

Day	Time	Lead Presenter Name	Presentation Title	Presentation Abstract (50 words)	Strand	Co-Presenter #1 Name	Co-Presenter #2 Name	Co-Presenter #3 Name	Please list any additional
Thursday	9:00-12:00	Gregory J. Benner	Practical Classroom Strategies for Youth with Emotional and Behavioral Health Concerns	In this session, we demonstrate practical function-based behavioral interventions for students with emotional and behavioral health concerns. We provide practical demonstrations on how these interventions can be applied in the classroom and as standard protocol interventions. Real world video examples of each strategy will be shown. We will provide an engaging, user-friendly approach for social and emotional learning strategies with students who need them most.	Pre-Conference	Erica Lee			
Thursday	10:00-12:00	Lauren Collins	School Shootings: What We Know and What We Can Do	In this panel session we consider what professionals know and can do about school shootings. We engage with participants in discussion around issues that may contribute to school violence, strategies that have been proposed in response to school shootings that may be ineffective or even harmful (e.g., zero tolerance, target hardening, active shooter drills), as well as both broad (e.g., PBIS) and specific (e.g., threat assessment) strategies that show promise in reducing violence and ultimately	Pre-Conference	Terry Scott			Moderators: Melody Tankersly & Tim Landrum
Thursday	1:00 AM	Melody Tankersly	What LeBron James Taught Me about Supporting Youth with Emotional and Behavioral Disorders	I have worked with and/or for youth with emotional and behavioral disorders, their families, and their teachers for more than 35 years. During this time I have advocated for the use of, and have implemented, research-based practices that I have learned from the giants in our field. So as I began working with the LeBron James Family Foundation's I Promise School, I was impressed with their focus on the implementation of research-based practices at a community level for students with	Keynote				
Thursday	2:00 PM	Allison Bruhn	Self-Monitoring Interventions that Work!	Using findings from a systematic review and a randomized control trial on self-monitoring interventions, we will bridge the research to practice gap by providing concrete, evidence-based recommendations for designing and adapting self-monitoring interventions to enhance student success. These recommendations will be practical and feasible for professionals serving students with EBD.		Joseph Wehby			
Thursday	2:00 PM	Denise A Soares	Computer Assisted Instruction for Adolescents with ADHD	Adolescents with ADHD often struggle academically due to skill gaps created by symptoms and impairment, such as inattention and distractibility. Computer Assisted Instruction in the form of software programs has the provides an opportunity for reteaching and practice and can remediate gaps. This presentation will describe computer assisted academic programs and the supporting research.		Judith Harrison	Alyssa Baran	Sripirna Bhattacharyya	
Thursday	2:00 PM	Elizabeth Michael	Considerations for Alternative Education Settings: Embedding Low-Intensity behavior Strategies within Academic Instruction	Low-intensity behavior strategies like choice making support educators to address both academic and behavioral needs of students with minimal effort and planning. This session provides practical suggestions, considerations, and resources for embedding choice making to meet the needs of students working in alternative education settings	Juvenile Justice	Nicole Swoszowski	Kristine Jolivet	Robin Parks Ennis	
Thursday	2:00 PM	Helen Flores	Addressing Overrepresentation of Minoritized Students in EBD	Students that are racially, ethnically, and linguistically diverse (RELD) are often overrepresented in the category of emotional disturbance. This presentation will summarize the extant literature on factors that lead to overrepresentation (e.g., cultural mismatch, assessment, funding disparities) and delineate 10 areas in which teachers and schools can take actionable steps to promote change.		Buruuj Tunsill	Norma Urquiza		
Thursday	2:00 PM	Jonte (JT) C. Taylor	Mass Appeal: Culturally Responsive Practices using a Hip-Hop Based Education Framework	This presentation will explore how the components of hip-hop based education can be incorporated into inclusive K-12 classroom communities to support culturally responsive practices. It will feature content related to culturally responsive practices, multi-tiered systems of behavioral support, and hip-hop pedagogy.		William Hunter	Laron Scott		
Thursday	2:00 PM	Justus Bowland Gleason	What We Learned from Applying the Infinite Mind Map with Youth with EBD in a Residential School: Building Emotional Competence	Youth with EBD served in residential treatment facilities often present with emotional dysregulation during academic and social instruction which warrant intervention. In this session, we will discuss how we implemented the infinite mind map with youth with EBD in a residential school and what we learned from both youth and teachers in terms of how the teachers applied recover, coping, and adjustment strategies to improve youth disruptive behaviors.	Juvenile Justice	Kajuan Smith			

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Thursday	2:00 PM	Katherine A. Graves	Nine-Step Framework to Evaluate Restraint and Seclusion Practices in Your School	The purpose of this presentation is to provide an accessible nine-step framework for administrators to use to evaluate and ensure safe, fair, and appropriate R & S practices restraint and seclusion within their schools.		Chad A. Rose			
Thursday	2:00 PM	Melissa Kenyon	Behavior Interventions; Understanding Comorbidities of Autism Spectrum Disorder	Research shows the prevalence of receiving an additional diagnosis such as ADHD, OCD, Mood Disorder, Intellectual disability, ODD, etc. increases when a student has a primary diagnosis of Autism Spectrum Disorder. Understanding the functions of behavior and how to effectively implement function based interventions will increase student outcomes and success.					
Thursday	2:00 PM	Michele S McKoy	Collaboration + Problem Solving= Trauma Informed Instructional Practices	Teachers and school based personnel are in search of effective strategies to support their students who have experienced an increased number of traumatic events in recent years due to the impact of COVID-19, continued food and shelter insecurities. This session will provide the teachers and staff who support their students effective and practical trauma informed instructional practices to increase academic achievement as well as meet the social emotional needs of their students.		Michelle Tucker	Rowland Dent		
Thursday	2:00 PM	Rose Iovannone	A Modular Approach for Implementing Evidence-Based Class-wide Behavior Practices for Students with Emotional Disabilities	MOTIVATED is an intervention that uses a modular approach and active coaching to guide teachers of students with emotional disabilities to select and implement evidence-based class-wide behavior interventions that will best address class-wide behavioral concerns. The intervention will be described and the results of the feasibility study, including teacher fidelity and class outcomes, will be shared.		Kimberly Crosland			
Thursday	2:00 PM	Scotia Hammond	A Systematic Literature Review: Exploring Outcomes Related to Students with EBD who Transition to Postsecondary Education	Students with Emotional and Behavioral Disorders (EBD) enroll in postsecondary education at significantly lower rates than the general population of same age youth. A literature review was conducted to further explore the supports and outcomes related to students with EBD who transition to postsecondary education.		Stephanie Huff			
Thursday	2:00 PM	Shanon Taylor	What EBD Teachers Should Know About Secondary Trauma	Students with EBD are most likely to have experienced trauma, and this has been exacerbated by the COVID-19 pandemic. Teachers working with these students may use trauma-informed practices to help their students, but do they know how to avoid the effects of secondary trauma themselves? This session will discuss trauma, secondary trauma, and how teachers can minimize the impacts of secondary trauma and maintain emotional health.		Sara Vega			
Thursday	2:00 PM	Terrance Scott	Considerations for Applied Research in Schools: A Panel Discussion	A panel of researchers with extensive experience conducting school-based research discuss strategies for recruiting schools and managing applied research at the school, classroom, and individual student levels. Each panel member will provide a brief overview with suggestions, followed by an open discussion forum.	Mentoring	Carl Sumi	Kathleen Lane	Wendy Oakes	
Thursday	3:00 PM	Aaron Perzigian	What's Alternative about Alternative Education for Students with Behavior Disorders?	In some instances, alternative signifies innovative approaches to educating students presenting challenging behaviors. Yet, in other instances, alternative signifies defacto segregation for students deemed too difficult to serve in their neighborhood schools. This presentation will review current trends and issues in public alternative education, including recent research and policy.		Jeff Hart	LeAnne Robinson	Charles Lambert	
Thursday	3:00 PM	Alice S. Cahill	Los Diez Primeros: Changing Classroom Management through Teacher Beliefs	Why is it so hard to manage a classroom? Why do we see the same problems year after year in our rooms? This teacher-practitioner friendly presentation turns classroom management upside-down on its head and looks at it through a new perspective, reflecting on the teachers' beliefs and how that impacts behavior.					

