

Day	Time	Lead Presenter Name	Presentation Title	Presentation Abstract (50 words)	Co-Presenter #1 Name	Co-Presenter #2 Name	Co-Presenter #3 Name	Please list any additional presenters, with affiliation and email address.	BCBA CEUs
Thursday	1:00 PM	Aimee Hackney	Trauma-Informed Check-in/Check-out with Self-Reflection	This presentation describes a study on the effects of trauma-informed adaptations (PRIDE skills guiding adult/youth conversations and using student self-reflection sheets rather than point sheets) within a Check-in/Check-out intervention for students with EBD at a residential treatment facility. Discussion will include study procedures and methods for implementation in other settings/facilities.					
Thursday	11:00 AM	Alfredo Artilles	Futurescapes of Interdisciplinary Inequality Research in the E/BD Field	In this keynote I address key challenges facing special education researchers in the 21st century. I argue the E/BD research community has significant opportunities to refine the conceptualization and implementation of research through interdisciplinary cross-fertilizations. This is particularly important for the examination of disability intersections with race, language, social class, and gender. I contextualize this discussion by outlining the tensions emerging from two major developments in the last two decades of this century, namely an unprecedented reckoning with racial injustice and the refashioning of deficit framings. I note how these trends have become visible in E/BD identification research and inquiries on discipline inequalities. I conclude with the delineation of futurescapes for E/BD research calling attention to intersectionality, contextual influences (including cultural and organizational dimensions), and emic perspectives.					
Saturday	10:00 AM	Allie M. Cramer	Perceptions of the Use of Restraint with Children and Young Adults with Disabilities and Mental Health Disorders	In this session, we present a systematic review of 12 studies on experiences of those subjected to and implementers of physical and mechanical restraint. Results indicate negative experiences for all involved, including children and young adults with disabilities and mental health disorders, their families, and service providers. However, obtaining consent, maintaining positive communication, and debriefing resulted in more positive experiences. Recommendations for practitioners are discussed.	Ashley S. Virgin	Lucy Barnard-Brak			
Thursday	3:00 PM	Alyson Pitzel	Ugh, Paper/Pencil: Examining Writing and Self-Determination Using Different Response Modalities in a Juvenile Justice Facility	This study examined the effects of self-regulated strategy development (SRSD) with self-determination instruction on writing performance using different response modalities (e.g., paper/pencil, iPad, laptop) with three, adolescent girls at-risk for emotional and behavioral disorders (EBD) in a juvenile justice facility through an alternating treatment design. Youth wrote and self-advocated more through writing when using the iPad or laptop versus the traditional paper/pencil mode of response.					
Friday	2:00 PM	Alyssa Baran	Adolescents with ADHD: Student Advice on Adapting EpicWin	EpicWin or Navarr Productivity is a gamified to-do list that has been empirically evaluated as a self-management app for students with ADHD. Although effective, acceptability has been questionable with adolescents with ADHD. As such, we are adapting it based on their use and feedback given in focus groups. We will describe the app, student feedback, and adaptations being made.	Judith Harrison	Gabriella Bussanich	Dawn Carlsen	Sriparna Bhattacharyya, Cathy Payne	
Thursday	2:00 PM	Alyssa Baran	Developing Culturally Relevant Interventions	We will discuss the findings of a literature review of culturally relevant interventions. Results indicated that cultural relevance is just emerging in school-based interventions; however, the foundation has been laid by health sciences and mental health. We will describe the guiding principles and developmental steps for development and implications for interventions for students with EBD.	Judith Harrison	Gabriella Bussanich	Dawn Carlsen	Sriparna Bhattacharyya, Cathy Payne	
Friday	9:00 AM	Amany Habib	The Role of Language in the Assessment of Challenging Behaviors	Language plays a key role in the social and academic growth of students and is a significant factor in how students interact, communicate and evaluate behaviors and settings. Teachers need to have a thorough understanding of the role of language and interventions that may or may not be appropriate in a variety of settings in which there are language differences. The knowledge can lead to more effective interventions and an understanding of differences in perception of behavior.	Bill Evans				
Saturday	12:30 PM	Angela Bell Harris	The Effects of a Spelling Flowchart Intervention on Spelling Outcomes for Three Elementary Students with SLD and ADHD	This research study is a replication of a pilot study which examined the effectiveness of a spelling flowchart intervention on spelling outcomes. We employed a multiple probe across spelling behaviors to examine experimental effects. Visual and statistical analyses are included. Students' lexical and sublexical spelling accuracy increased with the intervention. Limitations and directions for future research are included.	Christy Conway	Lydia Brazie			
Thursday	4:00 PM	Annee Grayson	Youth Participatory Action Research: Conceptualizing Youth Driven Research in Secure and Alternative Settings	Youth Participatory Action Research (YPAR) is gaining popularity among scholars seeking to empower, activate, and amplify the voices of young people. One of the most critical areas for young voices to be heard and create change is within the school to prison pipeline. We will share conceptualizations for adapting the YPAR methodology for secure and alternative educational settings.	Alexandra Wolf				
Thursday	2:00 PM	Ashley Virgin	Examining the Impact of Precorrection and SEL Kernels on the On-Task Behavior of Youth within a Residential Treatment Facility: Results from an Alternating Treatments Design Study	The results of a study utilizing precorrection (e.g., a low-intensity behavioral strategy that staff in alternative education settings can use to proactively assist youth in reaching behavioral goals) and an SEL kernel that was infused in precorrection (e.g., Feelings Circles), are outlined within this session. The specific steps of each intervention will be provided, along with suggestions for implementation of the interventions.					
Thursday	4:00 PM	Aydin Bal	Indigenous Learning Lab: Building family-school-community partnerships in schools serving Indigenous students for culturally responsive behavioral support systems	I will present a longitudinal formative intervention study, Indigenous Learning Lab to examine and address disproportionality in discipline with local stakeholders at an rural high school serving an Anishinaabe nation. In collaboration with the tribal government and the school district, Indigenous Learning Lab brought together Indigenous students, parents, American Indian mentors, and non-Indigenous school leaders and teachers to implement culturally responsive behavior support system.					
Friday	1:00 PM	Benjamin Riden	Registered Reports of Systematic or Meta-Analytic Reviews in the World of EBD: Lessons Learned	An upcoming special issue in Behavioral Disorders focusing on registered reports of systematic or meta-analytic reviews on interventions to support individuals with EBD is on the horizon. During this session, the authors will discuss preliminary results and present the successes and challenges of putting together and maintaining such a project in the world of open science. Topics of the special issue include self-determination, time out, social validity of token economies, and self-monitoring.	Joshua Pulos	Eric Common	Jonte' Taylor	Corey Peltier Kelly Carrero Art Dowdy Lydia Beahm Bryan Cook Dan Maggin	
Saturday	9:00 AM	Beverley Johns	Understanding the Many Faces of Oppositional Defiant Disorder and What To Do	Oppositional Defiant Behaviors may be the external cover for many other factors that are influencing a child's behavior. It is critical for us to understand why children exhibit opposition and what we can do to assist the child. Positive strategies to teach children how to emotionally regulate will be provided.					
