Engaging Partners and Making Meaningful Differences

Teacher Educators for Children with Behavioral Disorders
42nd Annual Conference
October 24-26, 2019
Tempe Mission Palms
October 24, 2019

TECBD Conference Participants,

On behalf of the Mary Lou Fulton Teachers College, it is my pleasure to welcome you to the 42nd Annual Teacher Educators for Children with Behavioral Disorders (TECBD) Conference.

TECBD provides a valuable space and time for educators and students to gather and share research, innovation, and practical strategies related to youth with emotional and behavior disorders. I have no doubt that this year’s keynote address by Dr. Maureen Conroy will help illuminate how to further engage partners and make meaningful differences in lives of the students and families.

As always, TECBD offers an impressive array of high-quality, research-based workshops and presentations and our evolving partnership with the Council for Children with Behavioral Disorders (CCBD) allows for greater dissemination of the excellent work done by these researchers. It is my hope that you find these conference sessions beneficial as you continue to engage students, implement evidence-based practices, and support those in the field of emotional and behavior disorders.

Best wishes for a highly productive and valuable conference,

Carole G. Basile, Dean

Arizona State University
Mary Lou Fulton Teachers College
PO Box 37100, Phoenix, AZ 85069-7100
602-543-6300
education.asu.edu
2019 TECBD Conference Participants,

On behalf of the Mary Lou Fulton Teachers College at ASU, TECBD, and CCBD, it is my pleasure to welcome you to the 42nd annual Teacher Educators for Children with Behavioral Disorders Conference (TECBD) in Tempe, Arizona. We are continual grateful to our presenters, attendees, our Dean, and the Teachers College faculty and staff for the continued support of this event.

We are extremely fortunate to have Maureen Conroy as our keynote speaker this year. Dr. Conroy’s research and practice have contributed tremendously to our field. The insights she shares in her keynote session, *Prevention of Emotional/Behavioral Disorders: Engaging Partners and Making Meaningful Differences*, will undoubtedly improve our partnership with teachers, schools, families, and others as we all strive to provide high-quality services and supports to children and youth with EBD.

Our preconference workshops on Thursday morning also offer excellent opportunities to increase our knowledge related to *Stepping Up Reading, Writing and Math: The Self-Regulation Strategy Development Framework Across Content, Ages, and Settings* and *Adverse Childhood Experiences and Youth with EBD: What We Know and What We Should Do*.

We are thrilled that our partnership with CCBD continues to expand. Again this year we have a Graduate Student/Early Career Mentor Strand and teacher focused Saturday workshops. Both of these special sessions enhance and extend our mission to disseminate quality research and serve those working in the field.

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

Thank you again for your continued attendance, participation, and support. The dedication and cohesiveness of those who work in this field makes this conference a truly enjoyable experience for all.

Sincerely,

**H. G. Clark**

Heather Griller Clark, Ph.D.
TECBD Conference Director
THE TECBD ADVISORY BOARD

The TECBD Conference Planning Committee is always seeking nominations for TECBD Advisory Board Members.

The purpose of the TECBD Advisory Board is to assist the conference director and planning committee by sharing information and ideas that will maintain the integrity and traditions of TECBD while shaping future directions.

Advisory board members may be asked to assist with: identification of current and relevant professional development needs and topics identification and recruitment of conference presenters, coordination with other local, state, and national groups, publicity and promotion of the TECBD, conference planning and strand organization.

Advisory board members are appointed for a renewable three-year term. Members will participate in planning and information sharing primarily via e-mail and phone. Members will be selected based on: shared philosophy and values, demonstrated support of TECBD, expertise in areas related to TECBD, and varied geographic representation.

If you are interested in becoming a TECBD Advisory Board Member please submit a brief statement describing your interest to Heather Griller Clark at hgriller@asu.edu

THANK YOU!