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Thursday	3:00 PM	Aniva Lumpkins	Enhancing Social Justice for Students with Behavior Disorders via Equity-Based Multi-Tiered Systems of Supports	Disparities in the identification and placement of students with challenging behaviors from diverse backgrounds have proven a long-standing concern. Research supports the implementation of culturally responsive, multi-tiered systems of support. This presentation highlights practical strategies and effective resources for teachers to address the behaviors of diverse learners.		Elizabeth Cramer	Chauntea Cummings	Helen Flores	Sharde Theodore, Doctoral Student (Florida International University), sttheo011@fiu.edu
Thursday	3:00 PM	Ashley S. Virgin	Utilizing Precorrection within Juvenile Justice and Residential Settings	Low-intensity behavioral strategies such as precorrection are designed to be delivered effectively and easily specifically for youth that are in grades K-12. This session will discuss the role of precorrection within juvenile and residential facilities, while also offering practical suggestions for implementing this strategy.	Juvenile Justice				
Thursday	3:00 PM	Catherine Payne-Lewis	Using play to meet ASD learners' IEP goals	Delivering comprehensive interventions for severe ASD learners in the classroom while meeting IEP goals can be challenging. This presentation will focus on how PlayProvement can be used as an intervention that teachers can utilize to promote metacognition and social skills for severe autistic learners while addressing their IEP goals		Sripirna Bhattacharyya	Judith Harrison		
Thursday	3:00 PM	Heather Griller Clark	Preparing Leaders in Education, Disability, and Juvenile Justice	In this session we will describe the Preparing Leaders in Education, Disability, and Juvenile Justice (PLEDJJ) doctoral preparation program and new scholar will share relevant literature in the field.	Juvenile Justice	CoPIs: Sarup Mathur, Michael Krezmien, Dan Maggin, Amber Benedict	Students: Justine Parnell, Annee Grayson, Kassandra Spurlock (ASU); Alexandra Attinger & Celine		
Thursday	3:00 PM	Kate Snider	A Quantitative Comparison of the Effects of Role Play and Mixed-Reality Simulation on Preservice Teachers Behavior Management Practices	Microteaching and role play allows pre-service teachers to practice instructional strategies before they engage P-12 learners in clinical field placements. This session will discuss a study that examined the effects of role play versus mixed-reality simulations on the development of pre-service teachers' ability to actively engage students while setting group expectations for behavior and providing opportunities to respond.		Todd Whitney	Justin Cooper		
Thursday	3:00 PM	Lifen Li	Teachers' lived experiences of disruptive behavior in self-contained classrooms	This phenomenological study examined teachers' lived experiences of classroom disruptive behavior. We interviewed teachers in self-contained classrooms and applied hermeneutic analysis techniques to interpret their attestations. We discuss how examining teachers' lived experiences can increase quality and relevance of teacher support and improve research translation to better address disruptive behavior.		Brian Barber			
Thursday	3:00 PM	Lydia A. Beahm	Social Validity in Tier 2 and Tier 3 Experimental Studies	This systematic literature review assessed how social validity was evaluated and reported in experimental studies evaluating Tier 2 and 3 interventions. Forty-eight studies were assessed, and 31 studies systematically assessed social validity. Most used pre-existing surveys and collected data from interventionists. Results were primarily positive. Implications for research are discussed.		Bryan G. Cook			
Thursday	3:00 PM	Marissa A Rakos	Barriers to the Implementation of PBIS	There are barriers to implementing PBIS in educational settings with fidelity to achieve the benefits associated with the framework. This presentation will discuss these barriers, relying on anecdotal experiences from teachers. The focus will be on implementation (i.e., practice vs expectations, usage), training, and future steps for a better impact.		Robbie J Marsh			
Thursday	3:00 PM	Meghan Allen	The Invisible Intersection: Supporting LGBTQIA+ Students with Disabilities	LGBTQIA+ youth are more than twice as likely to report persistent feelings of sadness and hopelessness than their heterosexual peers (NAMI, 2022), and individuals with disabilities are nearly 5 times more likely to experience frequent mental distress compared to individuals without disabilities (CDC, 2020). Given these troubling statistics, all educators but especially special educators must consider how to best support this unique population. Learn relevant terminology, resources,					

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Thursday	3:00 PM	Rena VanDerWall	Structured Information Literacy Instruction for Preservice Teachers: Maximizing Research to Guide Practice	Despite teacher preparation programs (TPPs) emphasis on research-based interventions, new teachers struggle to utilize the research to guide their practice. To help, TPPs should include information literacy (IL) skills in their coursework. This presentation will review the guidance on IL and initial work integrating IL into the curriculum.		Sarah Summy			
Thursday	3:00 PM	Sean Brown	Bridge: Building Relationships Independently Developing Goals For Excellence	For children with emotional and behavioral disorders school districts who can not meet their needs will send students to an alternative setting, typically out of the school district. This Public School has partnered with a behavioral health facility to create a BD classroom for students with emotional and behavioral disorders. In this therapeutic setting, students receive daily SEL skill building period, therapeutic services from a licensed clinician and psychiatry services if deemed necessary.		Catherine Havens			
Thursday	4:00 PM	Chasidy Taylor	Meeting Youth Where They Are	Working with youth in juvenile justice can be challenging and a one size fits all approach simply does not work. In this session, we will focus on how to meet youth where they are and develop unique strategies to increase coping skills.	Juvenile Justice	Lester Allen			
Thursday	4:00 PM	Elizabeth Michael	Considerations for Alternative Education Settings: Embedding Low-Intensity Behavior Strategies within Academic Instruction	Low-Intensity behavior strategies like choice-making support educators to address both academic & behavioral needs of students with minimal effort and planning. For students with and at risk for emotional and behavior disorders (EBD), low-intensity strategies provide support within classroom routines that promote pro-social behaviors. This presentation provides practical suggestions, considerations, and resources for embedding choice-making to meet the needs of students working in AE		Nicole Cain Swoszowski	Kristine Jolivet	Robin Parks Ennis	
Thursday	4:00 PM	Erica Lee	The Importance of Teacher SEL and Well-being in the Classroom	Today's teachers experience high levels of stress and fatigue, with negative impacts on their well-being. This presentation discusses the impact on teacher well-being and student achievement and calls for more attention to teachers' social and emotional learning. A new framework is proposed for establishing interventions to develop teacher SEL supports.		Sara Sanders			
Thursday	4:00 PM	Erin Rotheram-Fuller	Building an Interdisciplinary Program around Autism	Although there are many professionals and stakeholders supporting children with autism, there is little training on effective communication and collaboration across these individuals. Training programs can incorporate interdisciplinary competencies to help increase comprehensive supports. Interdisciplinary competencies and a model for incorporating new competencies in existing programs will be discussed.		Maria Dixon			
Thursday	4:00 PM	Francie R. Murry	EBD Behaviors from Intergenerational Trauma: Identification and Strategies	Students with EBD can show trauma response when no original trauma is identified. Transgenerational trauma affects the development of children/grandchildren. If unidentified, educators can misunderstand student and parents' response to behaviors and misjudge opportunities for parent collaboration. Epigenetic studies and strategies to promote student social, academic, and future intergenerational healing are presented.					
Thursday	4:00 PM	Gwendolyn K. Deger	Game-Changing Higher Education: The Effects of Gamifying a Foundations to Special Education Course	Education changed during the pandemic, and educators are growing to meet it. Gamification is one newer strategy that is gaining traction. Gamification is where game elements are embedded into non-game settings, like education. The purpose of this presentation is to review the impact of adding gamification to a foundations of special education college course for both teacher candidates and non-education major students.					
Thursday	4:00 PM	Marcus Fuller	Merging Culturally Sustaining Pedagogy and Universal Design for Learning to create the inclusive classroom	Combining Universal Design for learning (UDL), that lessens barriers for students with disability AND Culturally Sustaining Practices (CSP), that lessens barriers for marginalized students; presents a strong pedagogy for the inclusive classroom. This presentation will showcase how a combined UDL/CSP framework can be implemented within the classroom to combat systemic issues like racism and ableism.		Elizabeth Harkins	L. Lynn Stansberry Brusnhan		

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Thursday	4:00 PM	Michelle Cumming	School-Based Interventions to Reduce Exclusionary Discipline for Minoritized Students: A Systematic Literature Review	Minoritized students with significant behavior problems are disproportionate recipients of exclusionary discipline. To alter negative outcomes associated with these practices, there is a need for alternative approaches. We conducted a systematic literature review to examine effectiveness of school-based interventions in reducing exclusionary discipline. We will share findings and provide recommendations.		Elizabeth Cramer	Chauntea Cummings	Arianna Barroso	Patricia Gann, plums001@fiu.edu, Florida International University; Aniva Lumpkins, alumpkin@fiu.edu.
Thursday	4:00 PM	Reesha Adamson	Redefining Academic Accommodations for Students with Emotional and Behavioral Disorders at the Elementary Level	This presentation will describe a conceptual model for implementation at the elementary level for supporting students across academic and behavioral domains. The process presented is systematic and provides a template for the selection, implementation, and effectiveness of accommodations provided.		Jessica Nelson			
Thursday	4:00 PM	Rena VanDerwall	Developing a Data Culture in Your Classroom	Data-based decision making is highly emphasized in schools. However, data collection can often feel meaningless and burdensome for teachers. This presentation will review key components of creating a data culture in your classroom, systems for doing so, and resources to get you started.					
Thursday	4:00 PM	Sharde Theodore	Cultures of Care: A Review of Culturally Responsive Behavior Management Supports for Marginalized Students with Emotional and Behavioral Disorders	Students from racially, ethnically, and linguistically diverse (RELD) backgrounds consistently face disparities in discipline, which impedes their success in school and long term. This presentation highlights relevant research exploring discipline disparities and an analysis of culturally responsive evidence-based strategies that have been shown to be effective for RELD students.					
Friday	8:00 AM	Aimee J. Hackney	Why Don't I Get To Pick Today? The Effects of Choice-Making on Trauma-Exposed Youth in a Residential Treatment Facility	In this session, we will share the effects of choice-making on youth on-task behavior and accuracy during math review class during summer programming in a residential treatment facility for youth with EBD. Implications for practice with considerations for trauma-informed choice-making will be shared.	Juvenile Justice				
Friday	8:00 AM	Aniva Lumpkins	The Impact of Early Childhood (EC) Positive Behavioral Interventions and Supports (PBIS) on the School Outcomes of Minoritized Youth with Emotional and Behavioral Problems	Exclusionary discipline practices disproportionately impact children from ethnically diverse backgrounds. Positive Behavioral Interventions and Supports (PBIS) have proven effective in mitigating adverse early life experiences and decreasing the negative school outcomes for minoritized youth with emotional/behavioral problems. Evidence-based practices are highlighted to advise program planning, legislation, and future research.					
Friday	8:00 AM	Chad Rose	Understanding Bullying Involvement Among Youth with EBD	Youth with disabilities are disproportionately involved within the bullying dynamic. Youth with EBD typically experience high rates of victimization, and engage in higher rates of aggressive behaviors. Therefore, youth with EBD represent a subgroup identified as bully-victims. This session will outline predictive and protective factors associated with involvement, warning signs, and skill-based interventions designed to reduce the prevalence of bullying, especially among youth with EBD.		Katie Graves	Lindsey Mirielli	Cannon Ousley	
Friday	8:00 AM	Christian Sabey	Misaligned Contingencies? The BCBA in Schools Problem	School personnel are facing increasingly challenging behavior and Board Certified Behavior Analysts have specialized training on challenging behavior. It would seem that BCBAs could be an important asset in schools. However, too often, school personnel and BCBAs are at odds, resulting in less than ideal outcomes. In this presentation, we will discuss how the reinforcement contingencies for school personnel may differ from those of BCBAs and how they might be better aligned.		Cade Charlton	Melanie Dawson		
Friday	8:00 AM	Joseph Calvin Gagnon	Leveraging IDEA to Stop Solitary Confinement	The purpose of this session is to provide information for special educators, administrators, attorneys, and advocates, related to provisions within IDEA that are incompatible with solitary confinement, and the manner in which these provisions can be employed to prevent the use of solitary confinement for youth with disabilities.	Juvenile Justice				

