-driven decision-making is critical within elementary and secondary public school settings. It is challenging when student support teams must interpret multiple data points such as two behavioral rating scales, student absences and office discipline referrals, and academic data. This investigation examined the decision-making processes of K-12 student support teams.

Ironstone
Increasing Motivation Among Students Who Demonstrate Challenging Behaviors

Calli Lewis Chiu, California State University - Fullerton
Staci Zolkoski, University of Texas - Tyler

The relationship between problem behavior and academic difficulties is complicated and is often perceived as students lacking motivation. Low motivation may be a response to aversive stimuli, academic tasks that students perceive too challenging, and/or learned helplessness. This presentation reviews relevant research regarding motivation and presents strategies teachers can implement to help increase motivation among their students.

Jokake

The Failure of Schools to Meet the Needs of Girls with EBD: Perceptions and Recommendations

Elisabeth Rice, George Washington University
Kandace Hoppin, Towson University
Karen Ihrig, George Washington University
Amy Srsic, University of Pittsburgh
Darcie Whitlow, Great Prairie Area Education Agency
Margaux Brown, Augusta University
Adelaide Kelly-Massoud, George Washington University

Results from a qualitative analysis of sixteen interviews of caregivers of girls with EBD indicate that schools are not meeting the needs of girls with EBD. This presentation will share the stories of the caregivers and discuss recommendations to better support girls with EBD.

Palm C

Literacy Study Group for Teachers of Students with Emotional and Behavioral Disorders

Gregory J. Benner, University of Alabama
Adam Wendt, Trifoia
Jeanie Smith, University of Oregon
Kristine Jolivette, University of Alabama

We provide a walk-through of the Literacy Study Group (LSG), a web-based professional learning system to prepare teachers to deliver high quality reading instruction and behavioral supports to elementary school-age students with emotional and behavioral disorders (EBD). Within the structure of an evidence-based, empirically validated face-to-face Teacher Study Group (TSG) professional development model, the LSG professional development model integrates interactive web-based learning technologies to create a job-embedded professional development experience. Results of a feasibility study of LSG indicate teachers of students with EBD developed significantly more knowledge and self-efficacy to provide high quality reading instruction to students with EBD.

Palm E

Targeted Interventions

Effects of Self-Monitoring on Teacher Practices a Single-Blind Study: Is it Reactivity or is it Treatment Effect?

Mary Rose Sallese & Kimberly Vannest, Texas A&M University

This session will highlight a single-case multiple baseline design study that examined the effects of a self-monitoring intervention on the use of evidence-based classroom management practices by teacher-interns. To control for reactivity, the participants (interns) were blind to the true purpose of the study. Results and implications will be discussed.

Sand Lotus

Journal Editors’ Forum

Bill Evans - Preventing School Failure
Stan Zucker - Education and Training in Autism and Developmental Disabilities
Bryan Cook & Dan Maggin - Behavioral Disorders
Sarup Mathur - ETC, TECBD Special Issue
Kathleen Lane - Remedial & Special Education
John Wills Lloyd - Exceptional Children
Kimberley Vannest - CCBD Publications Chair

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

Palm F
Instructional Strategies for Educators
Susan Bigelow, Nashoba Regional School District
Bridget Kelley, Western Washington University

This presentation will describe a variety of effective instructional strategies that high school and post secondary educators can use with students. This interactive session is designed to prepare educators to address difficult situations they may encounter in their practice. Strategies discussed will include de-escalation, self-advocacy, self-care, self-regulation, and data collection.

Wind Flower

Assessing Treatment Integrity of Primary (Tier 1) Practices in Schools Implementing Ci3T Models of Prevention
Mark Matthew Buckman, University of Kansas
Kathleen Lynne Lane, University of Kansas
Wendy Peia Oakes, Arizona State University
Grant Edmund Allen, University of Kansas
Eric Alan Common, University of Michigan, Flint
David James Royer, University of Hawaii
Nelson Brunsting, Wake Forest University

In this session we share lessons learned regarding how to build district-level capacity to monitor treatment integrity of primary (Tier 1) practices in schools implementing Ci3T Models of prevention. We provide illustrations of the progressions for collecting and utilizing treatment integrity data to shape professional learning for educators and inform instruction for students.

Xavier Identification, Assessment & Intervention

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
### Considering Classroom Management Practices in Inclusionary Classrooms

**Terry M. Scott, University of Louisville**

This session will provide an overview of effective classroom management practices with an eye toward those practices that can be easily differentiated in inclusionary settings. Examples and videos will be used to demonstrate the key practices.

**Augustine**  
**Inclusion**

### Conditions for Learning in Secure Settings: Quality Outcomes for Students and Teachers

**Greta Colombi, American Institute for Research - NDTAC**

Learning is not just a cognitive process. Research shows that powerful social and emotional factors affect learning. These factors include the teacher's relationship with the students, student's relationship with other students, the teacher's and student's relationship with the facility staff and the overall climate of the learning environment and the leadership and support offered the teachers to provide a caring and supportive environment conducive to the teaching-learning process. This session will look at the research that focuses on conditions for learning, especially as it relates to a secure environment and participant discussion and activities will be built into the session.

**Campanile**

### Electronic Behavior Management Programs: What Are They and Are They Effective?

**Benjamin S. Riden, University of Minnesota - Duluth**

Classroom behavior management is the key for effective teaching that maximizes time for academic instruction, student engagement, and achievement. Despite classroom behavior management being the foundation classrooms are structured around, teachers report being ill prepared to manage challenging and disruptive behavior with many turning to technology for support.

**Capistrano**

### FW-PBIS: Adobe Mountain Tier I Plan

**Stacy Garza & Valeria Vega, Arizona Department of Juvenile Corrections - Adobe Mountain School**

The Arizona Department of Juvenile Corrections has been implementing FW-PBIS for the past 6 years at Adobe Mountain. We will detail our Tier I FW-PBIS – our expectations, matrix, resource guides, data questions, and other supporting materials along with lessons learning.