About TECBD

The Teacher Educators for Children with Behavior Disorders conference is the premier educational research conference for teacher educators working with children and youth with severe behavioral disorders. It was started over three decades ago with a mission to disseminate quality research in the field and to support the advancement of knowledge for students, educators, and university faculty alike. TECBD began its mission long before support for students with severe behaviors was the mainstream. It continues to be a leader for showcasing the very best that our field has to offer. Today, you may arrive at the conference with questions and problems. We hope that by the end of the weekend, you’ll leave with some answers and solutions!
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Registration Desk
Check-in to receive your conference packet, luncheon ticket (if ordered), and name badge. Your conference badge is required to enter all sessions and events. Conference staff are available to answer questions and make your attendance enjoyable.

Thursday    8:00 — 5:00
Friday       8:00 — 5:00
Saturday    8:00 — 12:00

Parking
The hotel offers complimentary valet parking at the front of the hotel for visitors.

Disability Accommodations
The Tempe Mission Palms Resort is wheelchair accessible and fully equipped to meet the needs of persons with disabilities. Services will be available to hearing impaired participants who have requested an interpreter in advance. Guide dogs are welcome for persons with vision impairments. Please let us know how we can assist you.

Safety
Please notify the registration desk of any safety concerns. In the event of an emergency, please contact the registration desk, hotel staff, or call 911. To prepare for the unlikely event of a fire or other emergency requiring rapid departure, locate all exit doors and routes upon entering any room. Due to fire codes, room capacity is limited to the number of seats available. Please honor this fire code requirement.

Lost and Found
Please turn in any lost and found items to the registration desk. Every effort will be made to return lost items to their rightful owners.
Tempe Entertainment

Mill Avenue:
If you’re looking for shopping, dining, or evening entertainment look no further then 100 yards right of the hotel. Mill Avenue is an eclectic mix of urban and college sights and sounds. A great place to take a stroll, relax, and unwind after a exciting day of concurring!

Tempe Town Lake:
A beautiful lake in the desert! Take a stroll a block north of the hotel up Mill Avenue and you’ll find yourself at Tempe Beach Park and the shores of a new lake. This is a great place to people watch, walk, jog, bike, rollerblade, or rent a paddleboat. Enjoy the perfect weather and our beautiful city.

Dining Out:
Caffe Boa Bistro and Wine Bar 398 S Mill Ave
Corleone's Authentic Philly Steaks 411 S Mill Ave
Delice Bistro 690 S Mill Avenue
Desert Roots Kitchen 414 S Mill Ave
El Hefe Super Macho Taqueria 640 S Mill Ave
Famous Potato 425 S Mill Avenue
Fat Tuesday Bar 680 S Mill Ave
Fatburger 414 S Mill Ave
Five Guys Burgers & Fries 680 S Mill Ave
Fuzzy's Taco Shop 414 S Mill Ave
Gigi's Cupcakes 420 S Mill Ave
Gordon Biersch Brewery Restaurant 420 S Mill Ave
Gringo-Star Bar & Grill 501 S Mill Ave
The Handlebar Tempe 680 S Mill Ave
Hot N Juicy Crawfish 740 S Mill Avenue
House of Tricks Restaurant 114 E 7th St
La Bocca Urban Pizzeria & Wine Bar 699 S Mill Avenue
Loco Patron Mexican Grill 222 S Mill Avenue
Med Fresh Grill 414 S Mill Ave
Mellow Mushroom 740 S Mill Ave
Monti’s La Casa Vieja 100 S Mill Ave
My Big Fat Greek Restaurant 525 S Mill Ave
Ncounter 310 S Mill Ave
P.F. Chang's China Bistro 740 S Mill Ave
Paletas Betty 425 S Mill Ave
Pita Pit 690 S Mill Ave
RA Sushi-Bar-Restaurant 411 S Mill Ave
Restaurant Mexico 423 S Mill Ave
Rita's Italian Ice 740 S Mill Ave
Rula Bula Irish Pub & Restaurant 401 S Mill Ave
Slices Pizza 11 E 6th St
Sparky's Old Town Creamery 510 S Mill Ave
Spinelli's Pizzeria 420 South Mill Avenue
Steak 'n Shake 699 S Mill Ave
Tempe's Front Porch 100 S Mill Ave
Which Wich 222 S Mill Ave
World of Beer 526 S Mill Ave
Zips Sports Grills 690 S. Mill Avenue
Zuma Grill 605 S Mill Ave