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Friday	8:00 AM	Lane Maxcy	The Impact of Art and Music Therapy for Individuals with ASD	Children with autism spectrum disorders (ASD) are more visual and concrete learners that could benefit from art and music therapy (Cooper & Widdows 2004). In my proposed presentation, I will discuss previously conducted research, components of art and music therapy programs, ways to embed art and music education into k-12 classrooms, and benefits of these therapy programs.					
Friday	8:00 AM	Lauren W. Collins	What does it mean to be at risk for EBD? A systematic review of participants in EBD literature	Research about students with EBD often includes students who are at risk and/or who are identified with other disabilities. This presentation will present a systematic review of the participants included in the EBD literature, with special attention to students who are described as being at risk for EBD.		Timothy J. Landrum			
Friday	8:00 AM	Marissa J. Filderman	Social and Emotional Learning: Assessing and Progress Monitoring SEL Skill Development in Elementary Classrooms	Social and emotional learning skills are important for elementary students with and at-risk for EBD to acquire and an important component of SEL instruction is progress monitoring student growth. This presentation provides practical suggestions for monitoring skill acquisition, as well as intensifying supports and lesson dosage for students in need.		Gregory J Benner	Sara Sanders	Elizabeth L. Michael	
Friday	8:00 AM	Mark M. Buckman	Project ENHANCE: Enhanced Ci3T Professional Learning Series and Delivery: Supporting Initial and Experienced Implementers	We provide an update on Project ENHANCE, a five-year project examining complex, integrated tiered systems of support. We feature preliminary lessons learned about professional learning resources and introduce Enhanced Ci3T Professional Learning Series tested in six districts in 4 regions in the US during the 2022-2023 and 2023-2024 academic years.	Students With or At Risk for Behavior Disorders: Identification, Assessment, & Intervention	Rebecca L. Sherod	David J. Royer	Eric A. Common	Grant Edmund Allen University of Wisconsin-Stout allengr@uwstout.edu
Friday	8:00 AM	Matt Milanowski	Using Equity Audits in Juvenile Justice Settings	Since the 1980s, disproportionalities in minorities coming into contact with the juvenile justice system have been tracked and reported. Equity audits at the point of confinement can provide critical information for improving and creating equitable programming for all youth in juvenile justice settings.	Juvenile Justice				
Friday	8:00 AM	Michelle Cumming	Effectiveness of School-Based Interventions in Fostering Executive Functioning: Implications for Students with EBD	Executive functioning is foundational to lifelong achievement. Building executive functioning, which develops throughout childhood, is critical for students with behavioral- and learning-related disabilities who tend to exhibit difficulties. We conducted a meta-analysis to determine differential effectiveness of school-based interventions. We will share findings and implications for fostering students' executive functioning.		Helen Flores	Cristina Criado Barrios	Alexandra Arango	Maria Laura Rodriguez, Florida International University, mrodr1092@fiu.edu
Friday	8:00 AM	Rena VanDerwall	Don't Try to Weather the Storm: Alternatives to Extinction Interventions	Extinction interventions are often included in behavior intervention plans. However, student responses to these interventions can present ethical and safety concerns that schools are not equipped to support. Luckily, there are alternatives. This presentation will review the literature on alternative interventions and provide recommendations to practitioners.					
Friday	8:00 AM	Robin Parks Ennis	Punishment is a Short Term Solution to Long-Term Problems: Strategies and Alternatives for Classroom Success	Punishment is a consequence that decreases the likelihood a behavior will occur again. While it may work in the short term, punishment has a variety of potential side effects that can have a negative impact on both students and our relationships with them. In this session, we will review the side effects of punishment and provide guidelines for using behavior reduction strategies with success, including pairing punishment with explicit instruction and the use of restorative practices.	School-based Applied Behavior Analysis	Mary Rose Sallese			
Friday	8:00 AM	Toshna Pandey	Misbehavior or Culturally Different? Teachers' Attributions for Students' Classroom Behaviors	Given the disproportionate disciplining of racially minoritized students, we explored teachers' perceptions on the relationship between race, culture, and student behaviors. Findings from interviews suggest that they attributed behaviors external to themselves and internal to students, citing reasons such as family and community culture, backlash from communities and families, and student-teacher racial/ethnic mismatch.		Kevin S. Sutherland	Donna M. Gibson	Dwayne Ray Cormier	

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Friday	9:00 AM	Comfort Atanga	Secondary Teachers' Understanding of Universal Design For Learning When Educating Students With EBD	Universal Design for Learning (UDL) is a research-based framework with promising outcomes for meeting the diverse needs of students in general education classrooms. This presentation reports the results of a mixed-method study that sought to gain an understanding of secondary teachers' perspectives on using UDL when educating students with EBD.		Kelly M. Carrero			
Friday	9:00 AM	David Lee	Reading the Room: Using Contextual Information Across Behavioral, Academic, and Social (BASE) Domains to Develop Effective Supports for Students with EBD	Students with EBD require complex supports across multiple domain areas. Teachers are called on to determine and implement these supports, often in real time. In this presentation we use the BASE model (Behavioral, Academic, and Social Engagement) to discuss how teachers can "read the room" to develop individualized supports.	School-based Applied Behavior Analysis	William Therrien	John Hosp	Doreen Ferko	Youjia Hua - University of Virginia - yh6u@virginia.edu Samantha M. Lee - New Story Schools - sm15981@psu.edu
Friday	9:00 AM	Deanne Unruh	Development of Training Competencies for Juvenile Facility Personnel for providing Services to Youth Who Experience Brain Injury	In this presentation, the description of the three-step empirical process for the development of training competencies for service provision to youth who experience brain injury (e.g., concussion) for juvenile facility correctional personnel will be shared. The final step of the process included conducting a delphi survey to define the final set of competencies. The training competencies will be shared for all correctional facility staff and then a specific sub-set of competencies	Juvenile Justice				
Friday	9:00 AM	Elizabeth Talbott	The Good Behavior Game: An Oldie but a Goodie	The Good Behavior Game works for students with high levels of aggression, increasing academic engagement and reducing disruptive behavior. What are key ingredients of the GBG? How can you adapt it to meet your students' needs? How do you make it culturally responsive? We address these questions and more!					
Friday	9:00 AM	Germaine Koziarski	Shifts in Hearing Officer Judgements of Behavior Intervention Plans: A Comparison of Due Process Hearings Over Time	Due process hearings in the state of California (from the years 1996, 2001, and 2006) were analyzed and compared to understand if the creation/implementation of behavior intervention plans (BIPs) changed based on judgements made by hearing officers. Findings suggest the process for creating/implementing BIPs saw little to no change.		Sherman Dorn			
Friday	9:00 AM	Jason Small	Motivational Interviewing Skills for Coaches	We will share preliminary findings from a development grant integrating Motivational Interviewing (MI) into a coaching model to support teachers' use of evidence-based classroom behavior management strategies. We will discuss use of MI in school-based setting, discuss iterative development of our training and coaching model, and present outcome and fidelity data.		Terry Scott	Jon Lee	Andy Frey	
Friday	9:00 AM	Jeffery L. Hart	Moral versus Ethical Judgements: Resetting our moral compass for making decisions with Behavior Disorders Populations	Society expects everyone to conform to an "average" behavior. This ethical framework leads to many individuals being perceived as outside the norm. We will talk about resetting the moral compass to stop think of "average" as the ideal and stop making every student fit the same behavioral expectations. We will also discuss how norm-referenced assessments exacerbate the problem.		Aaron Perzigian			
Friday	9:00 AM	June Preast	Facility Climate: What It Is and the Partners Needed to Make it Positive as Shared by Residential and Juvenile Justice Personnel	Facility climate and whom is to create 'climate' has been conceptualized in the literature; however, what it actually means to residential and juvenile justice facility personnel - those who are to actualize it - has been understudied. We share what was learned from these personnel as to its conceptualization and what it can mean for community outreach and daily practices.	Juvenile Justice	Wenchao Ma	Kimberly Odum	Olivia Hester	Sara Sanders University of Alabama, Nicole Prewitt University of Alabama, Kristine Jolivet University of
Friday	9:00 AM	Kathleen Lynne Lane	Project SCREEN: New Evidence of Reliability of SRSS-IE Scores and New Resources for Systematic Screening in Educational Settings	We discuss findings from recent psychometric studies of the Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) behaviors. We introduce free-access professional learning and implementation resources.	Students With or At Risk for Behavior Disorders: Identification, Assessment, & Intervention	Wendy P. Oakes	Rebecca L. Sherod	Jamie S. Jones	Mark M. Buckman University of Kansas buckman@ku.edu  Nathan Allen Lane University of