**Cavetto**

### Classroom and Teacher Level Variables as Barriers or Facilitators of Implementation of Classroom Interventions

**Kevin Sutherland, Kristen Granger, Shannon Nemer & Jessica Wright, Virginia Commonwealth University  
Maureen Conroy, University of Florida**

This presentation will describe findings from two studies: (a) factors associated with teacher implementation of BEST in CLASS, a tier-2 prevention program designed for young children at risk for developing emotional/behavioral disorders, and (b) preliminary results from an implementation study of an adaptation of BEST in CLASS in elementary classrooms.

**Colonnade**  
**Richard E. Shores**

### The Anger Expression Scale for Children: Validation of a Two-Factor Model Among Fourth and Fifth Graders

**Michelle Cumming, Florida International University  
Stephen W. Smith & Dan Poling, University of Florida**

Identification of anger modulation difficulties is key to providing school-based programming before anger-related problems escalate. We describe the validity of the Anger Expression Scale for Children (AESC) with a sample of 2,020 upper elementary students and provide recommendations for its use with students at-risk or identified with emotional/behavioral disorders.

**Ironstone**
**Friday**  
2:00 – 2:50

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<th>Session</th>
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<th>Description</th>
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<tr>
<td>Jokake</td>
<td>The Need for Diversity Training in Behavior Analysis</td>
<td>Erin Rotheram-Fuller, Arizona State University Kylan Turner, Simmons College</td>
<td>While no current diversity curriculum exists, the Professional and Ethical Compliance Code for Behavior Analysts requires that practitioners must be sensitive to the unique needs of different populations (BACB, 2016). This session will discuss specific skills and strategies needed in training programs and for practitioners applying ABA.</td>
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<td>Palm C</td>
<td>Function-based Replacement Behaviors for Sensory-seeking and Sensory-avoidant Behaviors</td>
<td>Kelly M. Carrero, Texas A&amp;M University - Commerce April Haas, Texas A&amp;M University</td>
<td>Youth with emotion regulation issues often have co-occurring sensory regulation issues that may go unidentified and unaddressed. In this presentation, we examine teaching function-based replacement behaviors when functional analyses indicate behaviors are sensory-seeking or sensory-avoidant. Descriptions of antecedent-based supports and co-regulation strategies will be presented.</td>
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<td>Palm E</td>
<td>Targeted Antecedent Behavioral Interventions: Applications for Academic Instruction</td>
<td>Lauren Collins, San Diego State University Timothy Landrum, University of Louisville</td>
<td>Targeted antecedent-based interventions are associated with improved behavioral outcomes for students with or at risk for EBD, but their effects can be enhanced and broadened when they are paired with evidence-based academic instruction. We review essential features of antecedent interventions (e.g., choice, behavioral momentum) and describe applications to academic instruction.</td>
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<td>Palm F</td>
<td>Targeted Interventions Cost Analysis for First Step Next: A Behavioral Tier 2 Intervention</td>
<td>Steve Forness, UCLA Neuropsychiatric Hospital Andy Frey, University of Louisville</td>
<td>The First Step Next is a tier 2 intervention that uses a social skill instruction, red-green card feedback system in the classroom, and parent engagement to reduce challenging behavior for children with disruptive behavior. Two randomized controlled trials found medium to large effect sizes on a variety of outcomes. A cost analysis for First Step Next will be presented. The cost analysis will include hours devoted by school staff and cost per child. The analysis includes intervention implementation as well as training and ongoing supports that are essential for high-quality implantation. Preliminary comparisons with other interventions will be discussed.</td>
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<td>Sand Lotus</td>
<td>Peer Mediated Social Communication Instruction for Preschoolers with Autism Spectrum Disorder Using Video Modeling</td>
<td>Teresa Cardon, Southwest Human Development Nichole Wangsgaard, Southern Utah University</td>
<td>Many children with ASD are educated in integrated classroom settings. It is important to evaluate evidence-based treatments in these settings. This study analyzed how two groups of children responded to peer-mediated video models in an integrated preschool classroom. All eight children increased their social communication skills and were able to generalize to imitation of their peers. This study also looked at push-in versus pull-out options for intervention.</td>
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Promoting Health Literacy in Secondary Students with High Incidence Disabilities: HealthyU

Alexandra Trout & Jacqueline D'Angelo, University of Nebraska - Lincoln

Health literacy is an important, yet often overlooked, skill required for youth self-management of physical health needs during the transition to adulthood. This presentation will present the results from two development studies of HealthyU, a web-based healthy literacy curriculum developed for secondary students with high incidence disabilities.

Wind Flower

Professional Learning: Empowering Ci3T Leadership Teams

Kathleen Lynne Lane, University of Kansas
Wendy Peia Oakes, Arizona State University
David James Royer, University of Hawaii
Eric Alan Common, University of Michigan, Flint
Grant Edmund Allen, University of Kansas
Mark Matthew Buckman, University of Kansas
Nelson Brunsting, Wake Forest University

We provide an overview of a professional learning 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. We report lessons learned from Ci3T Leadership Team members who attended the initial professional learning series. Next, we describe the data-informed approach processes involved to inform professional learning outcomes for educators and instructional decisions for students.
Friday
3:00 – 3:50

Using SWPBIS to Reduce Disciplinary Exclusions for Students With and Without Disabilities
Nicholas A. Gage & Nikki Grasley-Boy, University of Florida

This session will describe (a) the critical features of SWPBIS, (b) current empirical evidence supporting positive effects of SWPBIS on disciplinary exclusions, and (c) recommendations for implementing SWPBIS.

Aquinas Inclusion

Engaging Students with EBD in Math Instruction Through Technology
Sara Heintzelman, Centennial School of Lehigh University

Teachers can support students through active engagement, choices, direct instruction, and visual representations with instructional technology. Participants will leave with an understanding of how to structure their math classes to maximize instructional time and increase student engagement and resources to support the content covered in the presentation.

