A. Behavioral Health of Montana

B. University of Montana

C. University of Central Missouri

D. University of Nevada, Reno

E. University of Virginia

F. University of Virginia

G. University of Virginia

H. Montana Department of Juvenile Justice

I. University of Missouri

J. University of Missouri

K. University of Nebraska, Lincoln

L. University of Virginia

M. University of Virginia

N. University of Wisconsin

O. University of Wisconsin

P. University of Wisconsin

Q. University of Wisconsin

R. University of Wisconsin

S. University of Alabama

T. University of Alabama

U. University of Alabama

V. University of Alabama

W. University of Alabama

X. University of Alabama

Y. University of Alabama

Z. University of Alabama
4 5:00-5:15 Simon, Luke Mesojo University of Central Missouri Taking Back the Toonie: The Benefits of Implementing A Classroom-Based Core into Teacher Preparation Programs. Research indicates that 80% of mental health clients have been exposed to trauma (B_LVL, et al., 2016). Teachers can play a role in a universal precaution known as "trauma-informed care." This presentation focuses on (1) incorporating trauma-informed care into teacher preparation programs, (2) recognizing how trauma affects students, and (3) understanding how to respond to these traumas in a positive manner.

4 5:00-5:15 Pre-recorded Lucía Smith-McKee North Unified School District Classroom and Behavior Management: A Comprehensive Design for Positive Behavioral Support. Designing a classroom for optimal behavior management requires a comprehensive approach including classroom climate, procedures, and routines, explicit instruction of behavioral expectations, performance of desired behaviors, an instructional approach to discipline, and specific interventions. This presentation will lead general and special education teachers through a planning process to implement a comprehensive classroom behavioral support system.

4 5:00-5:15 Simon, John University of Louisville A Science of Instructional Data: Implications for Students with Disabilities. This session will address the science of effective instructional data, classroom pedagogical practices for use with students with disabilities, and barriers to implementing effective instructional practices in inclusive settings. Implications for the field and educator preparation programs will also be discussed.

4 5:00-5:15 Simon, Andrew University of Missouri-Columbia The Importance of Social Emotional Learning (SEL) in Education. Social emotional learning (SEL) is critical to the development of students' success, and often negatively impacted.

5 1:15-5:00 Pre-recorded Krielle Schmidt University of Northern Iowa Evaluating School Resource Officers Engaged Through Zoom. Nearly half of all schools have a school resource officer (SRO) on campus. With research on the impacts of school police showing mixed results, there remains an opportunity to improve how officers are integrated within the school community, and to provide guidance to specific activities SROs can do to enhance school safety. In this session, I will describe a framework to guide purposeful planning for SROs in school settings.

5 1:15-5:00 Pre-recorded Marye Bailey Face-2-Face University Achieving Professionalism in Practice Through Teacher and Coaching. Current professional development opportunities for paraeducators are often limited. As a result, paraeducator teachers frequently serve as the primary source of training. This session features a study which examined the effects of teacher-led coaching on paraeducator use of behavior specific praise. Presentation will focus on study implications and recommendations.

5 1:45-5:00 Pre-recorded Jessica Nelson Missouri State University Expanding Paraprofessional Training and Development with Limited Resources. This study most commonly cited challenges of professional development were recruitment, retention (Mark, 2016), and training of high-quality educations. Educators (Parry & Barton, 2016). The current presentation will provide participants with a guide for implementing a strong training program for high quality training to increase retention of core competencies in rural areas.

5 1:45-5:00 Pre-recorded Laura Haney University of Missouri-Columbia Supporting the Language Needs of Students with Disabilities. Language deficits and behavioral difficulties are highly co-morbid characteristics in students with autism, ADHD, and developmental language disorders. And frequently, language deficits are undetected. In our presentation, we will help students better understand their students’ language needs and explore several strategies to improve language-based intervention approaches.

5 2:00-6:00 Jim Chen W. Kletzian University of Virginia Exploring the Inclusion Movement: Regressions in Inclusion. Movement: Regressions in Inclusion. This presentation will review transitional challenges for students transitioning in the COVID-19 Era. Students completing a residential program and returning to the community will be presented to enhance student success with COVID-19 as mind.