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Friday	9:00 AM	Kristine E. Larson	Creating Student Alliance for Flourishing Programs in High Schools as a Tier-II Intervention to Promote School Community Wellbeing	Research suggests that less than 50% of students are flourishing, and that lower levels of flourishing are associated with higher health-risk behaviors. Presenters will discuss creating and supporting Student Alliance for Flourishing programs to address this need in five district high schools. Results of implementing this tier-II intervention are discussed.		Amrita Chaturvedi	Beth Tek		
Friday	9:00 AM	Lauren Hart Rollins	What's the Function? Revisiting Function-based Reinforcement within Restrictive Education Settings	This session will review and apply principles of reinforcement, including frequency, schedule, magnitude, and function within restrictive education settings. Participants will practice matching function to reinforcement while considering the contextual factors of classrooms in these facilities while considering fading and generalizing supports.	Juvenile Justice				
Friday	9:00 AM	Paul Caldarella	Improving Student Behavior in Summer School using Class-Wide Function Related Intervention Teams	High school students with academic and behavioral deficits experience academic difficulties often resulting in the need for summer school. Attendees will learn about a positive classroom management program that utilizes behavioral principles. Results of a series of single-subject studies showing improvements in students' summer school behaviors will be shared.		Erika J. Richards	Leslie Williams	Howard P. Wills	
Friday	9:00 AM	Sarah DeAngelo	An examination of social validity for students with EBD: Has progress been made?	This systematic review uses Horner et al. (2005) quality indicators to evaluate how social validity is addressed in SCD academic and behavior interventions for students with EBD and how social validity is considered when implementing interventions. This review is a replication and extension of Spear et al. (2013).		Jillian Thoele			
Friday	10:00 AM	Allyson Pitzel	Enhancing Treatment for Female Adolescents in Educational and Juvenile Justice Settings	Providing effective treatment and programming for female adolescents is important in educational and juvenile justice settings. This session will focus on key considerations (e.g., trauma-informed approaches; culturally responsive practices; gender identity and expression) that professionals should keep in mind when working with this population of youth.	Juvenile Justice				
Friday	10:00 AM	Christine Doyle	Intersection of Trauma, Youth Behavior, and Behavior Management Systems	The prevalence of trauma in juvenile justice facilities is well documented; however, the impact of trauma on behavior and implications for behavior management systems are less well explored. This session will review the impact of trauma in a secure intensive treatment unit for male youth and discuss the Tier II and III strategies that were utilized to address the behavior management needs of the severely dysregulated youth.	Juvenile Justice	Jacalyn Tippey			
Friday	10:00 AM	David James Royer	Ethics and Research in Applied Settings: Middle School Reading Intervention Outcomes	We present reading and social validity outcomes for middle school students with or at risk for EBD who received the Seeing Stars (Lindamood Bell) curriculum. Our intervention journey involved various ethical questions we will engage attendees in dialogue and discussion about, regarding the BACB's ethics code for behavior analysts.	School-based Applied Behavior Analysis	Abbi Marie Long			
Friday	10:00 AM	Francie R. Murry	The Vulnerability of Students with EBD for Being Human Trafficked	Discuss categories of human trafficking, ways in which youth enter trafficking, the nuances from a legal perspective, and identification of risk indicators for youth with EBD. Examine ways in which trauma plays a role, grooming signs, and the complexities of identifications. Ways to address identified physical, behavioral, mental health behaviors.					
Friday	10:00 AM	Gregory J. Benner	Accelerating the Reading and Language Growth of Children with IDD and EBD	Current evidence-based literacy interventions do not adequately prepare students with intellectual and developmental disabilities (IDD) and emotional and behavioral disorders (EBD) to be independent readers and on the path to post-secondary success. The purpose of this presentation is to walk through the key features of the Friends on the Block program, a text-based early literacy intervention to enhance the reading outcomes of students with IDD and EBD.		June Preast	Erica Lee		



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Friday	10:00 AM	Heather Baltodano-Van Ness	The Disproportionate Impact of COVID-19 on Students with EBD: Next Steps for Special Educators	This session will discuss the disproportionate impact of COVID-19 on special education students (i.e. mental health, social-emotional development, academics), particularly those students with EBD. The presenters will provide specific steps that special educators can take in a direct and consultative role to support students and families as we move forward post-pandemic.		Justin T. Cooper	Todd Whitney	Tim Landrum	
Friday	10:00 AM	Joseph Calvin Gagnon	Screening for Suicide and Depression in Juvenile Corrections	Incarcerated youth are more likely to have depression and be at-risk for suicide than youth in the community. This session explores evidence of convergence, divergence, and invariance in relationships between scale scores intended to measure depression and suicide ideation for incarcerated youth. Practical recommendations for screening youth will be provided.	Juvenile Justice				
Friday	10:00 AM	Kristopher Yeager	Self-Advocacy and Social Support for Students with EBD in Transition	This presentation will overview findings from research with college students with a variety of emotional or psychological conditions on their perspectives on self-advocacy and social support. Our findings have implications for special educators working in the field of transition with students with emotional and behavioral disorders (EBD). We will provide strategies for supporting students developing knowledge of self, <b>knowledge of rights, communication, and leadership important for</b>		Gabriela Gandara			
Friday	10:00 AM	Mark M. Buckman	Project ENGAGE: Testing a Tier 2 Intervention "Recognize. Relax. Record" to Support Elementary Students Struggling with Anxious Feelings	We introduce a new intervention: Recognize. Relax. Record., being tested as part of a new IES-funded project to support elementary age students with internalizing behavior. We provide a description, procedures, rationale, and supporting research, and an overview of the first study when RRR is implemented with extensive university support.	Students With or At Risk for Behavior Disorders: Identification, Assessment, & Intervention	Kathleen Lynne Lane	Wendy P. Oakes	Eric A. Common	
Friday	10:00 AM	Mary Rose Sallese	Current Fads in Social-Emotional Support: What Would Skinner Say?	Wondering how (or if) to integrate recently popular social-emotional practices like mindfulness, calm down corners, and fidgets in your current setting? Presenters will review the research on common social-emotional practices, discuss the importance of a comprehensive approach, and provide implementation considerations based on the central tenants of applied behavior analysis.		Robin Parks Ennis			
Friday	10:00 AM	Meghan Allen	Three Strategies for Supporting Student Behaviors in Early Ed Classrooms	Supporting students behaviorally in educational settings is essential for success. Early intervention has proven to be critical in providing students the skills and experiences needed for future success in academically and behaviorally. Antecedent structural techniques, zones of regulation, and group contingencies have shown to be effective early education behavioral strategies.		T. Elyse Calhoun	Jonte (JT) Taylor		
Friday	10:00 AM	Nicholas A. Gage	Disproportionality and Social Justice in Education	This presentation will describe a series of papers exploring the theoretical, legal, and research foundations of disproportionality in education. To support this work, we conducted national analyses focused on disproportionate use of suspensions, restraint and seclusion, corporal punishment, and school-based arrests, as well as instances of bullying and enrolling in advanced placement courses by race and disability status. <b>Results and recommendations for the field forward will be described.</b>		Denise Whitford			
Friday	10:00 AM	Richard E. Mattison	Suggestions for ED Educators to Enhance Collaboration with Mental Health Disciplines	ED work needs to become more relevant and useful to MH disciplines. After 40 years as a child psychiatrist working with ED educators in consultation and research, this accumulated experience leads to specific suggestions for the ED field to broaden methodology and research targets. Selected examples will be discussed that could improve multidisciplinary communication, and thereby advance the collaboration <b>required by students classified ED.</b>					
Friday	10:00 AM	Scotia Hammond	Exploring the Dynamics of Resiliency in Students with Emotional and Behavioral Disorders	Resiliency is an evolving concept that encompasses an individual's ability to access various mastered skill. Providing resiliency supports and equipping them with the skills needed is crucial for children to overcome stressful situations. This session will report the results of a mixed method study examining resiliency among students with EBD.					

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Friday	10:00 AM	Timothy J. Landrum	Antecedent Interventions, Behavior Modification, & Student Relationships: Bringing it all Together	Antecedent interventions can be highly effective when used appropriately with students with EBD. In this presentation, we will (a) discuss the rationale for implementing antecedent interventions with students with and at risk for EBD and (b) explain how antecedent interventions can be used to improve behavior and build relationships.		Lauren W. Collins			
Friday	11:00 AM	Timothy J. Landrum	The Stories We Could Tell... and the Ones We Should	Anyone who has worked with or on behalf of children and youth with EBD and their families could tell many stories. The stories may be inspirational, maddening, uplifting, or heart wrenching-- and sometimes all of these things. I consider one small angle on the notion of telling stories, with a not so subtle emphasis on how stories may actually be useful in disseminating evidence-based	DEBH President's Luncheon Address				
Friday	1:00 PM	Allison Bruhn	Building for Belonging	Students' sense of belonging to a school and within a classroom is critical to their social, emotional, behavioral, and academic success; including graduation. This presentation will highlight formal and informal strategies, including real-world examples from K-12 schools, that educators can use to build a sense of belonging for their students. Strategies will be salient for a range of students, including those from diverse backgrounds and with disabilities.					
Friday	1:00 PM	Angie B. Harris	Flowcharts: A Tool to Support Student Spelling Outcomes	We will present research about the effects of a spelling flowchart intervention for two students with disabilities at an alternative school for students with problem behavior. A functional relation was established between the intervention and dependent variables.		Kara N. Shawbitz	Moira Konrad		
Friday	1:00 PM	Anindya Kundu	A School-Ecosystem Perspective on the Functioning of Work-Based Learning Opportunities for South Bronx High School Students	In this paper we report from interview data on both school leader and student experiences of implementation and participation in work-based learning programs. Connecting these stories at different vantage points within South Bronx high schools, we present a school system perspective based around one year of experiences.		Alejandra Fernandez			
Friday	1:00 PM	Brandon G. Thornton	Adjudicated Youth of Color with High Incidence Disabilities: A Literature Review	This presentation will present findings and recommendations from a literature review that investigated how race, gender, disability, and the intersectionality between those demographics impact adjudicated youth of color with high incidence disabilities and their involvement with the school to prison pipeline; while summarizing research on specific supports within their IEPs.	Juvenile Justice	Mark Zablocki			
Friday	1:00 PM	Candace Lane/Schell	Barriers and Solutions to Supervising and Training Behavior Analysts	Effective supervision for individuals seeking certification from the Behavior Analyst Certification Board has been a focus in the field of behavior analysis. We will examine the results of a brief survey of 429 individuals seeking supervision with a focus on identifying barriers and facilitators to supervised fieldwork. Solutions to supervision barriers to successfully train behavior analysts will be discussed.	School-based Applied Behavior Analysis	Samantha Riggelman	Steven Powell	Shanna Hirsch	
Friday	1:00 PM	Chad Rose	Understanding Online Socialization Post COVID	Given the expanding landscape of online social options, it is imperative for educational professionals, parents, and researchers to understand how youth are engaging within electronic platforms. Unfortunately, youth with disabilities tend to experience higher rates of cyberbullying than their peers without disabilities. Therefore, this session will highlight the importance of teaching Digital Citizenship and provide attendees with tools necessary to understand new and evolving technology.		Tracey Milarsky	Tiffany Crawford	Madison Imler	
Friday	1:00 PM	Emily Tanner	Reading, Writing, and Incarceration: Juvenile justice Educators' Views on Literacy Instruction	Contextual factors influence how literacy instruction is provided in juvenile justice schools. Findings from qualitative interviews of juvenile justice teachers and administrators will be presented. Implications for educators and researchers will focus on differentiated instruction, school climate, and the role of facility personnel.	Juvenile Justice	Kate McPhee	Kris Varjas	David Houchins	Robert J Marsh, Mercer University, marsh_rj@mercer.edu; Kimberly Simpson, Georgia State University,