Friday	4:00 PM	Bridget Kelley	Surviving the First Year as a Special Education Teacher	First year special education teachers are expected to integrate theory and practice in authentic learning opportunities for their students. Success in this endeavor is predicated on numerous interacting and intertwining variables, some of which are beyond the educator's control. This session will provide specific resources and strategies to assist new teachers.	Susan Bigelow				

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Friday	3:00-5:00	C. Michael Nelson	Thoughts about the Future of Special Education for Students with EBD: A Conversation with Oldtimers	This session will offer an opportunity to express opinions and ideas about future directions for our field. The presenters will offer brief views on what has been accomplished and where we are as a prelude to a discussion of where we might be going.	James M. Kauffman	James Fox			
Friday	1:00 PM	Cade Charlton	Designing Sustainable School University Partnerships to Train BCBAs	Approximately 12% of new BCBAs will work in school settings. Coupled with the emerging obligations associated with the US Supreme Court decision in the Endrew case, it is not surprising that schools are interested in expanding collaborations with BCBAs. Unfortunately, the scope of competence for school-based BCBAs is not clear. The purpose of this presentation will be to discuss the challenges of developing school-university partnerships with BCBAs and how these challenges have been addressed	Christian Sabey	Melanie Dawson	Rebecca Hartzell	Candace Schell	Yes
Thursday	4:00 PM	Carrie Brandon	The Power of Collaboration and Networking on the Ph.D. Experience	The Ph.D. experience is amplified when students can engage with broader networks. This fosters interdisciplinary learning, expands research perspectives, and sparks innovative ideas. Networking cultivates professional relationships, facilitates knowledge exchange, and opens doors to new opportunities. Hear how some doctoral students are expanding their collaboration to include professional organizations.	Kassandra Spurlock	Brad Thompson			
Friday	2:00 PM	Chad A. Rose	Friendship Development in Physical and Virtual Spaces: Implications for Youth with Disabilities	Friendship development is a fundamental skill. Given that youth interact socially in physical and electronic spaces, it is necessary for them to possess skills to engage in age-appropriate social and communication skills to foster friendship development. This session will highlight strategies for increasing these skills in physical and virtual spaces.	Madison H. Imler	Lindsey G. Mirielli	Katherine Graves		
Thursday	1:00 PM	Chris Davis	Connection is a Behavior Management Strategy	Positive, appropriate connections are essential to impacting lasting change in the challenging youth we work with. This presentation will discuss strategies to create these positive, appropriate connections and the value of such connections.	Staci Hill-Wilson				
Thursday	2:00 PM	Christian Sabey	What Happened to EBD Research? A 30 Year Mega-Review	We will present an initial summary of a 30-year review of 42 special education journals comprising more than 40,000 references. The summary will include an evaluation of the frequency and trends of research including participants with or at-risk for an emotional/behavioral disorder. Finally, we will discuss implication for future research.	Rebecca Hartzell	Candace Schell	Cade Charlton	Leonard Troughton, Steven Powell	Yes
Friday	1:00 PM	Cindy Farley	Reimagining Teacher Preparation for Inclusive Settings: A Description of the Exceptional Students Elementary Education Program (ESEE)	In this session, we discuss the fully integrated, dual preparation ESEE Program, University of Hawaii at Manoa. The cohorted teacher candidates are co-taught by special education and elementary education faculty in ESEE courses and co-supervised in field experiences. Topics include course/field integration, co-teaching, and program threads.	Rumi Heine	Jody Bill			
Thursday	3:00 PM	Cindy Farley	Positive Behavior Strategies Implemented by Teacher Candidates in the Exceptional Students and Elementary Education Program (ESEE) to Manage Classroom Behaviors	In this session, we will discuss our approach to teaching teacher candidates positive behavior strategies to support challenging behaviors in their field settings and future classrooms. Specific strategies taught in their behavior management class as well as the behavior intervention project they implement will also be discussed.	Rumi Heine	Jody Bill			
Thursday	2:00 PM	Cody Harris	Mind Matters: The Neurological Symphony of Meditations and Mindfulness for Optimizing Neurodivergence	This presentation offers a meticulous examination of meditation and mindfulness techniques in the context of youth with ADHD served in the juvenile justice system. Discussion will be focused on elucidating youth behavioral, neurological implications and means for teachers/staff to potimize youth educational outcomes.					
Thursday	3:00 PM	Dana Page	Meta-analysis of the Academic Achievement of Students with Emotional/Behavioral Disorders	This session discusses the results of a meta-analysis of the academic achievement of students with emotional/behavioral disorders, including effect sizes of assessment scores and discussion of moderators potentially impacting academic outcomes. Implications and areas for future research, policy, and practice are discussed.	Timothy J. Landrum	Erica B. McClure	Kate Snider	Jennifer Pollard Jeff Valentine	
Friday	2:00 PM	David E Houchins	Literacy Profiles of Youth in Long-Term Juvenile Correctional Facilities: Implication for MTSS	Findings from a study that used latent class analyses will be provided. Three groups of youth in long-term juvenile correctional facilities based on reading and language scores, IQ, disability status, age, and grade level were identified. MTSS implications for researcher and juvenile correctional personnel will be provided.	Joe Gagnon	Rich Lambert	Chris Henrich		
Thursday	4:00 PM	Dawn Carlsen	The De-escalation Dream Team	In this presentation, we will describe the development and evaluation of The De-Escalation Dream Team, a social emotional curriculum. We will present the rationale for the curriculum including existing research, the iterative development process, the parts of the curriculum, the implementation steps, and two pilot studies of acceptability/feasibility and effectiveness.	Judith Harrison	Natasha Dillion	Alyssa Baran	Sean Brown	
Friday	9:00 AM	Deanne Unruh	Competencies and Training Resources for Working with Youth with Traumatic Brain Injury in Juvenile Justice Settings	Justice-involved youth have a higher propensity for having a history of prior traumatic brain injuries (TNI). These past injuries may impact their current cognition and behavior. In this session you will learn about how these training competencies for working with youth with traumatic brain injury were empirically developed. We have also provide information to a range resources for each training domain for your use in identifying and working with youth with a TBI in your facility.	Kyle Reardon				
Friday	1:00 PM	Deanne Unruh	Ready for Wages: An Employability Social Skill Curriculum for Justice-Involved Youth	Ready for Wages is an employability social skill curriculum to support justice-involved youth to maintain employment, just not how to get a job. Four employment-related constructs in the curriculum include: self-regulation, effective communication, problem solving, and teamwork. In this session, you will learn about the curriculum along with a newly developed asynchronous teacher training platform. Evaluation data from the development of the training platform will be shared.	Kyle Reardon				
Thursday	1:00 PM	Dennis Albaugh	School Threat Management - From Reactive to Proactive	The presentation will provide guidance and information regarding the completion of school threat assessments. The presentation introduces steps toward creating or improving school threat management processes with a particular focus on the development of safety/support plans. Participants will also be given tips for data evaluation and management to foster ongoing analysis of procedures in order to ensure the safety and well-being of students.	Kimberly Anderson				
Friday	4:00 PM	Derrick Platt	Youth Voice Needs to be Heard: The Courts Perspective	"Don't speak unless spoken to" is an old school philosophy. This presentation will focus on how the delinquent and dependent court system is incorporating youth voices of the children within their care.					
Friday	4:00 PM	Dwight P Sweeney	What We Learned During COVID-19	To date, most studies seeking to explore the impact of COVID-19 school closures on student outcomes have focused on cognitive/academic losses. This study explores changes in adaptive behaviors experienced by children and youth with autism spectrum disorders or other developmental disabilities when in-person, one-to-one behavior training was converted to telehealth delivery.					