Capistrano

Policies and Practices Supporting Positive Behavioral Interventions and Supports (PBIS) Implementation in Florida Title 1 Middle Schools
Joseph Calvin Gagnon, University of Florida
Brian R. Barber & Ilker Soyturk, Kent State University

The session will focus on Florida Title 1 middle schools and their reported use of policies and practices that align with positive behavioral interventions and supports (PBIS). One hundred and forty-nine principals (36.69%) responded to a mail survey. Results, as well as implications for research and practice will be discussed.

Colonnade Richard E. Shores

Strengthening Education in Short-term Juvenile Detention Centers: Data, Systems, and Practice Guidance
Gregory J. Benner & Kristine Jolivette, University of Alabama

Through an interdisciplinary partnership and funding from OJJDP, the overarching goal of the Strengthening Education in Juvenile Detention Center (SEJDC) project was to assess the effectiveness of educational curriculum and instructional practices within the juvenile detention centers in Washington State in an effort to inform and improve policies and practices. We offer guidance on data, systems, and practices to improve supports in juvenile detention centers.

Campanile JJ

The Ups and Downs of Sustaining Tiers II and III in Our Juvenile Facility: Our Journey Forward
Valeria Vega & Stacy Garza, Arizona Department of Juvenile Corrections - Adobe Mountain School

With the Adobe Mountain Tier I FW-PBIS plan in place and going strong, we began creating and implementing our Tiers II and III plans. We will share the journey of our Tiers II and III, what has worked well, what we are focusing on, and how we strive for sustainability amongst facility changes.

Cavetto JJ

The Effects of the Precision Request Procedure on Compliance in a Self-contained EBD Class
Christian Sabey, Marcie Calder & Paul Caldarella, Brigham Young University

The Precision Request procedure has been widely promoted (e.g., interventioncentral.org, Woodcock Johnson III Behavior Management Section), however, to date there are no studies evaluating the Precision Requests as a standalone intervention. In this presentation we will discuss the effect of the Precision Request procedure on compliance in an EBD classroom.

Ironstone
Examining the Feasibility and Effects of the CARE Program on the symptoms of Elementary Children with or At-risk for EBD

Sara A Sanders, University of Alabama
Mickey Losinski & Ashley Shaw, Kansas State University

Mental health disorders, if untreated, can give way to more serious and lifelong disorders in addition to exacerbating co-occurring disorders like conduct disorders. The purpose of this study was to test the feasibility of the CARE program for elementary-aged children with or at-risk for EBD.

What Makes Them Tick: Ethical and Effective Implementation of Motivation Systems for Students with EBD

Edward J. Cancio, The University of Toledo & Valerie Powell

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 and ethical 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.


Ashley Barkel, April Longa, Karen Harris & Steve Graham, Arizona State University

In this multiple baseline study, 10 4th and 5th grade ELLs learned a set of strategies for writing opinion essays following the Self-Regulated Strategy Development (SRSD) instructional approach. Participants improved in: number of persuasive elements, essay quality, and number of linking words when writing opinion essays using their own ideas.

Psychiatric Medications in the Classroom: Trends and Current Practices

Amina Turton, Vancouver Island University
Dean Konopasek, University of Alaska Anchorage (retired)

The use of medications to treat a variety of behavioral and emotional conditions in school-aged children has increased significantly over the past five decades. Trends in prescription use over this time period as well as current medications commonly prescribed and their implications for learning will be presented.

It's Almost Too Easy To Make Friends: Experiences At A Summer Camp for Autism Spectrum Disorder

Matthew Collier & Sandy Devlin, Mississippi State University

A phenomenological qualitative study was conducted at a summer camp for adolescents with ASD. Photovoice qualitative methodology was used to mitigate communication difficulties for the individuals with autism. Individual and group interview data was triangulated through observations and a quantitative measure. Results indicated that campers experienced the camp as a place they could belong, which further bolstered self-confidence and independence.

ASD

ASD
Use of The Daily Behavior Report Card and Response Dependent Fading to Increase Academic Engagement and Reduce Behavior Challenges in an Elementary Student with Developmental Delay and Attention Deficits: Initial Effects, Maintenance, and Social Validity

Ziyad Alrumayh, James Fox, Tina Hudson & Sara Beth Hitt, East Tennessee State University

Daily Behavior Report Card effects on Academic Engaged Time of a 6 year-old boy with Developmental Delay and attention deficits were evaluated with a reversal design. Increased AET was maintained at normative levels during DBRC response dependent fading. Teacher intervention ratings demonstrated social validity. Research and practical issues are discussed.

Wind Flower

The Schoolwide Expectations Survey for Specific Settings (SESSS): An Update on Lessons Learned

David James Royer, University of Hawaii
Kathleen Lynne Lane, University of Kansas
Wendy Peia Oakes, Arizona State University
Eric Alan Common, University of Michigan, Flint
Katie Scarlett Lane, Vanderbilt University

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. We provide examples from elementary and secondary schools who have used this tool as part of their professional learning activities.

Xavier Identification, Assessment & Intervention

Save the Date...