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Friday	1:00 PM	Helen Flores	Cultural Adaptations to Positive Behavior Interventions and Supports: A Systematic Literature Review	While School Wide Positive Behavior Interventions and Supports (SWPBIS) has been proven to provide schools with a framework for implementing research-based behavioral interventions, racially, ethnically, and linguistically diverse students continue to experience poor outcomes. Therefore, this presentation will highlight current research examining culturally responsive adaptations to SWPBIS in K-12 schools.		Maria A. Silva	Buruuj Tunsill	Sharde Theodore	Michelle M. Cumming, Florida International University, micummin@fiu.edu
Friday	1:00 PM	Katherine S. Austin	Supporting Educators with Implementing Ci3T Prevention Before and After the COVID-19: A Look at Professional Learning Efforts	We discuss how we shifted professional learning efforts to support schools and districts in using their Ci3T structures before and after the COVID-19 pandemic. We provide an overview educator's views of professional learning offerings to support implement implementation efforts.	Students With or At Risk for Behavior Disorders: Identification, Assessment, & Intervention	Grant Edmund Allen	Paloma Perez-Clark	Mark M. Buckman	Jamie S. Jones University of Kansas jamiejones@ku.edu Haley Gil
Friday	1:00 PM	Kimberly Odom	The Forgotten Path: Adult Stakeholder Perceptions on the Transition from Residential Treatment Facility Schools to Neighborhood Schools	This session will detail a study exploring the transition planning of adult stakeholders in a residential treatment facility to gain a better understanding of transition practices and how these practices can be integrated into this forgotten path of transition. Also, implications for practice will be discussed.	Juvenile Justice				
Friday	1:00 PM	Kristine Jolivet	Write or Write Not, There Is No Try: Integrating Writing Time into Your Already Full Day	There is never enough time to write and often writing is placed on the back burner for priorities related to teaching, service, and personal life. In this presentation we will discuss creative strategies for overcoming barriers to finding writing time to develop lasting habits to sustain your career.	Mentoring	Robin Parks Ennis	Nicole Cain Swoszowski		
Friday	1:00 PM	Nicholas A. Gage	Who Exits Special Education: A State-Level Analysis of Students with Emotional Disturbance and Other Disabilities	Little is known about students who exit special education, particularly for students with with emotional disturbance (ED). Therefore, we conducted an analysis of a state-wide longitudinal data system and explored the likelihood a student with ED, specific learning disability, speech and language disorder, and other health impairments exited special education, as well as student- and school-level predictors of exiting special education.		Richard Mattison			
Friday	1:00 PM	Rumi Heine	A Pyramidal Approach Using Behavior Skills Training to Teach Special Education Candidates the Time Delay Instructional Technique via Distance Technology	Teacher candidates in a special education teacher preparation program and master's student in applied behavior analysis program were taught how to implement time delay (TD) via distance technology using a pyramidal approach and behavior skills training (BST). This study evaluated the effects of BST via distance technology on fidelity of time delay implementation using a pyramidal approach. 21 student participants were placed in seven triad groups. Findings resulted in high		Cindy Farley			
Friday	1:00 PM	Sarup Mathur	Disproportionality in Special Education: Core Issues and Future Directions	This panel is organized by the Division of Emotional and Behavioral Health (DEBH) to discuss the core issues related to disproportionality and how they affect students with special needs, students from low-income backgrounds, and students of color, including how disproportionality exacerbates societal inequalities. The panelists will provide directions for change in policy, research, and practice in the areas of evaluation, discipline, and teacher preparation and training.		Panelists: John Lloyd, Bill Therrien, Aydin Bal, Kelly Carrero Moderators: Sarup Mathur & Lee Kern			
Friday	2:00 PM	Deanne Unruh	Ready to Work: An Employability Social Skill Curriculum for Adjudicated Youth	This session will provide an overview of an employability social skill curriculum that focuses on four soft skills critical for success for maintaining employment: (a) self-regulatory behaviors, (b) effective communication, (c) problem-solving, and (d) teamwork. A randomized controlled trial has just been completed with some preliminary positive results showing gains by students in the treatment group in each of the curriculum domains. An online training component will be newly available	Juvenile Justice				
Friday	2:00 PM	Erin Fitzgerald Farrell	Understanding the Roles of Behavior Analysts in Schools	As a means to increase availability of expertise on behaviors, some districts hire BCBA's to work in their schools. The purpose of this presentation is to explore the work of BCBA's in school settings to support students with behavioral needs and their educators. Topics explored include the school settings in which BCBA's are primarily delivering services; the roles, skills, and expertise of behavior analysts in schools; and behavior analysts involvement in behavior practices within schools.	School-based Applied Behavior Analysis	L. Lynn Stansberry Brunahan			

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Friday	2:00 PM	Jason Small	Maintaining Gains on Social and Behavioral Outcomes	We will present findings on end-of-year and one-year follow-up effects prior to and following administration of a booster intervention for First Step Next (FSN), an evidence-based Tier 2 intervention. We will (a) discuss strategies for maintaining intervention effects, (b) describe development and implementation of the booster intervention, (c) discuss previous findings on long-term impact, and (d) report program effects roughly six months and one year following initial implementation.		Steve Forness	Jon Lee	Andy Frey	
Friday	2:00 PM	Lindsey G. Mirielli	Supporting Secondary Students with Behavior Disorders in General Education: Embedding Social Skills	This session is designed to inform educators about the importance of social skill instruction within the general education setting at the secondary level. This session will provide action steps educators can use immediately to embed social skills instruction into their daily content area curriculum.					
Friday	2:00 PM	Lindsey Kaler	Special Education Teachers' Time Use in Self-Contained Classrooms for Students with Emotional and Behavioral Disorders	Without understanding of teachers' time use, the gap between policy expectations and practical realities of classrooms will remain vast. This descriptive study examines time-use data for self-contained special education teachers of students with emotional and behavioral disabilities (EBD) to better understand the contexts in which teachers work and students learn.		Elizabeth Bettini			
Friday	2:00 PM	Mack D. Burke	A Review of Single-Case Reading Interventions for Secondary Students With or At-Risk for EBD	This session provides an overview of reading intervention single-case studies for students with or at-risk for emotional and behavioral disorders (EBD) in secondary classrooms. Eleven studies were included that met the inclusion criteria and key study variables were synthesized. Findings showed positive results to improving students reading outcomes.		Richard Boon	Heather Hatton	Lisa Bowman-Perrott	
Friday	2:00 PM	Melissa M Nelson	The power of relationships: Changing the trajectory for adjudicated youth	In this session we describe how teachers at River Rock Academy's Day Treatment Program use evidence-based practices to develop trusting relationships, create trauma-informed classroom environments, and focus on academic and social/emotional growth as foundations for skill development of their students	Juvenile Justice	Brian Billman	Amber Jackson		
Friday	2:00 PM	Monique Matute-Chavarria	Hip Hop Pedagogy	This mixed-methods study examined hip hop (i.e., rap) as a strategy for students with BDs receiving special education services. The study investigated how Black students with BDs identified with hip hop and how they express their feelings. This presentation will address the findings and implications of the study.		Robbie Marsh	Hannah Cannon	Michelle Horton	
Friday	2:00 PM	Nelson C. Brunsting	Lessons Learned Regarding Teacher Burnout and Efficacy: How are Teachers Faring?	We share results from a longitudinal survey study with a randomized national sample of special educators of students with EBD. We examine interrelationships between working conditions, supports, teachers' self-efficacy, burnout, and intent to leave the profession. We consider how teachers fare in Ci3T and tiered systems and provide resources.	Students With or At Risk for Behavior Disorders: Identification, Assessment, & Intervention	David J. Royer	Eric A. Common	Kathleen Lynne Lane	
Friday	2:00 PM	Peter Alter	Identifying and Overcoming Obstacles of PBIS Implementation	Positive Behavior Interventions and Supports (PBIS) can be a highly effective decision-making system in schools, however many schools struggle with implementation. This presentation will use a root-cause analysis to identify classes of obstacles and outline solutions to overcome them.		Terry Scott			
Friday	2:00 PM	Sara Sanders	Teaching and Reaching Youth Through Reading and Writing Instruction in Restrictive Education Settings: A Conversation on Practical Implementation	This panel will provide participants the opportunity to join a discussion on teaching reading and writing in residential and juvenile justice settings. Panel participants will share their experiences implementing effective evidence-based reading and writing strategies, talk about strategies for supporting positive youth behavior in the classroom, and provide suggestions for addressing other contextual factors in restrictive education settings.	Juvenile Justice	Lauren Hart Rollins	Hank Richards	Cody Harris	