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Friday	3:00 PM	E. Amanda DiGangi	Beyond ABC Charts: Alternative Data Collection for Determining Behavior Function	Many behavior analysts will say that ABC charts cannot identify functions of behavior, citing functional analyses as the superior method. While we agree that FAs are often better than traditional FBA approaches, in a school setting, FAs are often difficult to do well, and many teachers do not know how to do them. In this presentation, we will focus on alternative data collection procedures to improve accuracy of behavior function identification, with easy to use methods for classroom teachers.	Sam DiGangi	Sarah Robison	Kisha Nosov	Orchid Pyle & Hylie Barton	Yes
Saturday	9:30 AM	E. Amanda DiGangi	The Good, The Bad, and The Ugly in Class-Wide Behavior Management Systems	The number of office referrals, in and out of school suspensions, and teacher reported serious behavior problems has increased in recent years. Common systems used by teacher is punishment-based, rather than reinforcement based. How effective are these systems that they are using? What does the research say are the "best" class-wide systems? This panel will share recent updates to the Good Behavior Game and Group Contingencies that can help teachers build effective systems to help every student.	Sam DiGangi	Sarah Robison	Candace Love		
Friday	8:00 AM	Emily West Geary	Cultivating Relationship-oriented Practices to Mitigate Secondary Traumatic Stress among Teachers	To implement effective intervention and policy, we must identify the drivers of educators' stress. The complexity of this problem calls for a so-cial-ecological approach. In this study, we investigated the impact of individual, organizational, and relational factors on educators' pandemic-related stress. Using hierarchical multiple regression, we found a positive influence of family, school, and community relationships flows both ways to students and their families as well as to educators.	Shana Haines	Jessica Strolin-Goltzman			
Thursday	1:00 PM	Eric Alan Common	Lost in Translation: Unraveling Historical and Contemporary Trends in Language and Science	The socio-political and cultural zeitgeist hues non-finite languages and their dynamic relationship with how we comprehend scientific research. In our first annual "Top Ten Words" list, we will unpack influential vocabulary shaping the emotional and behavioral health field. This lively discussion promises insights across research and practice.	Kelly Carrero	Paloma Perez-Clark	Jeremy Donovan		
Thursday	3:00-4:00	Eric Common	Journal Editor's Forum	Join journal editors from Beahvioral Disorders, Education and Training in Autism and Developmental Disabilities, Education and Treatment of Children, Journal of Special Education Preparation, Preventing School Failure, and Research in Special Education for tips on publishing in peer-reviewed journals as well as special issues and calls planned for the featured journals.	Bill Evans	Daniel Maggin	Sarup Mather	Ben Ridden, Bill Therrien, Stanley Zucker	
Thursday	4:00 PM	Erin Fitzgerald Farrell	Understanding the Roles of Behavior Analysts Across Clinical and School Settings: A Mixed Methods Study	The number of credentialed behavior analysts has been growing exponentially. As the field continues to grow and expand, behavior analysts have found higher demand for their expertise not only in clinical settings but also in schools. There has been limited information available as to the roles of behavior analysts across settings. This presentation will discuss data from a recent mixed-methods study examined the roles of behavior analysts across environments.	L. Lynn Stansberry Brunsahan	Kelly Carrero			Yes
Thursday	2:00 PM	Francie R Murry	Beyond ACEs: Adverse or Beautiful Outcomes of Knowledge	The ACEs study in 1998 showed traumatic events in childhood have lasting effects on everything from college entrance scores to physical health issues. Discussion of benefits, limitations, what ACEs mean and how oversimplification damages. Suggestions for school personnel knowledge and how they can support resilience in students and themselves.	Kristine J. Melloy				
Friday	4:00 PM	Gabriella Bussanich	Target Domains in School-Based Social Skills Interventions for Children with ADHD	Despite increased referrals for social impairments, the efficacy of social skills interventions remains inconsistent, including how target misspecification may contribute. This presentation will focus on the results of a meta-analysis addressing the overall effectiveness of social skills training for students with ADHD in schools, and effects on different outcome domains.	Judith R. Harrison				
Thursday	8:00 AM	Gregory J. Benner	Practical Emotional and Behavioral Strategies for the Classroom	Want way less burnout, stress, frustration, and exhaustion this school year? How about more youth engagement and positive behavior in the classroom? Get ready to create the classroom environment you have always wanted. In this session, practical, battle tested, and easy to use behavior strategies for the classroom will be shared. You will be able to put power struggles in the rearview mirror and teach with joy and confidence, as you have always wanted to do. You will also learn how to differentiate behavioral supports to meet student need. At the conclusion of the session, you will be able to: 1) Build youth social and emotional strengths; 2) boost educator wellness; 3) deepen youth engagement, voice, and leadership; 4) Create a positive and engaging classroom environment.					
Saturday	10:30 AM	Gwendolyn K. Deger	Saving the Realm of Literacy: Engaging Learners to Develop Debate Skills and Text-Based Evidence through Cooperative & Collaborative Outlets	This make & take workshop will embed the key skills, content of the common core state standards, and evidence-based strategies with a twist that will have students strengthening their argumentative and defensive skills in researching a topic, developing their argument, and defending it from opposing attacks.					
Saturday	11:30 AM	Gwendolyn K. Deger	Change the Station Remix: Reawakening Small Group Instruction through the Development of Engaging, Meaningful, and Evidence-Based Centers	Stations and small group centers allow for teachers to teach directly with one small group of students while providing practice and application activities for other students. This make & take workshop will review the evidence-based teaching strategies for small group instruction and small group to independent work to maximize the learning experience for all students.					
Thursday	3:00 PM	Hank Richards	"Our Journey": Integrating Archery into our PBIS in a Juvenile Justice Facility	This presentation describes how the accredited National Archery in the Schools Program was integrated into the PBIS expectations and daily programming for youth served in a juvenile justice facility. The effects of such an integration on youth behavior and skill sets is described along with how other facilities may do the same.	Sean Dunn				
Friday	8:00 AM	Heather Baltodano-Van Ness	"Sometimes I'm a pushover": Examining Teacher Confidence and Self-efficacy with Classroom Management	Confidence and self-efficacy regarding classroom management remains a common reason teachers leave the classroom. This session will review data from an alternative route to licensure program in which teachers reported their level of confidence and self-efficacy regarding various aspects of classroom management practices. This session will explore implications for traditional and accelerated teacher preparation programs as well as provide recommendations.					
Friday	2:00 PM	Heather Baltodano-Van Ness	Beyond Stereotypes and Repetitive Behaviors: A Systematic Literature Review of Automatic Reinforcement as a Function of Behavior	Historically, the literature regarding maladaptive behaviors maintained through automatic reinforcement has largely focused on stereotypes and repetitive behaviors. This session will present the results of a systematic literature review regarding automatic reinforcement as the proposed function of behavior. From this review, the presenters will make recommendations for ways in which automatic reinforcement may be reconsidered particularly for students with EBD.	Robbie Marsh	Melissa Kenyon	Sarup Mathur		Yes
Friday	4:00 PM	Heather Volchko	Lessons Learned from Remote Interdisciplinary Teaming with Public Schools	Students are coming to school with more diverse learning histories than ever before while staff are arriving with less practical training and heightened exhaustion. During this session, we will explore some practical takeaways from our first post-Covid attempts at bridging the research to practice gap with an interdisciplinary school-based consulting team. Productive remote teaming, asynchronous collaboration, and time management among other practices will be discussed.	Marla Watts				Yes

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Friday	2:00 PM	Ibrahim H. Diken	Project LanBe: Development and Effectiveness of an Online Platform for Elementary School Teachers to Support Language Skills and Deal with Problem Behaviors	Statistics shows that 2/3 of students with special needs have been receiving their elementary school education with their typically developing peers in inclusive practices in Turkey. Studies show that teachers in general have negative attitudes towards inclusion of students with special needs into their classrooms. Studies also show that the reason for negative attitudes of teachers is that they have lack of training on inclusion and need professional development programs on inclusion. To address this gap in Turkey, a recent TUBITAK supported Project was accepted. In this presentation, this recent Project will be introduced. This study is part of a national project and being supported by TUBITAK (Grant number: 122K952).	Ozlem Diken	Cem Cuhadar	Gonul Onur Sezer	Ozlem Toper, Secil Celik, Dilruba Kurum Yapicioglu, Gulefsan Ozge Kalayci, Cem Kalayci, Tugce Sinoglu Gunden, Ugur Onur Gunden	
Thursday	1:00 PM	Jacqueline Huscroft-D'Angelo	Supporting the Academic Needs of Systems Involved Students and their Families	This presentation will cover lessons learned and practical implications for supporting the academic needs of systems involved students at-risk. Specifically, we will discuss the Fostering Educational Success Program, brief pilot study findings, and targeted supports that were beneficial to families, youths, and schools during the transition to permanency placements.	Alexandra Hamilton				
Thursday	4:00 PM	Jen Cannington	Behavior is Language	It is often easy to get caught up in the behavior itself that we miss what the behavior is communicating. This presentation will encourage and challenge attendees to learn the language of behavior in providing support and interventions to youth in our care.	Staci Hill-Wilson	Lester Allen			
Friday	8:00 AM	Jesika Miller	Working with Autism, ADHD and Childhood Trauma: Using Emotional Regulation as an Intervention for Executive Dysfunction	In our school based practice we are applying trauma-informed interventions like somatic healing and emotional regulation/processing to behaviors that are otherwise unable to bring under stimulus control in maintenance and generalization phases. We are seeing massive success moving kids who typically "get stuck" or "escalate quickly." In this presentation we will share how we are teaching somatic & emotional healing as an intervention for executive dysfunction.					