Recreation:

Hiking — check out ‘A’ mountain right behind the hotel for a quick workout and great views of the area. Or for a 1200’ climb tackle the challenging Piestewa Peak or Camelback Mountain in Phoenix.

Mountain Biking — Some local mountain preserves include Papago Park and South Mountain Park (largest municipal park in the world).

Fishing — An Arizona urban fishing license is required to fish at stocked lakes such as Tempe Town Lake or the numerous urban lagoons in local parks in the city.

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

Shopping:
Arizona Mills Mall — www.arizonamillsmall.com
Scottsdale Fashion Square — www.westcor.com
Biltmore Fashion Park — www.shopbiltmore.com

Golf:
Tempe Golf Courses — www.tempe.gov/pkrec/golf
Arizona Golf Courses — www.golfarizona.com

Gambling:
Casino Arizona — www.casinoaz.com
Fort McDowell Casino — www.fortmcdowellcasino.com
Out and About in Phoenix

Getting Around:

Right across the street from the Mission Palms hotel is a station for the light rail which you can use to get downtown or further east to Mesa.

http://www.valleymetro.org/metro_light_rail/

Sports:

ASU Women’s Soccer vs Oregon State
October 24 @ 5:00
Sun Devil Soccer Stadium

Phoenix Suns vs LA Clippers
October 26th @ 7:00
Talking Stick Arena

Music/Art/Entertainment:

Halloween Spooktacular Hot Air Balloon Festival
October 25 & 26 @ 5:00
Salt River Fields
http://azspooktacular.com/

Arizona State Fair
Times vary
https://azstatefair.com/
Concerts:
October 24—Chase Rice
October 20—MC Hammer

Desert Botanical Garden
Music in the Garden
https://www.dbg.org

Joe Bonamassa
October 25 @ 8:00
Comerica Theater
http://www.comericatheatre.com

Festival of the Arts
October 26
11:30 - 5:00
Herberger Theater
www.herbergertheater.org

Kealoha, the first Poet Laureate of Hawai’i presents
THE STORY OF EVERYTHING
October 26 @ 7:00
ASU Gammage Auditorium
https://www.asugammage.com
**TECBD Conference Overview**

**Thursday, October 24, 2019**
Conference Registration  
8:00 AM — 5:00 PM

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

Lunch on your own  
12:00—1:00 PM

Keynote Address: Dr. Maureen Conroy  
1:00 PM — 2:00 PM

Conference Sessions  
2:00 PM — 6:00 PM

**Friday, October 25, 2019**
Conference Registration  
8:00 AM — 5:00 PM  

Conference Sessions  
8:00 AM — 11:00 AM

CCBD President’s Luncheon: Kimberly Rice  
11:00 AM — 1:00 PM

Conference Sessions  
1:00 PM — 6:00 PM

White Rhino Social 6:00 PM

**Saturday, October 26, 2019**
Conference Registration  
8:00 AM — 11:00 AM

Conference Sessions  
8:00 AM — 12:00 PM

CCBD Sponsored Workshops  
9:00 AM — 4:00 PM
Dr. Maureen Conroy
University of Florida

Dr. Maureen Conroy is the Anita Zucker Endowed professor and a professor of special education and early childhood studies in the School of Special Education, School Psychology, and Early Childhood Studies at UF. She is also an affiliate faculty member of the UF Institute for Child Health Policy. Dr. Conroy is recognized for her research focused on developing, validating and evaluating interventions for young children with social and behavioral challenges. As a principal investigator, Dr. Conroy has led a number of externally funded projects totaling more than $14 million dollars, with much of this support coming from highly competitive federal funding sources such as the Institute of Education Sciences and National Institutes of Health. Currently, she is leading a federally funded grant investigating the efficacy of a classroom-based intervention model designed for use by early childhood teachers working with young children at risk for school failure due to social/emotional and behavioral difficulties.