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Friday	2:00 PM	Skyler McCain	Violence Against Educators of Students with EBD: How do special educators experience and cope with student-perpetrated violence?	We will highlight the importance of qualified staff in working with students with EBD, and then discuss the relationship between violence against educators and teacher turnover. We conducted interviews with staff currently serving students with EBD regarding how educators experience and cope with violence. Using information from previous literature and recent interviews, we will discuss future steps to reduce student violence and increase supports for staff working with students		Amanda Haedo			
Friday	2:00 PM	Sriparna Bhattacharyya	Components of Culturally Relevant Interventions: A Systematic Review of Literature	Culturally relevant interventions use varied cultural resources and practices to support students' learning and growth. There has been a focus on culturally relevant practices with minimal mention of culturally relevant intervention. This presentation will describe the results of a systematic literature review focused on research and culturally relevant components of interventions for youth with ADHD.		Alyssa Baran	Dawn Carlsen	Cathy Payne	Judy Harrison
Friday	2:00 PM	Terry Cumming	NSW Rural and Regional Schools Supporting Students with Complex Needs	Historically, students attending school in rural and regional New South Wales have experienced poorer outcomes than those attending metropolitan schools. The lack of coordinated support services for students with complex support needs compounds this issue. The aim of the current study was to explore wraparound support for students with complex support needs attending schools in rural and regional New South Wales. Interviews with stakeholders identified current successes, barriers,					
Friday	3:00 PM	Alyssa Baran	Social Validity and Acceptability of EpicWin: Student and Teacher Recommendations	Youth with ADHD often struggle to regulate attention to instruction and tasks. Self-management interventions can be used to teach students to focus and maintain attention. EpicWin is a self-management application with preliminary evidence of effectiveness. Nonetheless without teacher and student endorsement, it will not be used in practice. This presentation will describe the results of the study, in which we analyzed extensive social validity and acceptability data of EpicWin and		Judith Harrison	Sripirna Bhattacharyya	Dawn Carlsen	Colleen Belmonte Rutgers University colleen.belmonte@gse.rutgers.edu , Cathy Payne Rutgers University cathyrpayne@gmail
Friday	3:00 PM	Emily Tanner	Student Perceptions of Literacy and School Climate in Juvenile Justice Facilities	Understanding the complex context of juvenile justice (JJ) schools is a crucial aspect of knowing how best to provide literacy instruction in JJ settings. Presenters will report thematic findings from qualitative interviews with students regarding their literacy instruction using a school climate framework. Implications for how to adapt JJ schools to meet students' needs will be provided.	Juvenile Justice	Kimberly Simpson	Stephanie Slaven-Ruffing	David Houchins	Kris Varjas, Georgia State University, kvarjas@gsu.edu Emily Tanner, Georgia State University, etanner6@student.
Friday	3:00 PM	Gregory J. Benner	Real World Social & Emotional Learning Strategies for the Whole Educator	In this session, we demonstrate practical and easy to use social-emotional learning strategies. The strategies are part of six practical, flexible training modules called the Whole Educator Series ( <a href="https://learn.effectiveness.org/">https://learn.effectiveness.org/</a> ). Practical demonstrations and real-world video examples of each strategy will be shown. Guidance will be provided for practical implementation of each strategy.		Daniel Gulchak	Erich Bolz		
Friday	3:00 PM	Griller Clark	"We Are Not Them": Youth Attitudes & Experiences on Family Incarceration	Between 5 and 8 million children have incarcerated parents, yet little research has focused on children of incarcerated parents and education. In this presentation we discuss a Youth Participatory Action Research (YPAR) study that included both justice involved youth and young adults from ASU who had incarcerated family members. We focused on intergenerational learning and collaborative inquiry in all aspects of the research. Presenters will discuss the YPAR process and share the final	Juvenile Justice	Vera Lopez	Haleigh Branstetter	Amina Melendez-Mayfield	Marcella Alexander, Erin Clancy, Annee Grayson, Hayley Danner
Friday	3:00 PM	Jacalyn Tippey	Critical Components for Positive Treatment Outcomes with Teenage Girls in a Juvenile Residential Setting	This session will present a practical review of critical components leading to positive treatment outcomes. The focus will be on adolescent females with a history of trauma who have also been adjudicated through the legal system.	Juvenile Justice	Lisa Jordan			
Friday	3:00 PM	Jim Teagarden	The Janus Project: Looking Back to Move the Field Forward	The Janus Project is collecting conversations with pioneers and current leaders in the field of educating students with emotional-behavioral disorders. This presentation will feature excerpts selected conversations that have been collected over the past 15 years. These excerpts will allow the audience to hear in the leaders' own words where we have been and what the future may bring.					

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Friday	3:00 PM	Jordan Paul	Assessing Children with EBD: Dos, Don'ts, and Thinkabouts	Assessing children with EBD can be challenging, in addition, special education teachers are increasingly asked to administer some of the standardized assessments with proficiency as part of the referral process. This presentation offers ways to manage behaviors in a testing session to ensure fidelity to the process and accurate results.		Ethan Trujillo	Michelle Novelli	Chris Lanterman	Karen Sealander, Northern Arizona University, Shannon Kincade
Friday	3:00 PM	Kelly M. Carrero	Ethical Code Switching or Technology Transference? Supervising Behavior Analytic Clinicians Serving as Behavior Coaches in School-based Settings	BCBAs working in school-based settings must reconcile the dissonance that emerges between their ethical code and the expectations and culture of P-12 schools. Using a case example, this presentation will share how supervising BCBAs coach their supervisees in ethical decision-making and cultural code-switching when working within school-based settings.	School-based Applied Behavior Analysis	Eric Alan Common	Karla Silva	Rebecca Aguilar	
Friday	3:00 PM	Kia R. Felder Williams	Culturally Sustaining Interventions for Students (and Families) with EBD	Schools are not culturally neutral environments. Classroom cultures are built and sustained on normative values and behavior. Dissonance occurs when teacher expectations do not match student outcomes, and an imbalance between strategies utilized by teachers and the cultural differences of the students they teach emerges. Participants will assess their own cultural competency/awareness, discuss the value of cultural reciprocity, and learn culturally sustaining strategies for implementation.		Reagen L. Mergen			
Friday	3:00 PM	Michelle Cumming	Middle Schoolers' Perceived Stress, Executive Function, and Stress Regulation: Implications for Behavioral Outcomes of Students With or At Risk for EBD	Self-regulation and executive function (EF) are foundational to student achievement. Yet, there is limited insight into how perceived stressors, EF, and self-regulation when stressed (i.e., stress-regulation) relate to student behaviors. Thus, we will present findings and provide recommendations from our study with middle schoolers with or at risk for EBD.		Rachel Oblath	Sharde Theodore	Cristina Criado	Alexandra Arango, Florida International University, aaran059@fiu.edu; Gabriel Placido, Florida
Friday	3:00 PM	Michelle Tucker	I Can't Make These Things Up, But I May Be Able to Help	There are times in education careers when behavioral situations occur that weren't included in any teacher preparation textbooks and couldn't have been imagined in our wildest pre-service dreams. Come learn what they didn't teach us in college, hear our experiences and learn strategies developed over 150+ combined years in education.		Michele McKoy	Rowland Dent	Wendi Wallace	Shannon Fulmer, Prince George's County Public Schools, Maryland, shannon.fulmer@pgcps.org
Friday	3:00 PM	Nicholas A. Gage	Integrating School-wide Positive Behavior Interventions and Supports, Social-Emotional Learning, and School-Based Mental Health	Students are experiencing an unprecedented need for social-emotional and mental health support in U.S. schools in the wake of the pandemic. Thousands of schools have been trained and implement school-wide positive behavior Interventions and Supports (SWPBIS) across the nation, but many struggle to integrate evidence-based social-emotional screening and interventions. This presentation will describe an Interconnected Systems Framework (ISF) for integrating SEL and school mental health		Ashley S. MacSuga-Gage			
Friday	3:00 PM	Olubukola Christianah Dada	Effects of Token and Time Out in Handling Children With Behavioral Disorders in an Inclusive Setting	This study adopted a pretest-posttest control group quasi-experimental research design on use of tokens and time out for children with behavioral disorders. Findings and recommendations for an inclusive setting will be discussed.		Adedayo Adesokan			
Friday	3:00 PM	Wendy P. Oakes	CI3T: Advancing Professional Learning Efforts to Support the Design, Installation, and Evaluation of Complex, Integrated Systems.	In this panel discussion, we will highlight lessons learned over the course of this strand and facilitate a structured conversation about building capacity for future implementation of complex, integrated tiered systems in educational systems.	Students With or At Risk for Behavior Disorders: Identification, Assessment, & Intervention	Kathleen Lynne Lane			
Friday	4:00 PM	Alejandra Fernandez	A Spectrum of Disproportionality	There exists a disproportionately within special education, including an underrepresentation of students who are culturally and linguistically diverse (CLD) being referred for gifted. Growing research indicates that this underrepresentation stems from biased screening methods, subjective teacher recommendations, and a need for better trained leadership who can educate teachers on and promote more cultural competence for students who are CLD. This study hones in on this		Alejandra Fernandez	Iggy Monsalve	Michelle Cumming	Dr. Mido Chang, Florida International University, midchang@fiu.edu