Friday	4:00 PM	Jesse Fleming	Effects of Tiered SWPBIS Fidelity on Exclusionary Discipline Outcomes for Students with Disabilities: A Conceptual Replication	In this presentation, we discuss our study where we examined the relationship between higher-tiered SWPBIS fidelity and exclusionary discipline outcomes for students with disabilities. We also discuss the implications of our findings and provide recommendations to practitioners and schools on implementing SWPBIS with fidelity.	Nikki Grasley-Boy				
Thursday	1:00-3:00	Jesse Fleming	After Graduate School, Then What? Successful Applications and Campus Visit Strategies	Two experienced professors conduct fast-paced, round-robin advising sessions for those seeking academic positions. Faculty offer practical advice from years of conducting faculty searches. Learn tips for applications, cover letters, interviews, job talks, and contract negotiations. The rotating small group format allows you to ask questions about your own search process.	Sarup Mathur				
Friday	2:00 PM	Jillian M. Thoe	Effects of Student-Implemented Tootling on Class-Wide Disruptive Behaviors of Students with Emotional Behavior Disorders	Teachers need effective and feasible behavior management strategies that support students' academic and behavioral needs. In this session, the results of student-implemented Tootling procedures on classwide disruptive and academically engaged behaviors of students in a self-contained EBD classroom will be presented. Implications and social validity will also be discussed.				National Center for Leadership in Intensive Intervention	
Friday	3:00 PM	Jonte (JT) C. Taylor	From Global to Local: Using a Tiered System of Hip-Hop Education for Students with EBD	Hip-Hop Education and Pedagogy has long been established as a viable means of connecting with students for positive academic, behavioral, and social/emotional growth. This presentation will provide support for using Hip-Hop in educational settings as a three-tiered model.	Ashton Fisher	Erin F. Farrell	Dana Page		
Friday	8:00 AM	Jonte (JT) C. Taylor	Anti-Racist Practices and the Cycle of Critical Consciousness within PBIS	Positive Behavior Intervention and Support (PBIS) frameworks are increasingly used in schools to support students behaviorally and decrease the need for special education services, however, students of color continue to be overrepresented in these frameworks. In an effort to increase the cultural responsiveness of PBIS frameworks, we describe the incorporation of anti-racist actions and the concept of critically consciousness in evaluating student behavior.	Whitney Hanley	Gwen Deger	William Hunter		
Thursday	1:00 PM	Jonte (JT) C. Taylor	Culturally Competent Reflective Practices for Teachers and Behavior Analytic Professionals in Schools	The current paper examines the constructs that can lead to non-biased and anti-racist behavior analysis through self-reflective questioning. Specifically, we discuss the self-reflection tools of the ABC Diversity Iceberg, and Multicultural Reflective Behavior Analytic Practice to minimize biases and support anti-racism in behavioral observation and analysis.	Erin Farrell	Marcus Fuller	L. Lynn Stansberry Brunsahan		Yes
Friday	10:00 AM	Joshua Pulos	Are General and Special Education Teachers Using EBP's? One School District's Use of Classroom and Behavior Management Practices	Poor outcomes of students with disabilities calls for instruction that includes implementation of evidence-based practices (EBPs). Yet, research indicates teachers lack the knowledge and skills to implement these practices. We surveyed one school districts preparation in and use of EBPs. Limitations, future research, and implications for practice will be discussed.	Benjamin Riden				
Friday	10:00 AM	Judith Harrison	Behavioral Strategies for Students with Behavior Disorders	In this presentation, we will discuss the debate around the use of behavioral strategies and the empirical evidence to support their use. Specifically, we will describe behavioral strategies that are teacher-mediated and contingency-driven with known effectiveness to increase attention to task, academic task completion and accuracy, and minimize disruptive behavior.	Denise A. Soares				
Friday	8:00 AM	Judith Harrison	The Effects of Teaching Self-Management to Students with Behavior Disorders	Students with EBD are frequently placed in general education settings with the intent of increased access to the general education curriculum. This presentation will describe Self-Management, a strategy for students who struggle with self-regulation. Participants will learn about the critical elements of self-management. Barriers to implementation and methods of overcoming these barriers will be discussed.	Denise A. Soares				
Thursday	3:00 PM	Judith Harrison	Inclusion: A Systematic Literature Review	The study will review various studies conducted in the field of inclusion. The study will examine the reasons for not including all students in the general education classrooms, and more specifically what are the barriers to not including all students in one classroom. This study will also help us to identify future research gaps. The study will search various online databases, such as the Rutgers Library database and Google Scholar for the review of the literature.	Srijarna Bhattacharyya	Catherine Payne-Lewis			
Thursday	1:00 PM	Judith Harrison	Classroom-based Services for ADHD: Educator and Parent Perspectives	The purpose of this presentation is to discuss the results of a study that evaluated educator and parent perceptions of: (a) abilities of students with ADHD; (b) expectations of students with ADHD to demonstrate academic enablers and executive functioning skills; (c) feasibility/acceptability; and (d) usefulness of evidence-based interventions and accommodations.	Colleen Belmonte-Mulhall				Yes
Thursday	1:00 PM	Juliet Hart Barnett	Echolalia as Purposeful Communication: Helping Teachers Understand and Respond to the Language of Children with Autism	Echolalia is a common characteristic among children with autism. Prior research suggests children use echolalia to engage in functional communication, in the absence of self-generated speech. However, there is limited literature to guide classroom teachers, who may be unfamiliar with the language processing style of children with ASD. In this presentation, the functions of echolalia are described, along with research-based recommendations to guide educators on how to intervene effectively.					

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Friday	8:00 AM	June L. Preast	Teaching Reading to Students with Behavioral Needs: Preliminary Data from an Intensive Literacy Instructional Program	This presentation will highlight six case studies of elementary students, three at-risk for emotional and behavioral disorders and three receiving services for Autism, with varying instructional needs who received intensive, comprehensive early literacy intervention as part of a large-scale randomized control trial. Pre/post and progress monitoring data will be presented. And concrete examples of how to modify intervention to meet varying needs will be provided.	Stephanie B. Hermecz	Crystal Winton	Gregory J. Benner	Charlotte Showalter	
Friday	3:00 PM	Justine Parnell	Unmasking the Paradox: Reviewing Policies on School Safety	At the peak of our discontentment with school violence, it is imperative that we contemplate the existing measures and their effectiveness. This presentation highlights educational policies that promote school safety, and the paradox of enforcement over mental health. We believe it is crucial to contextualize educational policies, outcomes, and responses to better understand school violence. This policy review unveils the need for careful consideration on how to promote safety and better serve students in our schools.	Annee Grayson	Sarup Mathur			
Saturday	12:30 PM	Kalie Gilmour	Pivotal Response Treatment to Decrease Challenging Behavior and Increase Functional Communication in Preschool Children With Developmental Delays	After a review of the literature on PRT, a multiple baseline design across behaviors was used to evaluate its effects on functional communication. Effects of PRT on challenging behavior were observed including a functional relation between PRT and functional communication. Evidence regarding function-aligned mands in reducing problem behavior was observed.	Cade Charlton				
Friday	1:00 PM	Kara Ann Swierz	Building, Promoting, and Fostering Independence in Children with ASD: A Case Study of One Child's Journey with A Service Dog	Autism spectrum disorder (ASD) often manifests in behavioral challenges and social deficits leading to difficulty with independence and engaging in social experiences/relationships. In this presentation we will share preliminary data showing how a highly trained service dog can be a first step in promoting independence for a child with ASD.	Jordan Paul	Karen Sealander			
Friday	3:00 PM	Karen Burns	From the Classroom to the Living Room: Meeting the Family Where They Are	Almost two-thirds of America's children have suffered at least one traumatic event during their childhood. With such statistics, it is crucial, educators know how to understand and best support students from such backgrounds. One important way is by creating relationships with families to learn more about the child and their life outside the classroom.	Phinecia Hamm				
Thursday	2:00 PM	Karen M. Omohundro	Enhancing Adolescent Content-Area Reading Comprehension: Evidence-Based Instructional Routines for Students with EBD in Alternative Educational Settings	This presentation introduces three evidence-based instructional routines for adolescent content-area reading comprehension and reviews preliminary findings from their application in an alternative educational setting. Learn how to utilize these routines to support the academic literacy of students with EBD and discuss possible adaptations for use in your own context.					