5 2:00-6:00 Jim Chen W. Kletzian University of Alabama Working as Wonderhood Program: Barriers to Educational Challenges in School Transitions in the COVID-19 Era. This presentation will review transitional challenges for students completing a residential program and returning to the community. These will be presented to enhance student success with COVID-19 in mind.

5 2:45-5:00 Pre-recorded Andrea Mendes-Media North Dakota State University Navigating the Twist of Extracurricular Discipline Practice in Arizona Charter Schools on Special Needs and Culturally/Linguistically Diverse Students. This study evaluated how discipline referrals, suspension, and expulsion are used in Arizona charter schools with a particular focus on students with special needs and culturally/linguistic diversity. Eleven charter schools in the Phoenix area were a part of this research and split into two groups, high achieving and low achieving. Before interviews are conducted, teachers will be introduced about the study.

5 2:45-5:00 Pre-recorded Renee McFadden North Dakota State University, Beardslee: From Paraprofessional to Teacher Leadership Skills for Secondary Students with SBD. This study evaluated how discipline referrals, suspension, and expulsion are used in Arizona charter schools with a particular focus on students with special needs and culturally/linguistic diversity. Eleven charter schools in the Phoenix area were a part of this research and split into two groups, high achieving and low achieving. Before interviews are conducted, teachers will be introduced about the study.

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5 3:00-6:00 Pre-recorded Five Panelists University of Mississippi The Science of Effective Instruction, Critical Pedagogical Practices for Use with Students with Disabilities, and Barriers to Implementing Effective Instructional Practices in Inclusive Settings. Implications for the Field and Educator Preparation Programs will also be discussed.

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John 4:00-4:15  Kenta Columbus  American Institutes for Research  Assessment of Frequency of Bullying Behaviour Among Students with Intellectual Disabilities
This study examined the prevalence of bullying behaviour among students with intellectual disabilities in an inclusive setting. The study adopted descriptive survey research design. The respondents were 260 teachers of students with intellectual disabilities, which were purposively selected. A research instrument was used for data collection titled inventory on bullying behaviour (IBI). One researcher and two research assistants administered the inventory to the teachers.
Group Mather  Montana State University  Fischer Elementary  Brigham Young University

John 4:00-4:15  Mary Begleiter Kim  University of Pittsburgh  Mindset Indicators: Reforms, Apps, and Tools
Three experienced professionals conduct fast-paced, panel-led sessions discussing versions for those seeking academic positions. Faculty offer practical advice from years of conducting faculty searches, start tips for applications, cover letters, interviews, job talks, and contract negotiations. The rotating small group format allows you to ask questions and get feedback on your own search process.
Rebecca Bethulce  Richmond, The State University of New Jersey  Jean Brown  New Braunfels Public Schools  Joyce Boren  Rogers, The State University of New Jersey

James 4:15-4:30  Richard Billions  Capital University  Culturally Responsive-Behavioral Practices in PBS
This presentation will explore how to move PBS into a racially culturally responsive practice. When implemented, PBS focused on the dominant culture. White PBS has decreased behavioral referrals, there is still a significant gap between race/ethnicity. This presentation will cover the core tenants of PBS infused with culturally responsive strategies.

James 4:15-4:30  Sara Senders  University of Alabama  The Role of Self-regulation Learning Instruction for Students with Intellectual Disabilities and Juvenile Justice Facilities
Incorporating self-regulation instruction into classroom and school settings can be effective for students with disabilities and juvenile justice facilities. This session will include the results of a systematic literature review and meta-analysis to determine the effects of PA on academic and behavioral benefits for students with EBD. This presentation will also include the description of a collaborative effort to develop an online course to train teachers and staff in the implementation of PBIS and PTR in schools.

James 4:15-4:30  Tom Montoya  Wagner College of the City University of New York  MotivAider Self-Timer and Standing Desks, to increase task engagement of students with intellectual disabilities
Self-regulation is a key concept for students with intellectual disabilities. The MotivAider Self-Timer and Standing Desks are two interventions designed to help students increase their task engagement. These interventions are intended to increase students’ motivation and participation in the classroom. The session will include a multiple baseline study that implemented MotivAider Self-Timer and Standing Desks to increase task engagement.