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Friday	4:00 PM	Brian W. Ernest	Our Credo: Pre-service teachers' perceptions of an innovative classroom management pedagogy	Does a collaborative, consensus-building pedagogy help pre-service teachers engage more deeply with classroom management theory? Does it help them develop core beliefs and values regarding working with students with challenging behavior? This presentation shares the pedagogy and perceptions of students who experienced the pedagogy in their undergraduate classroom management course.		Melissa Sullivan-Walker			
Friday	4:00 PM	C. Michael Nelson	Is SPED Dead? Implications for the Field	Emotional/Behavioral Disabilities? Emotional and Behavioral Health? Which should be the focus? Where do the resources come from? What will happen to our students? The presenters don't pretend to have answers to these questions but hope to open the field to discussion.		James M. Kauffman	Steven R. Forness		
Friday	4:00 PM	Christine Doyle	PBIS is More Than Just Behavior Management	One often overlooked and rarely discussed component of working with juvenile justice youth is recognizing executive dysfunction and its impact on our youth. In this session, we will develop an understanding of executive dysfunction and its impact and how PBIS naturally works to strengthen these skills.	Juvenile Justice	Jennifer Cannington			
Friday	4:00 PM	Derrick Platt	Strength Through Resilience Empowerment & Growth Through Hope (STRENGTH)	The STRENGTH court serves youth that have been confirmed as being sex trafficked. We have a focus on dependent and some delinquent youth in engaging them in educational services. Working as a collaborative, we increase trauma informed services to best serve these victims. Come see how we do it.	Juvenile Justice	Iliancarla Pena			
Friday	4:00 PM	Gregory J. Benner	SELSG+: A Complete Solution for Tiered Emotional & Behavioral Health Supports	We walk through the Social and Emotional Learning Study Groups (SELSG+) innovation which includes: 1) Evidence-based Tier 1 SEL instruction for all students in grades K-3 that is feasible, usable, and acceptable to teachers and students; 2) Data-based SEL assessments used to guide Tier 2 intervention; 3) Evidence-based Tier 2 instruction tailored to students' needs; and 4) Digitally-delivered professional learning augmented by in-person teacher study groups and personalized coaching.		Elizabeth Michael	Marissa Filderman	Sara Sanders	Keith Smolkowski, Oregon Research Institute, keiths@ori.org
Friday	4:00 PM	Gwendolyn K. Deger	Game On: A Review of the Literature on Gamification and its Impact on Student Behavior	Gamification is the introduction of gamified elements into non-game settings. Classrooms across the United States have been introducing new gamified elements to their instruction and behavior management, but the application to students with emotional behavioral disorders is largely unknown. This review of the literature will investigate the effects of gamified techniques when implemented while working with students with emotional and/or behavioral disorders.		Jennifer Toney			
Friday	4:00 PM	Katie Linebarger	An equestrian intervention program for adolescents in an alternative education program	Students in the alternative education program at River Rock Academy engage in trauma-informed educational experiences in an equestrian setting. These experiences build self-esteem; create opportunities for growth, confidence, and collaboration; and support the development of authentic lateral relationships that provide support and hierarchical relationships that inspire the students.		Melissa M Nelson			
Friday	4:00 PM	Lindsey Kaler	How Trauma-Informed Is Special Education? A Systematic Review of Trauma in Recent Special Education Literature	This systematic literature review explores the ways in which trauma has been studied in the special education field in recent years, paying particular attention to overlaps with trauma studies in psychology. The study focuses on how trauma is defined and methodologically studied, as well as implications for teaching and learning.					
Friday	4:00 PM	Lydia A. Beahm	An Online Training Package with Asynchronous Coaching for Coping Power - Rural	Coping Power-Rural (CPR) is a social-emotional learning curriculum to improve rural students' skills to cope with difficult situations. This presentation discusses the online training package with asynchronous coaching for teachers to learn how to use the CPR curriculum and the social validity of the training package and the curriculum.		Courtney Newman			

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Friday	4:00 PM	Monica Brown	Project PRAISER: Exploring the perceived value of an interdisciplinary personnel preparation program to support students with EBD	Project PRAISER was designed to address the needs of students with EBDs who have high-intensity academic, behavioral, and/or social needs. We will discuss the value of an interdisciplinary program in preparing school professionals (i.e., special educators and social workers) to work together in schools to address these students' unique needs.		Robbie Marsh	Heather Baltodano-Van Ness		
Friday	4:00 PM	Nargiza Buranova	Virtual Instruction Supports After the Pandemic	Virtual learning for K-12 students has been implemented for years, became widespread during the COVID-19 pandemic, and will likely be a mainstay as an educational option for students, including students with EBD. How can educators structure virtual instruction to better support students with behavioral challenges ?					
Friday	4:00 PM	Robert P. Trussell	18 years after IDEA 2004, the impact of exclusion and punishment on student outcomes	Congress amended the IDEA in 1997 and 2004 to add specific requirements for disciplining students with disabilities. The purpose of this presentation is to review current trends in student discipline practices and the impact of these legal requirements. Results indicate that Special Education students in discipline settings have the worst academic achievement outcomes when compared to non-disabled peers. Reasons for these outcomes and recommendations will be discussed.					
Friday	4:00 PM	Robin Parks Ennis	Students with EBD in Special Education Research: Who are We Serving	The term emotional and behavioral disorders (EBD) refers a broader category of students beyond those served under the emotional disturbance eligibility. To understand this diverse group of students, we report findings from a systematic review of intervention research from the past ten years highlighting how students were identified for participation.	School-based Applied Behavior Analysis	Ashley Shaw			
Friday	5:00 PM	Candace Lane/Schell	We Can Do It! Teacher Administration of FBA and Intervention Effectiveness	Functional behavior assessments (FBA) help educators identify antecedents and consequences that trigger and maintain problem behaviors. Experimenters or behavior therapists have conducted the majority of FBAs; however, assessments conducted by teachers have increased. We reviewed previous research to identify assessment methods utilized by teachers and analyze intervention effectiveness within and across studies.	School-based Applied Behavior Analysis	Steven Powell	Christian Sabey		
Friday	5:00 PM	Chauntea Cummings	Emotions as Both a Tool and a Liability: A Phenomenological Study of Urban Charter School Teachers' Emotions	Teachers' emotional experiences have important implications for themselves and students, particularly during challenging behavioral interactions. Teachers' emotions affect how they perceive students' behaviors and whether they engage in a punitive or restorative response. This presentation explores how nine teachers at two urban charter schools conceptualize their emotions in their work.		Kristabel Stark			
Friday	5:00 PM	Chris Davis	How to Build a Positive Relationship with Troubled Youth	It is very difficult to impact change in juvenile justice youth from a distance. This session will focus on how to build appropriate, positive relationships that makes a difference with the youth in our care.	Juvenile Justice	Staci Hill-Wilson			
Friday	5:00 PM	Jacky Williams	Building your classroom management toolbox: Increase Praise and student engagement	Teachers are increasingly reporting the need for behavior support in their classrooms. Join us to learn effective research- based classroom management strategies that support positive teacher-student and student-peer relationships, evidence-based practices that target common functions of problem behavior and strategies that promote district collaboration and mentorship.		Howard Wills			
Friday	5:00 PM	Cindy Farley	Special Educators' Perceptions of High-Leverage Practices	Recently developed High-Leverage Practices (HLPs) are research-based practices special educators should be able to successfully implement. A mixed methods design was used to investigate perceptions regarding HLPs in instruction. Outcomes indicated that special education teachers in Hawai'i self-reported being knowledgeable and skilled in HLPs (Instruction) in the majority of the HLPs, however there were numerous barriers preventing them from implementing the practices on a regular					



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Friday	5:00 PM	Deanne Unruh	Employer's Perspectives for Hiring Youth involved in Juvenile Services Post-Covid	In this presentation, employer's perspectives of hiring youth involved in juvenile services will be shared. The information was used to help inform and update the Ready to Work Curriculum lessons that help a youth decide if, how, and or when to disclose prior engagement in juvenile services or talk about it if they are "outed" for prior juvenile services involvement. Questions were added to the survey to understand if perceptions and employer needs have changed based on the labor needs	Juvenile Justice				
Friday	5:00 PM	Devon Carter	Peer-Assisted Learning and Positive Peer Reporting Among High School Students with EBD	Students who are labeled as having an emotional and/or behavioral disorder (EBD) have poorer academic performance and social behaviors compared with all other disability groups, as well as students without disabilities. Thus, intervention in multiple areas is needed. The current study evaluated a multi-component approach to an intervention that simultaneously aimed to improve social behavior and academic engagement among high school students with EBD.					
Friday	5:00 PM	Elizabeth Hicks	A Comparison of Two Literacy Settings Mediating Reading and Behavior of Students with EBD	Students with emotional and behavioral disorders have a high co-occurrence of reading difficulties with deficits that often remain stable or increase over time. This study explores how behavior differs during teacher led literacy lessons and computer-assisted reading instruction and the literacy affordances and behavior supports needed in both settings.					
Friday	5:00 PM	Elizabeth Michael	Make It Routine: Low-Intensity Behavior Strategies to Support SEL Skill Development & Growth	Social and emotional learning (SEL) skill development and growth rely on routine. For students who need additional support, implementing low-intensity behavior strategies to promote SEL growth can lead to increased student success both academically & behaviorally. This presentation highlights low-intensity behavior strategies and educator considerations for their effective implementation within social and emotional learning instruction. Resources and best practices are provided.		Sara Sanders	Marissa Filderman	Greg Benner	
Friday	5:00 PM	Kathleen Zimmerman	Educator Beliefs about Effective and Feasible Behavioral Interventions	Special educators report selecting behavioral interventions based on their popularity on social media sites, yet little is known about how general educators identify behavioral interventions. Come explore the results of a nationwide survey examining elementary general educator beliefs about the effectiveness and feasibility of commonly used behavioral interventions to support students with and at-risk for EBD.		Elisabeth A. Malone	Kelsey Smith		
Friday	5:00 PM	Kristopher Yeager	Transition Interviews for Students with Emotional and Behavioral Disorders	This presentation will prepare participants to conduct transition interviews with students with emotional and behavioral disorders (EBD). Strategies will be provided to guide special educators in designing strengths-based and trauma-informed interviews. In addition, materials will be provided to assist special educators in implementing positive behavior supports before, during, and after the interview and crafting individualized, engaging, and culturally responsive interview questions.					
Saturday	8:00 AM	Aaron Rachele Campbell	Social-Emotional and Behavioral Support for African American Learners in First and Second Grade At-Risk for Emotional and Behavioral Problems	Evidence-based interventions for social and emotional success are especially necessary for Black learners with emotional or behavioral problems. In the current study, we used a multiple-baseline design time-lagged across groups (i.e., classrooms) to examine the effects of a culturally adapted version of the Strong Start curriculum plus Check-in Check-Out on externalizing problem behaviors of 18 first grade and second grade Black learners. Results an implications will be discussed.		Mary Rose Sallese	Elyse Calhoun		
Saturday	8:00 AM	Abigail Harnois	Pre-Service Teachers Use of Stress Relief Techniques in the Classroom	This study explored how pre-service teachers utilize stress management techniques to support students. We examined current practice and the implications this has for educators looking to increase the social emotional and behavioral competencies of their students. Information will be shared about the impact of this for teacher preparation programs.		Madison Price	Jessica Moore	Kristine A. Camacho, Ph.D.	
Saturday	8:00 AM	Allison N. Oliver	Game On! Modifying Student Behavior Using the Good Behavior Game	Schools are starved for interventions that are socially accepted and will decrease disruptive behavior to hopefully encourage academic productivity in students with behavioral disorders. In this presentation, we will demonstrate how the Good Behavior Game can increase academic engagement and decrease disruptive behaviors in secondary students with behavioral disorders across settings. We will explore the components of implementing this strategy and present research findings.					