TECBD 2019

October 24th, 25th, 26th
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<tr>
<th>Time</th>
<th>Session</th>
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| 4:00 – 4:50  | Making Educationally Appropriate and Legally Sound Placement Decisions | Mitch Yell, University of South Carolina  
Michael A. Couvillon, Drake University                                                                 | A foundational principle of the Individuals with Disabilities Education Act (IDEA) is that students with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). Placement issues continue to be controversial and difficult for IEP teams to navigate, especially considering inclusive placements. In this presentation, we offer guidance and suggestions to ensure that IEP teams make educationally appropriate and legally sound placement decisions for students with disabilities. |
| Augustine   | Inclusion                                                              |                                                                                                   |                                                                                                               |
| The MTSS Framework in my Classroom: Am I Utilizing Everything I Can and How Does Technology Fit In? | Alice Cahill, University of Nebraska                                                                 | In this session, participants will learn about the MTSS framework and how to best encourage their learners, both academic and behavioral, within the framework. Participants will learn how to assess the needs of all students (not just the ones who are struggling). Included in this presentation is also understanding how using technology will support both the adults and the students. Utilizing formal and informal research as well as classroom experience, the presenters will provide essential information in an interactive way so that after the participants will feel empowered to go back to their classroom with a plan in hand. |
| Capistrano  |                                                                                                                                   |                                                                                                   |                                                                                                               |
| Establishing Need and Buy-in Prior to SWPBIS | Kelly Carriere, Mount Holyoke College  
Jodi Drury, North Berkshire Academy  
Michael Krezmien, University of Massachusetts - Amherst | School personnel within United States are rapidly adopting Schoolwide Positive Behavior Interventions and Supports (SWPBIS). Current research on SWPBIS lacks rigorous evidence for established need and buy-in. This presentation will review a mixed method sequential explanatory design model used to establish need and buy-in while exploring implications for future research. |
| Colonnade    | Richard E. Shores                                                       |                                                                                                   |                                                                                                               |
| Using Self-Regulated Strategy Development to Support the Reading Comprehension of Youth in Juvenile Justice Classrooms | Sara Sanders, University of Alabama                                                                | This presentation will provide participants information on how to implement self-regulated strategy development models to address reading comprehension deficits of students with E/BD. Considerations for implementation in juvenile justice classrooms will be discussed. |
| Campanile    | JJ                                                                     |                                                                                                   |                                                                                                               |
| The Flipped Classroom: Is it the Right Thing for Everyone? | Amany Habib & Bill Evans, University of West Florida  
Monica Carr, Monash University                                                                 | The flipped classroom is growing in popularity in the US and abroad. But, there are some questions related to the understanding of teacher trainers concerning this instructional arrangement and its use with children and youth who have special needs or those who are culturally and linguistically diverse. This presentation will examine the results of an international informal survey and interview of teacher trainers and their perceptions of effectiveness of the flipped classroom. |
| Cavetto      |                                                                                                                                   |                                                                                                   |                                                                                                               |
| A Comparison of K-12 Teachers' Perceptions of Student Motivation, Affect, and Academic Behaviors and Students' Performance | Suzanne Woods-Groves, Auburn University  
Taehoon Choi, University of Iowa  
Kinga Balint Langel, University of Minnesota - Duluth | The relationship of district-wide ratings of rural southeastern public school teachers' perceptions of K-12 students' motivation (persistence and curiosity), externalizing and internalizing behavior, and academic skills are compared with students' actual behavioral and academic performance. Hierarchical multi-level analysis revealed the relationship of teachers' views of student motivation with students' performance. |
| Ironstone    | Richard E. Shores                                                       |                                                                                                   |                                                                                                               |
Transition Services from Alternative Education Settings to a Less Restrictive Environment
Sara McDaniel, University of Alabama
Sarah Wilkinson, University of Connecticut
Skip Kumm, University of Illinois at Chicago

When alternative education placements are appropriate for students with E/BD, transition planning should occur prior to their return to a less restrictive environment. This presentation will identify key strategies related to the transition planning, progress monitoring, and scheduling required for effective transitions.

Jokake

The Use of an Interdependent Group Contingency to Prevent Behaviors Problems
Linda Reeves, University of South Alabama

The results of a class-wide group contingency to address the talking-out and side-talking behavior of 24-fourth graders will be presented. A withdrawal design was used to assess the effectiveness of the intervention. The intervention led to decreased levels of the target behaviors and high social validity ratings by the teacher.

Palm C

Evaluating the Contribution of Adult Directed Social Skills Lessons in a Multicomponent Intervention with Children with Autism Spectrum Disorder
Rebecca Hartzell & Chelsea Carr, University of Arizona

This study examined the contribution of adult directed lessons to student social engagement as part of a multicomponent procedure of adult directed lessons and child specific prompting with peer support delivered to four elementary-aged students with Autism Spectrum Disorder. Using a combined ABC and reversal (A-B-BC-B-BC), adult directed lessons were delivered to the students followed by the full intervention procedure. Full intervention procedures were delivered, followed by the adult-directed lessons to determine the effect of the adult-directed lessons on social engagement for students with ASD. Results, limitations, and implications for future research will be discussed.

Sand Lotus

Alternatives to Suspension: Connecting with Students Through the DETECT Process
Beverley Johns, MacMurray College

Come to this session to learn how to develop an array of positive alternatives to suspension, using the DETECT process. As some schools create more punitive consequences, hire more security officers, establish tighter security, they find this is not the answer to meeting the needs of students. Respect, relationships, and recognition are the tools that we must use to keep students in school. This session focuses on those positive tools to reach and connect with all students.

Palm C

Academic Data Analysis and the Selection of Effective Interventions
K. Richard Young & Lynnette Christensen, Brigham Young University

The Science of Learning has identified critical variables that effect the academic and behavioral outcomes for all learners. This presentation covers variables such as rate of learning, stages of learning, fluency, rates of correct and error responses and links these variables to proven intervention strategies. Student data will be shared.

Palm F
Special Educators: Jack of all Trades or Masters of None. A Look at Pre and In-Service Teacher Preparation for Severe Populations

Brittany Desnoyer & Katelyn Zirkus, University of Nevada - Las Vegas

Special educators serving populations of students with severe emotional and behavioral disorders (EBD) face a plethora of unique challenges, not experienced by their equally credentialed peers. Though many institutions of higher education (IHEs) do not delineate licensure based on categorical disability or behavioral severity, teacher and student outcomes suggest they should.