Jim 4:00-4:15  Heavenly Shaw  Winthrop University  MindShift: Using Self-Regulated Strategy Development to Support Students’ Computational Skills with Fractions
Computational skills with fractions are a common school discipline issue. These laws often create unnecessary stress and additional work in schools and other areas of life and can be taught and learned through instruction and on-the-job training without the need for extensive staff development. The Interwoven-Skills Development Approach to strategy training is intervention designed to help students with intellectual disabilities develop self-regulated strategy development skills.

Jim 4:00-4:15  Jing Ja, Jaekun  The University of Alabama  Practical Social and Emotional Learning Strategies
The purpose of the presentation is to build your capacity to integrate and refine practical social and emotional learning (SEL) strategies into your classroom. Strategies for building youth social and emotional learning competencies within classroom and in the community will be demonstrated. Participants will develop practical strategies for building youth social and emotional learning competencies in their classrooms and school settings.

Jim 4:00-4:15  A. Naadi  Jhagj University  Stress Among Racial Minority Parents of Adolescents with Emotional and Behavioral Problems
Stress among racial minority parents of adolescents with emotional and behavioral problems and their minority counterparts. Race/ethnicity, parents experienced higher parenting stress. The severity of social-emotional and behavioral problems, parenting practices, and parents’ racial status were significant predictors of parenting stress among racial minority parents and their adolescents.

Jim 4:15-4:30  Andrew B. Smolin  University of Mississippi  Moving and Growing – Improving Outcomes for Students with Behaviors Disruptive through Physical Activity
This presentation will include the description of a collaborative effort to incorporate physical activity into the classroom setting. The MotivAider Self-Timer and Standing Desks, to increase task engagement of students with intellectual disabilities. The Move and Learn program is designed to help students increase their task engagement. This presentation will include the description of a collaborative effort to incorporate physical activity into the classroom setting.

Jim 4:15-4:30  Amr A. Faddaw  East Tennessee State University  A Review of School-Bullying Laws & Impact on Students with EBD
School bullying laws are laws enacted at the state level that creates common school discipline issues. These laws often create unnecessary stress and additional work in schools and other areas of life and can be taught and learned through instruction and on-the-job training. This review examines these laws nationally and the impact on students with EBD.

Jim 4:15-4:30  Shana S. Taylor  Jon Scott  Arizona State University  The Prevent-Teach-Reinforce (PTR) Functional Behavior Intervention Plan for High School Students with Emotional/Behavioral Disorders
This presentation will include the description of a collaborative effort to develop an online course to train teachers and staff in the implementation of PBIS and PTR in schools.

Jim 4:15-4:30  Rose Swarrayan  University of South Florida  The Prevent-Teach-Reinforce (PTR) Functional Behavior Intervention Plan for Middle School Students with Emotional/Behavioral Disabilities
This presentation will include the description of a collaborative effort to develop an online course to train teachers and staff in the implementation of PBIS and PTR in schools.

Jim 4:15-4:30  Paul Caldarella  Capella University  University of South Florida  Culturally Responsive Behavioral Practices in PBIS
This presentation will explore how to move PBS into a racially culturally responsive practice. When implemented, PBS focused on the dominant culture. While PBS has decreased behavioral referrals, there is still a significant gap between race/ethnicity. This presentation will cover the core tenants of PBS infused with culturally responsive strategies.
Null, we should know better by now? Why "Helping the Demons" may be effective for scaling maintained behavior.

Research over several decades has demonstrated a number of phenomena related to human behavior that are universally true. These include, for instance, the influencing of situations, the matching rule, and the matching of situational factors. In this presentation, we will explore why these phenomena are important for understanding the behavior of individuals.

40 10:00-10:15

E Amanda Loughead

Clark County School District

Strategies for Teaching Mathematics in an Inclusive Classroom: The effect of professional development on mathematics skills.

This workshop will provide educators with strategies for teaching mathematics in an inclusive classroom. Participants will learn how to create a supportive learning environment that accommodates the diverse needs of all students.

40 10:00-10:15

Metzler Elementary

University of Arizona

How to Teach: What Are You Really Doing to Support Students with EBD?

The workshop will focus on teaching strategies for supporting students with EBD. Participants will learn how to create a positive learning environment that promotes the success of these students.

40 10:00-10:15

Sarah Lindstrom Johnson, Ph.D.