Friday	9:00 AM	Kassandra Spurlock	Interdisciplinary ECHO Seminars around Autism Spectrum Disorders	While children with ASD often need support from various professionals, true collaboration is rare. Virtual ECHO seminars bring together practitioners, faculty, students, and providers for case consultation. This model, used in healthcare, includes didactic components and case discussions. We examine the potential of ECHOs to engage interdisciplinary collaboration and discussion around autism. Participant satisfaction and impact on practice are explored.	Erin Rotheram-Fuller	Maria Dixon	Nancy Scherer	Moyi Chang	
Thursday	3:00 PM	Kelly M. Carrero	Culturally Responsive and Socially Valid Behavioral Coaching and Supervision	Behavior coaches, including behavior analysts, may face resistance from their coachees (e.g., teachers, behavior technicians, parents). This presentation will discuss (a) reasons for coachee resistance, (b) approaches for analyzing and ethically responding to and/or preventing resistance, and (c) a proposed model of culturally responsive and socially valid coaching.	Eric Alan Common	Sandy Smith	Erin F. Farrell		Yes
Friday	3:00 PM	Kimberly P. Odom	"Out of Sight, Out of Mind": Addressing Barriers to Transitioning Incarcerated Youth Back to Neighborhood Schools	Presenters will discuss current challenges to transitioning youth from juvenile correctional facilities back to neighborhood schools. Strategies to help mitigate these challenges will be discussed.	Kayla McKibbin				
Friday	2:00 PM	Kimberly Vannest	Social Emotional Learning for Educators: What Does the Literature Say?	This presentation will share the results of a literature review examining social-emotional knowledge and skills of educators. Existing studies of SEL curriculum implementation indicate educator skill is a mediator of effects. So what do we know about educator knowledge and skills in SEL, are educators well-versed? Where do they receive training or develop skills? Is this important for student learning outcomes? Are the studies socially valid? Come learn and share your experiences.					
Thursday	1:00-3:00	Kimberly Vannest	Goal Setting, Identifying Barriers, and Developing Resilience	Doctoral training, post-doctoral training, and early career work in higher education may or may not give you the tools you need to achieve your personal impact goals. This session looks behind the curtain at the early stages of a career trajectory. This session is for BOTH self-assured rising stars and those with imposter syndrome. Lets talk.					
Thursday	2:00 PM	Kristine Camacho	Administrator Perceptions of Discipline, Discipline Practices, and the Utility of Codes of Conduct	This presentation presents the finding of a novel mixed method investigation conducted with school administrators involved in administering school discipline. We present the findings of the study, and discuss the impact of the findings for individuals from historically marginalized and minoritized groups - including students with behavioral disabilities.	Candace Mulcahy	Michael P. Krezmien			
Friday	4:00 PM	Kristine Jolivette	Youth and Facilitator Voices: Perspectives on Guided Conversations Related to Improving Youth Pro-Social Behavioral Pathways	The voices and perspectives of youth served in juvenile justice facilities along with juvenile justice facility staff implementing evidence-based strategies are rarely sought. This session will describe these voices and perspectives of youth and facilitators who participated in a 7-week sequence of conversations focused on (re)building prosocial pathways, suggested improvements to the conversations, and preliminary effects on youth behavior.	Sara Sanders	Olivia R. Hester	Kimberly P. Odom	Stephanie Anne Shelton, June Preast, Nicole Prewitt, Wencho Ma	
Thursday	1:00-3:00	Kristine Jolivette	Being the Best You: Recognizing and Addressing Imposter Syndrome for Early Career Scholars	One's faculty career is filled with anticipation, celebrations, lots of hard work, and collaborating with colleagues for research, teaching, and service. As one's faculty career begins during the doctoral experience through the ranks of the professoriate, we often experience 'imposter syndrome' during the course of our daily collaborations. In this session, we discuss this phenomenon with real-world examples and participant discussion, and will provide resources on the topic.					
Thursday	3:00 PM	Lane Maxcy	Infusing Language Essentials for Teachers of Reading and Spelling (LETRS) Curriculum into Various Settings for Students with and At-Risk for EBD	The purpose of this session is to provide information on embedding the Language Essentials for Teachers of Reading and Spelling (LETRS) curriculum into various settings for students with and at-risk for emotional and behavioral disorders. This session will include an overview of LETRS strategies for implementation, along with special considerations.					

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Friday	9:00 AM	Lauren Hart Rollins	Empowering Adjudicated Girls to Self-Advocate and Plan for Their Future Using SRSD to Improve Writing Efficacy	This presentation will highlight how self-determination and choice-making can be embedded within the self-regulated strategy development (SRSD) instructional approach to improve adjudicated, female youth with EBD's writing skills. We will discuss the SRSD instructional approach, how to embed self-determination skills and opportunities for choice-making, and how to increase youth self-efficacy. The audience will have the opportunity to share ideas and discuss implications for future practice in their settings.	Aimee Hackney	Sara Sanders	Olivia R. Hester	Allyson Pitzel, Kent State University	
Thursday	1:00 PM	Lennie Troughton	EBD: What the *%#& is it?	The goal of this study was to identify what criteria journal editors (specific to emotional/behavioral disorders) use when making decisions if the submitted manuscripts contain subjects/participants with emotional/behavioral disorders. Currently, the Individuals with Disabilities Education Act (2004) contains a definition/criterion; however, there have been discussions between the special education community and the mental health community to determine the best definition for EBD.	Rebecca Hartzell	Cade Carlton	Candace Schell	Christin Sabey Steve Powell	
Friday	3:00 PM	Linda Reeves	Comparing the Effects of Two Interventions in an Inclusive Post-Secondary Education Program Using a Randomized Alternating Treatment Design	Social stories and self-monitoring are considered evidence-based practices, however there use has not been demonstrated in post-secondary education programs for individuals with intellectual disabilities (ID). A single-case study using alternating treatment design to investigate the effects of two interventions (social stories and self-monitoring) to improve the rate of noises made by an individual with ID/Autism was implemented. The results indicated each intervention was equally effective.					
Thursday	1:00 PM	Lindsey G. Mirielli	Embedding Behavioral Objectives and Supports within Academic Lesson Plans and Materials	This session is designed to inform educators about the importance of teaching and supporting behavioral objectives during academic instruction. This session will provide action steps educators can use immediately to embed behavioral objectives and supports within their current academic lesson plans and materials.	Katherine Graves	Chad A. Rose			
Friday	3:00 PM	Lindsey Loflin	School Factors Associated with an Increased Rate of ISS for Black Male Students with Disabilities: An examination in Texas Using Hierarchical Logistic Regression	The overuse of exclusionary discipline for students of color with disabilities has been well documented. This study examined whether this disproportionality is consistent for students with disabilities when considering specific school characteristics such as locale, and makeup of student enrollment among others, using data obtained from the Civil Rights Data Collection and the National Center for Education Statistics.					
Saturday	1:00 PM	Lisa Bowman-Perrott	Peer Tutoring and Students with EBD: The Power of Peers	Findings from an umbrella review summarizing peer tutoring outcomes for students with or at-risk for emotional and behavioral disorders will be presented. Participants across 16 reviews included more than 2,404 students in pre-kindergarten through 12 th grade across 73 individual, unduplicated studies. Results support the efficacy of peer tutoring for students with or at-risk for EBD regarding academic and behavioral outcomes. Lessons learned, and implications for research and practice derived from these reviews will be shared.					