Wind Flower

Exploring Tier 2 Efforts in Addressing Students Social-emotional Needs: A Social Skills Feasibility Study

Eric Alan Common, University of Michigan, Flint
Mark Matthew Buckman, University of Kansas
Kathleen Lynne Lane, University of Kansas
David James Royer, University of Hawaii
Wendy Peia Oakes, Arizona State University
Grant Edmund Allen, University of Kansas

We present results of a Tier 2 social skills intervention implemented in four elementary schools implementing Ci3T models of prevention. We demonstrate how to (a) use schoolwide data sources to connect students to supports, (b) construct the content of each social skills groups, and (b) examine immediate and proximal outcomes of this usability and feasibility study.

Xavier Identification, Assessment & Intervention
Teaching Pre-Service Teachers High Leverage Practices to Address Challenging Behavior in Inclusive P-12 Settings

Kera Ackerman, University of Kentucky
Amy Lingo, University of Louisville
Todd Whitney, Bellarmine University

Because special educators are challenged to teach students with complex academic and behavioral difficulties, it is critical that they have expertise in using highly effective practices. This session highlights the efforts of three institutions to ensure pre-service teachers learn high leverage practices for students with challenging behaviors in inclusive settings.

Augustine  Inclusion

Using Technology to Increase Student Responding in the Classroom

Benjamin S. Riden, University of Minnesota - Duluth
Jonte C. Taylor & Theoni Mantzoros, Penn State

Active student engagement's impact on student learning has been one of the most consistent and robust findings of educational research over the past 30 years. One way to increase student engagement and assess understanding is to use active student responding. Attendees will learn to create ASRs to increase student responding.

Capistrano

Empowering Teachers to Participate in the Research Process: Using Instructional Choice and Direct Observation Recording in Elementary Classrooms

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

Teachers need low-intensity strategies, like instructional choice, to increase the academic engagement of students with and at-risk for behavioral and academic challenges. Likewise, teachers need feasible ways of evaluating student behavior in the classroom. This presentation will explore a series of single-case design studies representing a multi-year research project designed to empower teachers to implement choice in their classroom and be actively involved in all stages of the research process. We will discuss issues of implementation science over the course of the project and how procedures for data collection, implementation, and fidelity were adapted based on lessons learned in the field, including limitations and future directions.

Colonnade  Richard E. Shores

Check-in/Check-out and Its Adaptations for Residential and Juvenile Justice Settings: How Does It Work?

Sara Sanders, University of Alabama

Check-in/check-out (CICO) and its adaptation check-in/check-up/check-out (CICUCO) has been successfully implemented within residential and juvenile justice facilities as a Tier 2 intervention. The key features of CICO/CICUCO and how/what adaptations to consider for these settings will be discussed along with the sharing of implementation materials.

Campanile  JJ

How Open are Employers to Hiring Juvenile Offenders?

Heather Griller Clark, Sarup Mathur, James Short & Leslie LaCroix, Arizona State University

The purpose of this study was to determine how likely employers would be to grant an interview to a juvenile with a criminal background, and what experience, training, or skills employers seek when hiring juveniles with criminal backgrounds. Results and implications will be shared.

Cavetto  JJ

Students with Antisocial Behaviors Learning Social Studies Content: Where Have All the Interventions Gone?

Justin D. Garwood, University of Vermont

Students who exhibit antisocial behaviors, such as those with emotional and behavioral disorders (EBD), can benefit from social studies knowledge to help them overcome a defining characteristic of their disability. The purpose of this study was to conduct the first comprehensive meta-analysis of social studies interventions for students with EBD to identify promising practices and directions for future research. In this presentation, I discuss the characteristics of included studies, the quality of the extant research, implications for practice, and future directions for research.

Ironstone
**Friday**

5:00 – 5:50

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<th>Session</th>
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<tr>
<td>Can less be more? Evaluating critical components of Check-in/Check-out</td>
<td>Sara Rich, Candace Gann, Gary Duhon, Kelsey Rao &amp; Smith Kellen, Oklahoma State University</td>
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Literature indicates that Check-in/Check-out (CICO) effectively reduces problem behavior when implemented with check-in, in-class feedback and check-out meetings. The current study examined the minimum amount of feedback necessary to effectively improve student behavior. Results suggest that CICO may be effective without full implementation. Implications for research and practice are discussed.

| Beyond the Critical Features: Adapting Tier 2 Interventions to Increase Student Success | Caitlyn Majeika, Vanderbilt University  
Brittany Sterrett, Virginia Commonwealth University  
Sara McDaniel, University of Alabama  
Allison Bruhn, University of Iowa |

Tier 2 interventions may be adapted according to student responsiveness, age and developmental appropriateness, cultural and linguistic needs, and behavioral function. In this session, we present research-based strategies for adapting Tier 2 interventions (e.g., CICO, self-regulation strategies, CBT, social skills instruction) to increase student success.

| Managing “Un-rewardable” Behavior: Pre-service Early Educators Perceptions of PBS | Sharon Bohjanen, St. Cloud State University  
Amina Turton Vancouver Island University  
Jennifer Christensen, St. Cloud State University |

Misconceptions about PBS can prevent early educators from promoting prosocial behavior effectively. This is likely due to pre-service methods courses that only focus on token economies and reward systems. This qualitative study examined pre-service teachers perceptions of PBS before and after a community engaged course designed to address this gap.

| Is Retirement a Requirement? | C. Michael Nelson, University of Kentucky (emeritus)  
James M. Kauffman, University of Virginia (emeritus)  
Steven R. Forness, University of California-Los Angeles (emeritus)  
Lewis J. Polsgrove, University of Indiana (emeritus) |

At some stage in our careers, all of us will consider retirement. These four friends and colleagues have been retired from academia for over a decade and are in various stages of the process. They will share their perspectives on the process, the costs and benefits, and perhaps much more.