University of Virginia

A Systematic Literature Review of Educational Identity in the Juvenile Justice System

This systematic literature review presents the current corpus of literature on educational identity in the Juvenile Justice System. The study aims to identify the factors that influence educational identity in this population.

40 10:00-10:15

Melissa Bernstein

University of St. Thomas

Research Project: Implementing School-wide UDL: An Action Research Project

This research project will focus on implementing Universal Design for Learning (UDL) in the schools. Participants will learn how to create an inclusive learning environment that accommodates the diverse needs of all students.

40 10:00-10:15

Rebecca C. Brinkman

University of Massachusetts, Amherst

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40 10:00-10:15

Lindsey O'Laughlin

New York University

Assessing and Addressing Staff Performance Problems

This presentation will focus on assessing and addressing staff performance problems. Participants will learn how to create a supportive work environment that promotes the success of all employees.

40 10:00-10:15

Kari L. Deconcha

Clark County School District

Skills for Teaching Mathematics in an Inclusive Classroom: The effect of professional development on mathematics skills.

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The Power of Youth Voice

Gwendolyn K. Deger

A Framework for Roles of Behavior Analysts in Educational Settings

Eric Common

Students with Autism Spectrum Disorders

Rachel Kaplan

Suzanne Woods-Groves

Adverse Childhood Experiences and Youth with ASD: What We Know and What We Should Do

Brittany Batton

The Pennsylvania State University

University of Florida

The University of Alabama

University of Kentucky

University of Minnesota

University of Alabama

Erin Fitzgerald Farrell

Tom McIntyre

University of Alabama

University of Alabama

University of Alabama

University of Alabama

University of Alabama

University of Alabama

University of Alabama

University of Alabama

University of Alabama

University of Virginia

University of Alabama at Birmingham

University of Alabama

University of Alabama

University of New York

University of Florida

University of California at Riverside

University of Iowa

University of Michigan-Flint

University of Michigan-Flint

University of Michigan-Flint

University of Michigan-Flint

The University of Alabama

The University of Alabama

The University of Alabama
Behavioral interventions with a focus on healing
Attachment Trauma

Many students in residential facilities have histories of trauma, abuse, and neglect. This presentation will provide practical behavioral interventions for direct care workers in residential facilities to help heal attachment trauma.

Conducting Educational Research During a Pandemic: Implications for Graduate Students, Faculty, and the Field of ISD

The integrated literacy study group (i-LSG) is a paneducational, digitally delivered professional learning program for elementary educators of students with or at risk for emotional and behavioral disorders (EBDs). The objective of this study was to describe the program and its impact on the reading and social-emotional learning strategies built into i-LSG. Results of a comparison of instructional effectiveness between the i-LSG and a focus group in relation to self-regulation, motivation, and behavior

Research suggests they may experience tension, frustration, and depression as a result of being an educator. According to multiple studies, teachers who experience higher levels of stress report less effectiveness in the classroom. This session describes the role of the district’s response to reported stress and strategies for attending to staff wellbeing.

Learning the Current Perspectives on Open Science

Open science is emerging in overlapping fields—specifically, applied behavior analysis. This presentation will examine survey data gathered from editorial board members of ABA-based journals to reveal their understanding of open science.

Getting a Little Intense in Here: Intensifying Self-Regulation Supports for Dual-Modality Instruction

Emotional Development Instructional Programming is the self-directed instructional pathway for students in kindergarten through grade 5 designed to promote school-wide outcomes. It provides a holistic approach to creating a positive school culture established by the Tier 1 teams. Attendee will identify the Tier 1 team members, the suggested roles of Tier 2, and the support that a BCBA may provide to the leader to improve school-wide outcomes.

Collaboration between teachers and parents is crucial to student success and disagreement can be a barrier. We will present data on parental agreement on behaviors of students with ADHD. The use of an organizational tool (i.e., the Co-Grid) will provide to the team to improve school-wide outcomes. Relying reciprocal relationships between parents and educators.

Providing support for students with emotional challenges and discourse strategies to intensify support for face-to-face and virtual instructional modulations. Participants will have the opportunity to engage in discussion that combines co-teachers expertise for the teaching models. The use of an organizational tool (i.e., the Co-Grid) will provide to the team to improve school-wide outcomes.