Saturday	12:00 PM	Lisa Kaye	The Power of the Arts To Restore Our Students' Hope, Health, and Well- Being	With the increasing population of students who have experienced trauma, lost hope, and may have mental health challenges, the arts have the potential to restore their self-confidence. This session provides multiple practical strategies that can be used in any classroom to reach students through the arts.	Donalyn Heise	Beverley H Johns			
Friday	10:00 AM	Lydia Beahm	Social Validity in the Token Economy Literature	The token economy is an effective behavioral intervention shown to increase appropriate behavior in classrooms. Unfortunately, many educators indicate that token economies are too challenging to implement effectively. To examine the perceptions of teachers related to token economies, we conducted a systematic review of social validity in the token-economy literature. In this presentation, we will discuss the social validity of a token economy and potential ways to improve teacher perceptions.	Bryan Cook	Einar Ingvarsson	Sarah Jane Schonour	Alan McLucas	
Thursday	3:00 PM	Lydia Beahm	Examining the Social Validity of the Double Check Online Program	The Double Check cultural responsivity and student engagement model has been found to reduce disruptive behavior and increase teachers' use of proactive behavior management strategies. Double Check Online provides teachers with access to culturally responsive behavior management strategies. In this presentation, we will discuss how users interact with Double Check Online and provide recommendations regarding methods to improve	Lora Henderson Smith	Catherine Bradshaw			
Thursday	4:00 PM	Madison H Imler	Self-Efficacy in Classroom Management for Pre-Service and In-service Teachers	Educators are currently leaving the field at high rates and the teacher shortage continues to grow due to student behaviors. To understand training for teachers this study utilizes a qualitative research design. The experiences of both preservice and in-service teachers are being assessed using semi-structured questions delivered via Zoom.	Chad A. Rose				
Friday	4:00 PM	Marissa A Rakos	Using Scripting as a Behavioral Intervention for Students With Emotional Behavioral Disorders	Students with EBD exhibit inappropriate verbal reactions to usual situations. In this presentation, we discuss the application of scripting, a behavioral intervention successful for individuals with ASD, with students with EBD. We will focus on the effects scripting has on inappropriate verbal reactions and the students reactions to the intervention.	Stephanie Meza	Acie Russell			
Friday	10:00 AM	Mark Matthew Buckman	Project ENHANCE: Enhanced C13T Professional Learning Series and Delivery: Educators' Views of Professional Learning Resources	We provide an update on Project ENHANCE, a five-year project examining complex, integrated tiered systems of support. We share findings on educators' view of the usability and feasibility of professional learning modules developed as part of this IES-funded project.	Paloma Perez	Rebecca Sherod	Grant Edmund Allen	David James Royer Eric Alan Common Elise Sarasin Allison M. Bernard Sarah Jane Schonour Wendy Peia Oakes Kathleen Lynne Lane	Yes
Friday	2:00 PM	Mark Matthew Buckman	Project ENGAGE: Testing a Tier 2 Intervention "Recognize. Relax. Record." to Support Elementary Students Struggling with Anxious Feelings	We present preliminary findings of a new Tier 2 intervention: Recognize. Relax. Record., being tested as part of a new IES-funded project to support elementary age students with internalizing behavior.	Eric Alan Common	Kantodeia Schnabel	Amy Buffington	Wendy Peia Oakes Kathleen Lynne Lane	Yes
Friday	4:00 PM	Mark Matthew Buckman	C13T: 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.	David James Royer	Eric Alan Common			

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Thursday	1:00-3:00	Mary Rose Salliese	Building Collaborations in Higher Education as an Early Career Professional	Strong collaborative partnerships are the key to success in higher education. However, this can seem daunting for professionals starting their careers. In this session, early career presenters will share their experiences (the ups and downs) and offer strategies for building collaborations with colleagues in the field, research site partners, and state-level leaders.	Aaron R. Campbell				
Friday	9:00 AM	Meaghan Devlin	Coaching for New Special Education Teachers: A Systematic Literature Review and Responsive Single-Case Design Intervention to Increase Use of Tier 1 Classroom Management Strategies	Supporting new special education teachers (SET) in applying research-based proactive classroom management and behavioral interventions is a promising approach to empowering and retaining the SET workforce. This presentation will present findings from a systematic literature review of empirical induction programs for new SETs and how those findings inform a single-case design research study supporting new SET's use of Tier 1 classroom management skills through collaborative coaching intended to be feasible, sustainable, and socially valid.	Erinn Whiteside				Yes
Friday	10:00 AM	Megan D Grant	Stakeholder Perspectives of School Discipline: A Social Ecological Exploration	This was a novel investigation that engaged stakeholders (administrators, teachers, school professionals, and students) in an urban school district to view, analyze, and interpret discipline data from their district and to explore the underlying causes of discipline outcomes. Stakeholders views resulted in a model in which social ecological systems drove the discipline system and undergirded the disparate and discriminatory practices. Implications of the findings are discussed.	Michael P Krezmien				
Friday	8:00 AM	Melissa Kenyon	How to Establish Instructional Control in an Educational Setting	Instructional control is a clinical term for establishing a paired, cooperative, therapeutic relationship. Having instructional control over your client/Student represents the probability that your delivered instruction will lead to the desired response. It motivates your client/student to listen, engage, and follow the socially significant directions you ask.					Yes
Thursday	4:00 PM	Melissa Kenyon	Maintaining Compassionate Care in the Classroom: Strategies for Reducing Burnout when Teaching Students with Autism Spectrum Disorder and Emotional Behavior Disorders	Teaching students with moderate to severe behaviors requires a compassionate and inclusive approach. By focusing on building relationships, effective communication, self-care, and a multi-leveled approach, educators can create an environment that fosters growth, effectiveness, and compassion for all students. Understanding barriers that are directly related to high levels of burn out can be identified using the 3-term contingency (Antecedent, Behavior, Consequence) which will allow for function-based decision making when working with students with ASD and EBD.					Yes
Friday	1:00 PM	Melissa Walton	What Did Teachers Tell Us? Implementing a Tiered Social Emotional Learning Platform in The Elementary Classroom	Teachers across multiple states in the southeast utilized a social and emotional learning innovation including: 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. Teachers were interviewed and provided feedback on the system and its components. This presentation highlights the successes from the classroom teacher perspective with next steps for future utilization of this innovation.	Gregory J. Benner	Elizabeth Michael	Erica Lee		
Friday	3:00 PM	Melissa Walton	Tiered Emotional & Behavioral Health Supports for the Whole Classroom	In this session, we demonstrate practical and easy to use social-emotional learning strategies. A systematic framework for assessing, progress monitoring, and implementation is highlighted. Practical demonstrations and real-world video examples of each strategy will be shown. Guidance will be provided for practical implementation of each strategy.	Gregory J. Benner	Elizabeth Michael	Erica Lee		
Friday	9:00 AM	Michael Krezmien	Collaborative Community-based Interventions between Behavioral Health and Law Enforcement: A Model for Supporting Individuals with Serious Mental Illness and Substance Use Disorders	We present the design and impact of two ongoing collaborative community interventions to support individuals with serious mental health needs and substance use disorders. We discuss the process of developing collaborations between law enforcement and behavioral health professionals. We discuss the impact of the programs. We describe the utility of mobile technologies to monitor practice and to facilitate outreach with difficult to find clients.	Brian Summers	John Hart	Megan Grant	Jeremy Kelleher	
Friday	1:00 PM	Michael Krezmien	Seclusion and Its Harms: A Legal Analysis	This presentation explores the discriminatory use of seclusion for students with disabilities. The authors present the findings of an analysis of federal investigations and settlement agreements associated with seclusion and discuss the inappropriate use of seclusion as well as the inherent risks and harms of seclusion practices. Recommendation for eliminating the use of seclusion will be discussed.	Candace Mulcahy				
Thursday	8:00-11:00	Michael Krezmien	Addressing Challenges in Correctional Special Education	This workshop is designed for educators, researchers, and other professionals interested in or currently working with youth involved, or at risk for involvement, in the juvenile justice system. The goal of the workshop is to identify and discuss challenges facing correctional educators, especially related to students with disabilities. Participants will work together to identify resources, tools, and supports to design and develop a framework for addressing the identified challenges.				Jeremy Kelleher, Ally Hunter, Alexandra Wolf & Celine Mudahakana - University of Massachusetts, Amherst; Sarup Mathur, Heather Griller Clark, Kassandra Spurlock, Justine Parnell & Annee Grayson - Arizona State University; Dan Maggin, Colleen Finucane, Jessie Neal & Nahid Husain-Habib - University of Illinois Chicago	
Friday	9:00 AM	Molly Bloom	Special Education and Constitutional Rights Issues in Youth Correctional Facilities and implications for Practice	Litigation related to incarcerated youth involving their Eighth and Fourteenth Amendment rights as well as the Individuals with Disabilities Act, Americans with Disabilities Act, and Section 504 of the Rehabilitation Act is at large across the United States. This presentation discusses the above legal disputes in each area as well as necessary steps for youth correction facilities to take towards rehabilitating their students instead of punishing them and implications for practice.	Mitch Yell				