Participants will learn how self-management strategies have shown individuals with autism spectrum disorders (ASD) can learn ways to self-regulate their behaviors. A single case design meta-analysis was conducted to evaluate the effectiveness of self-monitoring interventions that use electronic devices for individuals with ASD. Practitioner-oriented implications will be discussed.

| Sand Lotus | ASD |
Fostering Emotional Intelligence in Children with Autism: An Interactive, Skill-Based Approach to Reducing Explosive Anger & Correcting Social Skills Deficits

Bryan Anderson, PCH OCD Treatment Center

Grab The Wheel: Helping Young Children Manage Explosive Anger, is a play-based social-emotional learning curriculum based on my work with children 4-7 years old with HFASD and my collaboration with UCLA autism researchers. The strategies are particularly well suited for those with ASD, but not limited to this population.

Video Analysis: A Research-Based Tool to Improve Instructional Practices

Kristi Morin, UNC-Chapel Hill

During this session, audience members will learn about the benefits of incorporating video into teacher and teacher candidate evaluations, as well as strategies for overcoming common implementation barriers. A brief overview of supporting research will be shared, in addition to resources to begin using video in educators' own observations.

White Rhino Social

6:00 PM
West Courtyard
### A Research Action Study: Building an Inclusive Classroom Community

Elizabeth Whitten, Western Michigan University
Mackenzie Sheahan, Portage Public Schools

The presentation will focus on the results of three-year action research study focused on a beginning teacher's reflections and implementation of navigating a dynamic classroom system to build an inclusive environment for all students. The teacher implemented several successful activities to build a strong classroom community.

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<th>Inclusion</th>
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<td><strong>A Research Action Study: Building an Inclusive Classroom Community</strong>&lt;br&gt;Elizabeth Whitten, Western Michigan University&lt;br&gt;Mackenzie Sheahan, Portage Public Schools&lt;br&gt;The presentation will focus on the results of three-year action research study focused on a beginning teacher's reflections and implementation of navigating a dynamic classroom system to build an inclusive environment for all students. The teacher implemented several successful activities to build a strong classroom community.</td>
<td><strong>A Systematic Review of Universal PBIS Implementation in Alternative Educational Settings</strong>&lt;br&gt;Nicolette Grasley-Boy, Wilhelmina van Dijk &amp; Nicholas Gage, University of Florida&lt;br&gt;This systematic review will summarize current research on universal PBIS systems implemented in alternative educational settings, including self-contained alternative schools, residential treatment centers, and juvenile justice facilities. Limitations of current research and the systematic review itself, along with directions for future research, will be presented.</td>
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### Exploring and Assessing Teacher Attributions for Challenging Student Behavior

Shannon L. Nemer, Jason C. Chow & Kristen Granger, Virginia Commonwealth University

Despite the value of understanding teacher attributions for challenging student behavior, few psychometrically sound measures assess this construct. Results from both a systematic review of literature of existing measures and a confirmatory factor analysis examining a new measure, as well as implications for research and practice, will be shared.

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<td><strong>I love her but I'm at a loss! Can you help me? Supporting Parents of Youth with EBD</strong>&lt;br&gt;Karen Burns, Texas A&amp;M University - Commerce&lt;br&gt;Marcus C. Fuller, Texas A&amp;M University&lt;br&gt;Kelly M. Carrero, Texas A&amp;M University - Commerce&lt;br&gt;Parents of children and youth with behavioral health concerns are often desperate for strategies to support their child and family. This presentation will provide practical steps in setting up a district wide parental support programs specifically targeted for families of youth with emotional and behavioral disorders (including autism).</td>
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### Cultural Adaptation Process for Classroom Management

Christerralyn Brown & Dan Maggin, University of Illinois at Chicago

The purpose of this study was to explore the extent to which teachers consider culturally responsive classroom management strategies and how cultural adaptations can be implemented within the context of a coaching program to support teacher consideration of culture. This study explored the relationship between culturally responsive classroom management and outcome expectancy that educators developed through the coaching program, Double Check.

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<td><strong>Turkish Parents’ Interactional Behaviors with Their Children with Developmental Disabilities: Experiences from Turkey</strong>&lt;br&gt;Ibrahim H. Diken, Anadolu University - Turkey&lt;br&gt;Ozlem Toper Korkmaz, Uludag University&lt;br&gt;Ozlem Diken, Anadolu University&lt;br&gt;This study focuses on interactional behaviors of parents with their children with developmental disabilities in Turkey. For this aim, first focus will be on descriptive and comparison studies regarding with interactional behaviors of parents with their children with developmental disabilities. We then describe and summarize intervention studies explored effectiveness of the programs based on relationship-based interventions such as Responsive Teaching Program. Suggestions will be provided during the session.</td>
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**Thinking Functionally About Behavior: Helping Classroom Teachers Feasibly Assess Function of Behavior for Students with or at-Risk for EBD**

Caitlyn Majeika, Vanderbilt University
Sarah Wilkinson, University of Connecticut
Skip Kumm, University of Illinois Chicago

Often, FBAs are needed for students with or at-risk for EBD in school settings but limited resources and training preclude their use. This presentation describes practical and feasible FBA procedures, shares tools teachers can use to identify the function of behavior, and highlights systems for using function when planning interventions.

**Positive Self-Talk: Teaching Students to Train their Brains**

Danielle Feeney, University of Nevada, Las Vegas

Positive self-talk is a method of having motivational, influential conversations with one's self. It is used in exercise psychology to increase focus, self-regulation, and confidence. Using a Demonstration plus Permanent Model strategy, educators can teach students to use positive self-talk in challenging circumstances to improve self-control, decision-making, and self-worth.

**Empowering Teachers to Reduce Stereotypical and Self-Injurious Behaviors Using an Evidence-Based Practice**

Kristi Morin, UNC-Chapel Hill

During this presentation, audience members who teach students with autism or who provide pre-service instruction to educators, will learn how to use response interruption and redirection, an evidence-based practice, to reduce stereotypy and self-injury among this population. Interactive components will include video examples, scenarios, and opportunities to engage in discussion.