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Saturday	9:00 AM	Bev Johns	You Can't Make Me: Positive Strategies for Reaching Students with Oppositional Defiant Behaviors	Do you find yourself frustrated with students who won't comply with your requests and tell you that they don't have to do what you want them to do? Come to this session to learn more about why children engage in such behaviors and what are positive strategies you can use.					
Saturday	9:00 AM	Ernesto A. Salinas	Tootling Interventions for Students With and Without Disabilities: A Review	This presentation will summarize the literature on the efficacy of tootling for students with and without disabilities in both general and special education classroom settings. Results on academic performance and behavioral outcomes will be provided. Discussion will address classroom implementation procedures, limitations, use of technology, and suggestions for further study.		Richard Boon			
Saturday	9:00 AM	Lisa Bowman-Perrott	How Effective is Peer Tutoring for Students with EBD? A Look at Findings from Extant Reviews	This systematic review of reviews is the first to summarize peer tutoring outcomes for students with or at-risk for EBD. Narrative literature reviews, systematic reviews, and meta-analyses of peer tutoring interventions were summarized. Participants across the 16 reviews included more than 2,404 students with EBD in pre-kindergarten through 12th grade across 73 individual, unduplicated studies. Findings will be provided for academic as well as behavioral outcomes.		Richard Boon	Kelsey Ragan	Mack_Burke@baylor.edu	
Saturday	10:00 AM	Justin D. Garwood	What we Do(n't) Ask/Know about Black Students Labeled with Emotional Disturbance	Ill-defined behaviors related to emotional disturbance (ED) classification and a lack of cultural competence have contributed to the overrepresentation of Black children in special education. We call attention to this issue by reviewing the existing qualitative studies where researchers have actually spoken to (rather than just about) Black students with ED about their school experience.		Kelly Carrero			
Saturday	10:00 AM	Kristine Camacho	Factors that Influence School District Administrators Discipline Decisions	We explored factors that play a role in school administrators' disciplinary responses to infractions of school rules. We also examined how school administrators utilize their discipline data to examine whether groups of students are overrepresented in suspension data. Implications for practice will be discussed.		Emma Duffy	Michael P. Krezmien	Candace Mulcahy	
Saturday	11:00 AM	Juliet Hart Barnett	Ensuring a Place for Applied Behavior Analysis for Students with ASD	The prevalence rate of autism spectrum disorder (ASD) is 1 in 44 children. IDEA requires use of evidence-based practices to improve learning outcomes. Although scientific evidence points to the effectiveness of applied behavior analysis for children with ASD, ABA is not formally included as a related service under IDEA. Herein, we describe how IDEA can address the needs of this population and align with best practice through ABA as the gold standard in related services for children with		Stanley H. Zucker			
Saturday	11:00 AM	L. Lynn Stansberry Brusnahan	Examining identities and biases to create culturally relevant behavior plans	This presentation highlights a framework educators can utilize to identify their cultural and social identities. We will examine bias and discuss the impact of how sociopolitical constructs impact how we view behaviors. We introduce how to plan culturally relevant behavior plans for students who experience multiple social constructs.		Marcus Fuller	Jonte C. Taylor	Erin Farrell	
Saturday	11:00 AM	Lisa Bowman-Perrott	The Impact of the Good Behavior Game on Students' Prosocial and Problem Behaviors	Research points to the short- and long-term benefits of supporting students' prosocial behaviors. This presentation will focus on a brief overview of the Good Behavior Game (GBG), GBG intervention components, and student characteristics associated with positive outcomes for students with our at-risk for EBD.					
Saturday	11:00 AM	Margaret Carroll	U.S. Middle and High School Teacher Attributions of Externalizing Student Behavior	This quantitative study uses vignettes to investigate teachers' attributions of student externalizing behavior, how attributions vary as a function of teacher and school characteristics, and the association of those attributions with teachers' perceived likelihood of referring students to mental health services or implementing punitive discipline.		Katie Baulier			

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Saturday	11:00 AM	Tom McIntyre	Increasing Student's Willingness and Readiness to Change Errant Behavior Patterns for the Better	The research-supported Transtheoretical Model is the predominant framework for behavior change in behavioral health clinics. It holds great promise for directing students with Disruptive Behavior Disorders and other externalized action patterns onto paths toward greater social, academic, and life success. The presenters are presently engaged in validity research to develop a diagnostic-prescriptive package. This session will present an overview of the model and the status of the		Sean Turner	Kenny Hirschmann		
Saturday	12:00 PM	Michele S Mckoy	A Qualitative Descriptive Research Study of the Self-Efficacy of High School Emotional and Behavior Disorder Program Staff	This recent qualitative descriptive research study explored the rich, descriptions from the high school staff on the front lines who work exclusively with high school students with emotional or behavior disorders who historically have a high dropout rate and low academic performance. This presentation provides the results of the study with the vivid descriptions of strategies that work to build the social skills of the high school students; the support systems the staff improving efficacy.					
Saturday	12:00 PM	Neslihan Ünlüöl Ünal	Peer Bullying Victimization Among Primary School Students With and Without Special Needs in Turkey	Bullying is one of the long-standing issues that students encounter in their learning environment. The purpose of this study is to investigate the peer bullying rates among primary school students in Turkey. Specifically, the differences between the levels of exposure to peer victimization of the students with and without special needs in inclusive classrooms will be examined by administering the Peer Bullying Scale-Child Form (Piskin & Avas, 2011). The results and suggestions will be discussed.		Özge Çevik			
Saturday	12:00 PM	Olivia Hester	A Snapshot on the Transition of Youth from Juvenile Correctional Facilities	In this session, we will share the results from individual interviews with staff members (e.g., educators, directors, and parole officers) from various juvenile justice facilities on the transition/reentry needs of youth. We will discuss how staff view transition, instructional practices, and areas for improvement.	Juvenile Justice	Kristine Jolivet	Sara Sanders	Ashley Virgin	Allyson Pitzel, University of Alabama, aapitzel@crimson.ua.edu
Saturday	1:00 PM	Olivia Hester	Improving the Writing and Self-Regulation Skills of Youth with Disabilities in Juvenile Justice Facilities	Self-regulated strategy development (SRSD) is an instructional approach that supports both academic and self-regulation acquisition. Within this presentation, we will share our findings from a single-case design using SRSD with a young woman with disabilities in a juvenile justice facility to improve her writing and self-regulation skills.	Juvenile Justice	Sara Sanders	Lauren Hart Rollins	Kristine Jolivet	
Saturday	1:00 PM	Rebecca Folkerts	Early Childhood Teacher Use of the FBSApp: A Single Case Design	This session reviews four early childhood teachers' use of the FBSApp for decreasing challenging behavior of their four students. This novel app supports the inputting and interpreting of ABC data and generates individualized behavior support plans. Teacher implementation of the app, student behavior, and teacher perspectives will be discussed.		Stacy McGuire	Nikki Donnelly	Charissa Voorhis	Rayan Alqunaysi - University of Illinois Urbana-Champaign - rayanha2@illinois.edu Christy Yoon -
Saturday	1:00 PM	Robert Maddalozzo	Understanding Screening and Intervention for Students with Internalizing Behaviors: A Practitioner's Resource	Internalizing behaviors impact individuals of all types and abilities, but they are more challenging to identify and respond to than externalizing behaviors. Teachers are in the unique position of being well positioned to both identify and respond to these internalizing behaviors, but training and knowledge around identification and intervention by teachers is limited. The purpose of this research review was to provide educators with information and support around internalizing behaviors.					
Saturday	2:00 PM	Rowand Robinson	Superhero Movies and Disability	Superheroes are associated with strength and invincibility, while disabilities often focus on weakness and the inability to perform major life functions. Based on those concepts, the concepts seem to clash, yet marvel characters often experience disabilities, including behavioral, and many are highlighted in film. Thus, we will identify films with superheroes who have disabilities and discuss the apparent disconnect, as well as elaborate on the gifts that often accompany different conditions.					
Saturday	2:00 PM	Sara A Vega	"This is where I belong": A Multiple Case Study of Late Career EBD Teachers	Given the ongoing challenges with special education teacher shortages, retention of teachers to students with EBD is critically important. This qualitative multiple case study examines the experiences of late career EBD teachers and factors that led to their retention within self-contained classrooms of students with EBD.					

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Saturday	2:00 PM	Stacy N. McGuire	Behavior Management Training for Beginning Elementary Education Teachers	Beginning elementary teachers receive little classroom and behavior management training. Teachers in their first three years of teaching were provided with a behavior management training through an RCT. Results indicated teachers showed significant increases in knowledge and confidence and their students were reported to have decreases in problem behaviors.		Hedda Meadan			
Saturday	3:00 PM	Reagan L. Mergen	Data-Based Decision Making for Persuasive Writing with a Technology-Based Graphic Organizer: A Case Study of a Teacher-Student Dyad	Participants will learn about a technology-based graphic organizer to support students' persuasive writing and teachers' use of data to make decisions about writing instruction. Writing outcomes from a study conducted with 3rd-5th grade students with emotional and behavioral disabilities will be shared. Features and benefits of using this technology in specialized settings will be discussed.		Kelley Regan	Anya Evmenova		
Saturday	12:00-3:00	Gwendolyn K. Deger	Ready Player Everyone: Building Student Engagement through Gamification	Gamification, or the introduction of game-based elements into non-game settings, has rapidly grown into many fields including business, mental and physical healthcare, as well as education to increase engagement in their clients, students, and patients. However, where does one start gamifying a course? During this workshop, you will learn the tricks to become the master builder of your own realm and how to navigate through enhancing your content in a game-changing experience. So are	DEBH Virtual Workshop				
Saturday	8:00-11:00	Jonte' (JT) Taylor	Cool Is In Session: Incorporating Hip-Hop into Behavior-based Strategies and Interventions	This presentation will provide an overview of the content within "The Mixtape Volume 1: Culturally Sustaining Practices within MTSS Featuring the Everlasting Mission of Student Engagement." Specifically, the presentation will focused on considerations, strategies, and interventions that support behavioral success in all classroom settings for all students while applying aspects of Hip-Hop culture and elements. This presentation will also feature guest appearances from chapter co-authors	DEBH Virtual Workshop	William Hunter	Laron Scott		