Friday	8:00 AM	Nahid Husain-Habib	Knowing Your Role: Skills of Success for Teachers in Juvenile Correctional Facilities	The purpose of this study is to understand the school settings and the experiences of special education teachers in long-term juvenile correctional facilities around the country. Our educator and staff interviews examined teachers' backgrounds, current experiences, and recommendations for future teachers. We will also delve into school characteristics within the facilities explored. We hope to be able to share a broader perspective of what juvenile justice looks like across the country.	Colleen Finucane	Jessie Neal			
Thursday	1:00-3:00	Nicholas Gage	Ph.D. Career Paths Beyond the Tenure Track	This presentation will describe alternative career paths within and outside of higher education that do not include tenure track positions. The session will be interactive and provide opportunities for discussion and questions about futures outside the tenure track.	Ashley MacSuga-Gage				
Friday	10:00 AM	Olivia R. Hester	Finding Your Purpose Doesn't Come Overnight: How Youth Describe Vocational Training Opportunities in Juvenile Justice	Opportunities for youth to gain employability skills through hands-on vocational training experiences while in juvenile justice facilities is a critical piece for reducing recidivism. We will share how seven youth from one juvenile justice facility describe their experiences in vocational training and the impact it may have on their futures.	Sara Sanders	Kristine Jolivet	Kimberly P. Odom	Allyson Pitzel, Aimee Hackney	
Friday	2:00 PM	Olivia R. Hester	Lessons Learned: Implementing Person-Centered Planning with Youth in a Juvenile Justice Facility	In this presentation, we will share how juvenile justice facilities can use an ongoing problem-solving process called person-centered planning to help youth prepare for reentry and plan for their futures. We will introduce person-centered planning, discuss how it was implemented in a facility, share how youth viewed the process, and outline future directions.	Kayla McKibbin	Sara Sanders	Kristine Jolivet	Kimberly P. Odom	

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Friday	1:00 PM	Ozlem Diken	Relationship Between Language Skills and Problem Behaviors of Elementary School Students: Reflections from Turkey	There have been numerous studies carried on all over the world regarding whether problem behaviors have been associated with language skills of students with special needs. Studies show that there is a strong relationship between these two variables. In this presentation, studies on speech and language skills and problem behaviors of students with special needs in inclusive elementary school classrooms will be summarized. Regarding this issue, past and current situation in Turkey will be analyzed and suggestions will be provided based on the current projects. This study is part of a national project and being supported by TUBITAK (Grant number: 122K952).	Ibrahim H. Diken	Cem Cuhadar	Gonul Onur Sezer	Ozlem Toper, Secil Celik, Dilruba Kurum Yapicioglu, Gulefsan Ozge Kalayci, Cem Kalayci, Tugce Sinoglu Gunden, Ugur Onur Gunden	
Friday	9:00-11:00	Panelists: Artiles, Bal, Carrero, Tefera Moderators: Mathur, Kern	Shifting Perspectives to Inform Movement: Discussing Diverse Approaches to Understanding and Addressing Disproportionality	The Division of Emotional and Behavioral Health (DEBH) is committed to addressing the core issues related to disproportionality and how they affect students with disabilities, specifically students with emotional and behavioral challenges. Through these sessions, DEBH continues to engage in conversations with distinguished scholars to generate solutions and provide directions for change in policy, research, and practice in the areas of evaluation, discipline, and teacher preparation and training.	Alfredo Artiles	Aydin Bal	Kelly Carrero	Adai Tefera	
Friday	9:00 AM	Peyton Johnstone	Improving Behavior in a Self-contained Elementary Classroom for Students with Emotional or Behavioral Disorders	We examined the effects of a positive behavior support classroom management program (Class-Wide Function-related Intervention Teams) for five elementary students with emotional or behavioral disorders using a single subject reversal design. The program was effective in significantly increasing students' classroom on-task behavior and teacher praise rates, demonstrating a functional relationship.	Paul Caldarella	Erika Richards	Christian Sabey		
Saturday	11:30 AM	Rebecca Folkerts	Preparation of Pre-Service Special Education Teachers on Conducting Functional Behavioral Assessments	Special education teachers are generally not equipped to conduct functional behavioral assessments (FBA), although necessary prior to implementing behavior interventions. This study explored pre-service special education teacher preparation on conducting FBAs through reviewing course syllabi, surveying program faculty, and analyzing pre-service program data. Results showed wide variability, with many implications.	Hedda Meadan				
Friday	1:00 PM	Rebecca Sherod	What's New in Systematic Screening? An Overview of New Resources	We introduce a range of resources to support selection, installation, and use of systematic screening tools to shape instruction. We introduce free-access professional learning and implementation resources.	Mark Matthew Buckman	Wendy Peia Oakes	Kathleen Lynne Lane		
Friday	3:00 PM	Rebecca Sherod	Implementing CIST in the Post Pandemic Era: How are Teachers Faring?	We share preliminary findings of how elementary teachers implementing CIST are faring in terms of their well-being. We examine outcomes for initial and advanced implementers.	Mark Matthew Buckman	Grant Edmund Allen	David James Royer	Eric Alan Common Stacie Williams Wendy Peia Oakes Kathleen Lynne Lane	
Friday	10:00 AM	Richard E. Mattison	The Real-World of ED Educators: Levels of Impairment and Prevalence of Critical Symptoms in Their Students	ED educators require objective knowledge about levels of school dysfunction and critical problems in their students. To this end, an impairment index was developed using MGPA, OSS, absenteeism, and psychiatric hospitalization in 168 students classified ED. In a second sample of 480 ED students, prevalence rates of critical clinical symptoms (eg, suicidality) were determined with the SAED checklist. Implications for ED teachers and their trainers will be discussed.					
Friday	10:00 AM	Robbie J. Marsh	Addressing Assessment Motivation for Youth in Juvenile Justice Facilities	Adjudicated youth with above-average academic achievement are more likely to return to school when released from juvenile justice (JJ) facilities. There are a variety of barriers impacting adjudicated youth's ability to achieve academic success in JJ, including security issues, peer issues, and motivational issues. This presentation will outline a motivation intervention added to a blended literacy intervention to improve assessment motivation and reading outcomes for adjudicated youth.	Ryan Hall	David Houchins	John Hitcock	Deborah Reed	
Friday	12:00 PM	Robin Parks Ennis	Students with EBD in Educational Research: Who are We Serving?	The term emotional and behavioral disorders (EBD) refers a much broader group of students beyond those served under the emotional disturbance eligibility category. As we seek to understand which practices are evidence-based for students with EBD, how we classify and identify students is critical. Let's explore findings from a systematic review of intervention research from the past ten years highlighting classification and identification procedures to better understand who we are serving.					
Thursday	3:00 PM	Robin Parks Ennis	Using Mindfulness-Based Interventions to Support Student Behavior in an Urban Setting	Students' externalizing behaviors can be linked to social, emotional, and mental health needs. One way to support these needs while simultaneously addressing challenging behaviors is through the use of mindfulness-based interventions. This presentation will highlight components of a mindfulness-based intervention and share findings from a single-case research design study implemented in an urban setting.	Erica Ogle Lee				
Friday	9:00 AM	Rose Iovannone	Coaching to Build Educator Capacity to Implement Evidence-Based Interventions	Although research has identified evidence-based behavioral interventions and practices, teachers report that they receive inadequate support to assist them with implementation. This session will describe a systematic coaching process used in two feasibility research projects, one for students with emotional disturbance and one for students on the autism spectrum. Protocols and processes for coaching teachers and training educators to be coaches will be shared.					
Friday	2:00 PM	Russ Skiba	Over- and Under-representation in Special Education: A Status Report	Claims that there is no over-representation of Black and Brown students in special education have stirred considerable controversy in the field. This presentation will examine findings, especially recent findings, bearing upon that issue. In particular, we will explore the intersection of race and socioeconomic disadvantage in regression: What does it mean to control for poverty? In the end, it seems likely that debates about over- or under-representation are less fruitful for the field than a more comprehensive examination of a full range of demographic and contextual variables that have been shown to contribute to eligibility for and placement in special education programs.	Ashley White	Dan Losen			
Friday	8:00 AM	Samantha Lee	Establishing School-University Partnerships to Support Students with Intensive Needs	Effective partnerships require an understanding of the contingencies encountered by each partner as well as a willingness to work toward common goals. In this discussion-oriented session, panelists from both K-12 schools and universities will outline effective methods to establish lasting partnerships that prioritize the support needs of students.	Doreen Ferko	John Hosp	David Lee	William Therrien	
Friday	8:00 AM	Sara Sanders	Intensifying Evidence-Based Strategies and Interventions within Treatment and Programming in Restrictive Education Settings	Restrictive education settings use evidence-based interventions and strategies to deliver treatment and programming to the youth they serve. Sometimes, intensifications are needed to improve outcomes for some youth with more intense needs. This presentation will provide steps for intensifying interventions with specific considerations for the unique contextual variables found in residential and juvenile justice facilities.					