**Five Key Steps to Sustainably Aligning Multi-Tiered Systems District Wide**

Mae Coffman, Emergent Tree Education

Even though features of Multi-Tiered Systems of Behavior Support are well defined, implementation barriers still exist at the direct service provider level. The framework may not be well understood at the campus level making implementation less effective. One district utilized five strategies to reduce the impact of campus resistance.

**Improving the Technical Adequacy of Behavior Intervention Plans through Feedback**

Rebecca Cramer & Cade Charlton, Brigham Young University

Students with EBD often engage in behavior that qualifies them for a Behavior Intervention Plan (BIP). Unfortunately, many BIPs don't meet technical adequacy standards despite the availability of training. This presentation includes a review of the research on these issues and explores the use of feedback to improve BIP technical adequacy.
Can the Use of Self-Monitoring Overcome Low Treatment Tier 1 Fidelity in Inclusive Settings?
Meghan Coleman, Kortney Rist & Candace Gann, Oklahoma State University

Treatment integrity is an integral part of ensuring the success of behavioral intervention implementation. Nonetheless, desired rates of treatment integrity do not always occur, despite implementer's best efforts. In this presentation, we will discuss self-monitoring as one way to overcome the barrier of low implementation of Tier I practices in an inclusive middle school classroom setting.

Augustine

Consequence-based decision making applied to adolescents with EBD in alternative institutions
William E. Woods, University of Nevada Las Vegas

This presentation focused on consequence-based decision making and its relation to adolescents with emotional and behavioral disorders (EBD). Adolescents with EBD typically make decisions out of emotion and less out of logic. This lesson will teach the adolescents how to lower their emotion and make calm and rational decision.

Campanile

Invest in Johnny and We'll Throw in a Free Walkie-Talkie!
Jennifer G. Mann, Texas A&M - Commerce
Michelle R. Laird, Valley View School District, Illinois
Kelly M. Carrero, Texas A&M - Commerce

Despite federal mandates to consider the least restrictive environment (LRE) for students with emotional/behavioral disorders (EBD), professionals often have to "market" students into LREs. This presentation describes how to build and "sell" a transition plan that moves students along the LRE continuum and addresses common concerns of receiving professionals.

Cavetto

Describing and Comparing Pragmatic Language Skills of Turkish Students with Typical Development and Inclusive Education Students with Mild Intellectual Disability
Ozlem Diken, Anadolu University - Turkey

This presentation will describe and compare pragmatic language skills of Turkish students with typical development and inclusive education students with mild intellectual disability. Participants included 152 primary school students between 5 and 12 years of age. Data were collected via Turkish version of Pragmatic Language Skills Inventory (TV-PLSI, Alev, Diken, Arıç, Diken, Şekercioğlu and Gilliam, 2014). Results indicated that out of 75 students with typical development (STD), 58 (77.4 %) had average or above average pragmatic language skills whereas out of 77 inclusive education students (IES), only 17 (22.1 %) showed average or above average pragmatic language skills.

Dolores

Educators perceptions of EBD, inclusion, and Evidence-based Practices
Andrea Larmon, Christina Bosch & Michael P. Krezmien, University of Massachusetts - Amherst

A pilot study of the International Survey of Inclusion was used to gather information from educators in Massachusetts about their perceptions of inclusion, EBD, and knowledge of EBPs for students with EBD. This presentation will present the quantitative and qualitative findings, and discuss the results and recommendations moving forward.

Capistrano

Special Educators' Working Conditions, Stress, and Commitment to Continue Teaching in Self-Contained Settings for Students with EBD
Nelson Brunsting, Wake Forest University
Michelle Cumming, Florida International University
Liz Bettini, Boston University

Improving working conditions is essential for improving the quality and effectiveness of special education teachers (SETs) serving students with EBD. We present results from a nationally representative survey of 295 SETs, focused on working conditions, stress, and intent to continue teaching in self-contained settings for students with EBD.

Colonnade
| **Saturday**  
| **10:00 - 10:50** |

| **The Utility of Behavioral Skills Training: Extending Knowledge on Behavioral Assessment and Intervention to General Education Teachers**  
Mark Samudre & R. Allan Allday, University of Kentucky  
This presentation will discuss findings from a study that used a pretest-posttest control group design with switching replications to examine the effectiveness of a multi-component training intervention (MCTI), modeled after behavioral skills training, on pre-service elementary general education teachers' ability to collect antecedent-behavior-consequence data using a structured format. Results indicated a statistically significant increase in accuracy following the training. |

| **A Systematic Review of Storybooks Used as Intervention Tools to Increase Communication**  
Lauren Pierson, Texas A&M University  
This systematic literature review investigates how storybooks used as intervention tools contribute to increased communication outcomes for school-age children with complex communication needs who use AAC. Findings suggest that improvements in overall communication may result when storybooks are used as intervention tools for children with complex communication needs. |

| **Inclusive Post-Secondary Education: Impact of Training and Coaching on Peer Mentor’s Implementation Fidelity and Behavior of Adults with Autism Spectrum Disorder and Intellectual Disability**  
Kirsten Lansey, University of Arizona  
Inclusive post-secondary environments provide opportunities for adults with ASD-ID to develop adaptive, social, and communicative behavior, supported by same-aged peers. This session overviews a study exploring the impact of training and coaching on peer mentor's fidelity of implementing individualized interventions aligned with evidence-based practices and behavior of adults with ASD-ID. |

| **Using Peer-Assisted Learning Strategies to Facilitate Social Skills in Students with ASD**  
Juliet Hart Barnett, Arizona State University  
Cean R. Colcord, Whittier College  
Foundational to autism spectrum disorders is difficulty acquiring social skills. Peer-mediated interventions embed opportunities to develop social skills during instruction. In this study, peer-assisted learning strategies (PALS) were implemented to address social skills in a second-grade student with ASD. Results demonstrated that PALS improved the student's on-task behavior, communication with peers, and academic skills. |

| **Alternatives to Suspension and Expulsion for Students with or At-risk for Emotional and Behavioral Disorders**  
Martin Mendoza & Sandra Smith, Texas A&M  
Schools continue to use exclusionary discipline despite the literature overwhelming supports suspension does not reduce problem behaviors. Factors are examined associated with exclusionary practices such as zero tolerance policies, race/ethnicity, and disabilities. Preventative and responsive strategies are discussed in lieu of exclusionary discipline. Texas A&M University |

| **Jokake** |

| **Sand Lotus** |

| **Wind Flower** |

| **Xavier** |
Moving the Needle: The Time is Now to Include Students with EBD
Christopher Lanterman, Michelle Novelli & April Brady, Northern Arizona University
Adam Lockwood, Western Kentucky University
Karen Seelander, Northern Arizona University
Jo Hendrickson, University of Iowa
Kristin Lilly, Tempe Unified School District, Shannon Wians, Northern Arizona University