Increasing the BCBA’s ability to deliver professional learning for students in the classroom through collaborative teaching and use of create equitable opportunities for all students in general education settings. Claims of differentiation in teacher preparation programs and lack of general curriculum knowledge have kept special and general education from participating effectively in teaching models. The use of an organizational tool (i.e., the Co-Grid) in discussions that combine co-teachers expertise for the identification of necessary strategies, adaptations of materials, resources, and added support systems for academic needs and behavior issues is emphasized.

Situations where students with emotional and behavioral disorders, as well as tips and tricks for staying organized during implementation.

During this session, three teachers will share their experience in implementing the i-LSG instructional approach across various alternative education settings. Participants will learn different strategies to intensify support for face-to-face and virtual instructional modulations. Participants will have the opportunity to engage in discussion that combines co-teachers expertise for the teaching models. The use of an organizational tool (i.e., the Co-Grid) in discussions that combine co-teachers expertise for the identification of necessary strategies, adaptations of materials, resources, and added support systems for academic needs and behavior issues is emphasized.

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24 10:45-11:00 Dr. Jennifer Frank University of Arizona dfrank@email.arizona.edu Assessing the Social Validity of a Technology-Based Program: Positive and Negative Impacts A systematic review of the literature on social validity measures and technology use in educational settings. This systematic review aims to synthesize the existing research on the effectiveness of technology-based interventions and their impact on social validity. The review will cover studies that have investigated the social validity of technology interventions in various educational contexts, such as classrooms, schools, and educational settings. The purpose of this review is to identify the factors that influence social validity and to explore strategies for improving the social validity of technology-based interventions.

24 11:00-11:15 Christine McShane Brigham Young University Christinedemuth@byu.edu Assessing the Social Validity of a Technology-Based Program: Positive and Negative Impacts A systematic review of the literature on social validity measures and technology use in educational settings. This systematic review aims to synthesize the existing research on the effectiveness of technology-based interventions and their impact on social validity. The review will cover studies that have investigated the social validity of technology interventions in various educational contexts, such as classrooms, schools, and educational settings. The purpose of this review is to identify the factors that influence social validity and to explore strategies for improving the social validity of technology-based interventions.

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During the recent school closures due to COVID-19, stakeholders have reported concerns in the provision of social and behavioral support in the classroom. This presentation reviews research based on strategies for engaging teachers and their families in social and behavioral learning through digital formats.

48 5:15-5:30  Webinar  Kelly M. Carrero  Texas AM University–Commerce  Promoting Cause-Agency for Youth with Co-Morbid ASD and Mental Health Disorders

Youth with co-morbid autism spectrum disorders and mental health concerns struggle to effectively advocate for themselves. This presentation reviews research based strategies for promoting self-determination in the areas of social, affective, behavioral, and emotion regulation in youth with complex behavioral concerns and communicative disorders.

48 5:30-5:45  Chloe Viges-Petet  University of Alabama  Transition success: Examining Melting Ponds Program for incarcerated youth and its effectiveness on the Reentry Process

This session will focus on examining programs for incarcerated youth within juvenile facilities. It will include an overview of mentoring, different types of mentoring, and take a closer look at one program that has seen success in the implementation process.

48 5:30-5:45  Chloe Dale-Charbon  Brigham Young University  Using the Right Balance: Implementing Contextually Appropriate and Technically Adequate Function-Based Interventions in General Education

The purpose of this presentation is to discuss empirical research on the helping and hindering factors associated with the implementation of function-based interventions in the classroom. We will discuss practical ways that can aid implementation during development, implementation, and evaluation stages of the process.

48 5:30-5:45  Chloe Habinath  Virginia Commonwealth University  The Successful Transition of Students with EBD from School to Work

In this workshop, we will explain and illustrate the importance of using art as the medium for teaching skills for school success.

48 5:30-5:45  Chloe Kiger-Young  Arizona State University  Early Transition: Examining Parent Perspectives through the lens of Critical Disability Theory

Relationships between parents and early educators are vital. Family's perspectives on disability are shaped by many factors including cultural expectations. By considering the lived experiences of families, providers are better positioned to capitalize on family strengths and priorities, as well as support their capacity to effectively advocate for their child.

48 5:30-6:00  Chloe Stimpelman  University of Massachusetts-Boston  Social Cognitive Career Theory as a framework for understanding development, implementation, and evaluation of treatment programs for incarcerated youth.

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