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Friday	1:00 PM	Sara Sanders	Writing for Success: Teacher and Researcher Perspectives on Teaching Writing to Youth in Restrictive Education Settings	Youth in restrictive education settings often struggle to communicate their thoughts and ideas through writing. Developing writing skills allows students another mode of communication to share their wants, needs, opinions, and ideas, while also equipping them with a pivotal skill for success within both school and in postsecondary opportunities. This presentation will present the results of a study examining the impact of a writing intervention on persuasive writing skills from both the perspective of teacher and researcher.	Cody Harris	Kristine Jolivet	Allyson Pitzel		
Friday	3:00 PM	Sara Sanders	Improving the Educational Protective Factors of Girls in a Juvenile Justice Facility: The Power of Strategy Instruction and Self-Determination	This presentation will highlight two studies focused on improving literacy and self-determination of adolescent females served in a secure juvenile justice facilities. The effects of the strategy instruction will be shared along with youth perspective on the strategies and future research directions.	Lauren Hart Rollins	Olivia R. Hester	Kristine Jolivet	Allyson Pitzel	
Friday	10:00 AM	Scotia Hammond	Stakeholders Experience Using Virtual Learning for Students with Emotional and Behavioral Disorders	Educating students with emotional and behavioral disorders has unique challenges to address when determining the least restrictive environment. Virtual learning allows access to synchronous teaching when students would have missed out. The purpose of this research project was to investigate stakeholder perspectives on virtual learning for students with EBD.	Travis Hammond	Jabari Taylor			
Friday	10:00 AM	Scotia Hammond	Supporting the Post-Secondary Education Transition for Students with Emotional and Behavioral Disorders	Students with emotional and behavioral disorders matriculate to post-secondary education programs at lower rates than their peers. Transition supports are important for setting students up for success in post-secondary education. The purpose of this study was to understand students experience and identify best practices in transition supports for students with emotional and behavioral disorders.	Stephanie Huff	Jabari Taylor			
Thursday	2:00 PM	Shannon Locke	Addressing Interfering Behaviors and Autism in the Classroom through Universal Design for Learning (UDL)	"Behaviors are messages" describes many behavioral concerns. Language difficulties contribute to academic and behavioral struggles. This presentation pulls from a 25-year Speech-Language Pathology career specializing in ASD to support attendees' understanding of language and provide strategies using the UDL framework that will help mitigate interfering behaviors and increase successful communication.					
Friday	9:00 AM	Shanon Taylor	Improving Family Engagement for Students Who are EBD	While research has demonstrated the benefits of family engagement for students with disabilities, the families of students with E/BD are least likely of all disability categories to be engaged with schools and engagement is less likely as the student ages. Yet families report feelings of isolation and struggling to find appropriate services while feeling judged for their parenting ability. This session will identify key strategies to improve family engagement.	Sara Vega				
Thursday	2:00 PM	Shelly Jensen	Mastering Classroom Management: Effective Strategies for Teaching Success	Teachers are finding themselves dedicating an increasing amount of time and energy to managing behaviors in their classrooms. Are you a teacher who wants to focus more on teaching and less on dealing with disruptive behavior? If your answer is yes, then this break-out session is tailor-made for you! This workshop is designed to empower educators with successful strategies and the necessary tools to establish a classroom that is ready for learning. These strategies will cater to all learning styles and be demonstrated through relevant teaching practices that can be seamlessly integrated into any classroom. Get ready					
Saturday	10:00 AM	Stacy N. McGuire	Teaching Replacement Behaviors: A Guide for Teachers	Students with emotional and behavioral disorders (EBD) can engage in internalizing or externalizing behaviors, which can impact students and teachers. This presentation provides teachers with a five-step process for teaching replacement behaviors. We will teach participants how to implement the process through a variety of vignettes and opportunities for practice.	Rebecca Folkerts				
Saturday	11:00 AM	Stacy N. McGuire	Hearing Behavioral Messages: Avoiding Misinterpretation to Make Effective, Inclusive Decisions	Traditionally marginalized students are subjected to exclusionary discipline practices at higher rates than their peers. The behavior students engage in is a form of communication, and teachers' biases determine whether that behavior is challenging. This session will provide teachers with a plan to support marginalized students with behavioral needs appropriately.	Victoria J. VanUitert				
Friday	10:00 AM	Suzanne Woods-Groves	Research to Practice: Recommendations for Designing Instruction for Post-Secondary Education Programs for Young Adults with Autism Spectrum Disorders and Intellectual Disabilities	This presentation will include research-based recommendations for essential components to include in designing academic, vocational, and independent living instruction for postsecondary programs that serve students with Autism Spectrum Disorders and Intellectual Disabilities. Instructional practices and components will be identified and discussed. Participants will be able to identify core instructional components to included in designing effective instruction to support learners.	Kinga Balint Langel	Derek B. Rodgers	Jo M. Hendrickson		
Thursday	3:00 PM	Suzanne Woods-Groves	Quality of Intervention Studies Conducted in Post-Secondary Education Programs for Students with Autism Spectrum Disorders	This presentation describes the process and findings from a systematic review and meta-analysis of experimental studies conducted with young adults with Autism Spectrum Disorders enrolled in post-secondary programs for students with intellectual and developmental disabilities. The quality of studies was evaluated using select What Works Clearinghouse guidelines and Council of Exceptional Children Standards for Evidence-Based Practices. Recommendations for future study designs will be presented.	Kinga Balint Langel	Derek B. Rodgers	Jo M. Hendrickson		
Friday	1:00 PM	Therese M Cumming	Supporting the De-escalation Skill Development of Pre-service Teachers through Mixed Reality Learning Environments	This project aimed to explore the self-efficacy and social validity of of pre-service teachers practicing the use of the de-escalation skills in mixed reality learning environments Preservice teachers (PSTs) enrolled in classroom management courses were provided with the opportunity to safely practice classroom management (de-escalation) techniques on avatars controlled by an interactor in mixed reality learning environments and provided with feedback on their performance.					
Thursday	2:00 PM	Timothy J. Landrum	A Focus on Relationships with Intensive Behavioral Interventions	The connection between student behavior and teacher-student relationships is important, especially for students who are difficult to teach due to challenging behavior. We examine this topic from a behavioral perspective, and discuss specifically how intensified and individualized behavioral interventions can be used to build positive and therapeutic relationships between students and their teachers.	Lauren W. Collins	Lora Hall			

Day	Time	Lead Presenter Name	Presentation Title	Presentation Abstract (50 words)	Co-Presenter #1 Name	Co-Presenter #2 Name	Co-Presenter #3 Name	Please list any additional presenters, with affiliation and email address.	BCBA CEUs
Friday	8:00 AM	Toshna Pandey	Examining Facilitators of Implementation of the Good Behavior Game + MyTeachingPartner	Attrition is highest among early career teachers due to multiple factors (e.g., stress, work demands). In order to reduce attrition, we conducted an RCT evaluating the combination of a coaching model (i.e., MyTeachingPartner) to support teachers with effectively implementing an evidence-based classroom management practice (i.e., PAX Good Behavior Game). We explored whether coaching alliance moderated the association between individual and organizational factors and implementation quality.	Lydia Beahm	Alexa Budavari	Catherine Bradshaw		
Saturday	10:30 AM	Victoria VanUitert	Reframing Behavior: Understanding and Responding to Behavioral Messages of Neurodivergent Students Meaningfully	Behavior is a form of communication. How we interpret and understand behavior meaning influences our next steps. In this session, we introduce neurodiversity and discuss characteristics to be considered in understanding behavior. Steps for addressing behavior from a neurodiversity-affirming lens will be discussed.	Stacy McGuire				
Thursday	4:00 PM	Zachary Johnson	Blended Learning: Improving On-task Behavior and Teacher Engagement	Blended learning has been shown to improve the on-task behavior and achievement of students with high-incidence disabilities. A systematic review of the literature was conducted to locate blended learning math studies for secondary-level students with disabilities and to assess the scientific rigor. Finally, a single case design study examined the relationship between blended learning mathematics instruction and student on-task behavior, teacher engagement, and math achievement.	David Houchins	Kris Varjas			