From Boys Town to PBIS to UDL, we have a long history of effective practices for students with EBD. We will explore the reasons that more than half of these students are excluded from the general education environment and identify strategies that will promote greater inclusion of students with EBD.

This Is Not Normal: The Problems with School Discipline through the Eyes of Those Affected
Megan D. Grant, University of Massachusetts - Amherst

The author will present findings from a mixed method sequential exploratory analysis study that investigated disproportionate suspensions in one district and state, and sought to understand and interpret the findings through the lenses of diverse stakeholders including students, parents, and educators. Findings and implications will be discussed.

Educational Leaders Perspectives on Their Preparation, Practice, and Professional Development in MTSS
Jodi Drury, University of Massachusetts
Kelly Carriere, Mount Holyoke College
Michael P. Krezmien, University of Massachusetts - Amherst

The role of school leaders today directly impacts students and staff. Research into educational leaders perspectives and experiences with Multi-Tiered Systems of Support (MTSS) provides a lens to help examine the culture of training and constructs of knowledge, of school leaders.

The Effect of Self-Monitoring Across General Education Settings
Lane E. Maxcy & Denise A. Soares, University of Mississippi

Evidence-based classroom management procedures that effectively promote student engagement and decrease disruptive behavior are essential in inclusion classrooms serving students with emotional and behavioral disorders (EBD). This study was conducted to investigate the effectiveness of a self-monitoring procedure. A multiple baseline across three academic subject areas was used to assess the effectiveness of the intervention. Preliminary findings and implications will be presented.

Culturally Offensive vs. Culturally Inclusive Lessons
Veda Jairrels, Clark Atlanta University

This presentation focuses on aspects of lesson plans that have received criticism from educators and the African American community. Recommendations will be made to guide teachers in their development of culturally inclusive lessons, with an emphasis on the inclusion of history and teaching methods pertinent to African Americans.
### Saturday 11:00 - 11:50

#### Using Co-teaching Models to Integrate Behavioral Interventions into Inclusive Classrooms

Kimberly McDuffie Landrum, University of Louisville  
Sarah Cothren Cook, University of Hawaii

Co-teaching is the most often used approach for supporting students with EBD in general education settings. However, co-teachers often have difficulty providing students with behavioral interventions in order to meet their individual needs. This presentation provides examples of how to integrate behavioral interventions strategically within various co-teaching models.

#### Parent to Parent Support for Families of Students with EBD to Improve Engagement with Schools and Service Providers

Jacqueline D'Angelo, Kristin Hurley, Jennifer Farley & Matthew Lambert, University of Nebraska, Lincoln

Parent Connectors is an evidence-based, parent-to-parent support program for families of children with EBD to improve engagement in their child's school and service providers. We will discuss the components of Parent Connectors, share fidelity data, and discuss preliminary outcomes that support the use of Parent Connectors in middle schools.

#### Antecedent Exercise: Quality, Effectiveness, and Implications for Changing Behavior for Students with Autism

April Haas, Texas A&M University

Research using exercise as a way to modify behavior is not lacking, however, the quality is unknown. Researchers assessed quality and effect size of antecedent exercise interventions to determine its effectiveness for changing behaviors. Results indicate quality exercise interventions show positive findings to increase physical activity and academic engagement and decrease challenging behavior. Implications for implementation in the classroom are discussed.

#### Mentoring in Special Education: What Emotional Support Teachers Need

Gwendolyn K. Deger, Pennsylvania State University

A presentation of a review of the literature about mentoring in special education to identify topics discussed in mentoring sessions and what special educators and emotional support teachers feel that they need to be successful in their first year of teaching. Findings indicated that mentoring sessions discuss instructional strategies and behavior management strategies most often which new teachers do not feel as high of a priority. In contrast, mentoring sessions discuss IEP paperwork management and reviewing student data the least which new teachers do feel is a high priority. Implications will be discussed.

#### ADHD or Childhood Trauma?

Jesika Miller, University Place School District

With increased numbers of children diagnosed with behavioral disorders and experiencing childhood trauma at home, how does a school team proceed with intervention? This presentation is meant to draw awareness to the parallels between the two, and will share our district's method for teasing out "at-risk" children and providing follow-up intervention and/or support.
SATURDAY WORKSHOPS
Palm C & F
9AM-4PM

Registration 8:30
9:00 a.m. – 12:00 p.m.

Supporting School Success!
Feasible Strategies for Supporting Engagement
Kathleen Lane, Wendy Oakes, David Royer, Eric Common, Mark Buckman, & Grant Allen

Relating in the Classroom: Best Practices for Effective Teacher-Paraeducator Collaboration
Tia Barnes & Christina Cipriano

Lunch on your own

1:00 p.m. – 4:00 p.m.

Supporting School Success!
Designing Engaging Lesson Plans
Wendy Oakes, Kathleen Lane, Mark Buckman, & Katie Lane

Instructing for Social and Emotional Learning Across the School Years
Brian Barber, Christopher Van Loan, Michelle Cumming, & Daniel Poling
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 42 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.

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

If you choose to submit, please send your manuscript via email to me by January 2, 2019. 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 2018 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