Prevention of Emotional/Behavioral Disorders: Engaging Partners and Making Meaningful Differences

Research has identified a number of scientifically-informed practices and interventions to support students with emotional/behavioral disorders. Although as a field we are beginning to identify “what works, for whom, and under what conditions;” many of these practices are not available to students in communities-based settings across our nation. The focus of this presentation will be on what we know works and how we as a field can “move the dial” and ensure all students and their families receive high quality educational experiences to support their well-being and success.
Kimberly Rice
Arizona Department of Education

Kimberly Rice is the president of the Council for Children with Behavioral Disorders (CCBD) and the former president of Arizona CCBD. She currently works in Professional Learning and Sustainability in Exceptional Student Services at the Arizona Department of Education. Kim is a National Board Certified Teacher/Exceptional Needs Specialist and a former special education teacher who worked in Pre K-12 self-contained, resource, and inclusive settings.

The mission of the TECBD Conference is to disseminate quality research in the field and to help students, educators, and university faculty alike and to use research to change practices for teacher educators who work with teachers of students with behavior disorders. Teachers’ professional journey begins with preparation at college or university and continues beyond that. Educators become life-long learners and continue to build and rebuild their own skills in response to the evolving needs of students. This commitment to their own professional learning becomes part of what they model to their students. CCBD President Kimberly Rice, who now works at a state education agency, discusses how states currently use research to help teachers apply and stay engaged in their own professional learning once they are at schools working with students.

Consider donating to one of the CCBD Scholarship Funds
www.ccbd.net
## Strands

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

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<tr>
<th>Strand Name</th>
<th>Strand Leader(s)</th>
<th>Strand Description</th>
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<tr>
<td>Identification, Assessment, &amp; Intervention (IAI)</td>
<td>Kathleen Lane, University of Kansas &amp; Wendy Oakes, Arizona State University</td>
<td>This strand reviews current works in progress that focus on students with or at-risk for emotional and behavioral disorders (EBD) across the K-12 span. Specifically, the presentations focus on providing supports within tiered systems of prevention, with an emphasis on systematic screening.</td>
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<tr>
<td>Inclusion</td>
<td>Kristine Melloy, University of Northern Colorado &amp; Francie Murray, University of Northern Colorado</td>
<td>The inclusive strategies for students with EBD strand focuses on interventions that allow for effective instruction in academic, behavior and social/emotional achievement in general education settings. The strand provides evidence-based practices for implementation by practitioners, administrators, teacher educators, and researchers.</td>
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<td>Juvenile Justice (JJ)</td>
<td>Kristine Jolivette, University of Alabama</td>
<td>The juvenile justice and alternative education strand focuses on evidence-based practices, emerging practices, and initiatives of juvenile justice agencies. The strand provides a rich array of empirical, conceptual, and research-to-practice session options for practitioners, students, and researchers.</td>
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<td>Targeted Interventions</td>
<td>Robin Parks Ennis, University of Alabama at Birmingham &amp; Nicole Cain Swoszowski, University of Alabama</td>
<td>This strand focuses on Tier II interventions within three-tiered models of positive behavioral interventions and supports. Strategies and interventions appropriate for implementation with students with EBD to reduce existing cases of problem behavior will be highlighted.</td>
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<td>Mentoring</td>
<td>Mary Margaret Kerr, University of Pittsburgh</td>
<td>Need funding? Worried about tenure or getting published? Prepping for the job market? Puzzled about reviewing? Facing issues as a woman in leadership? The mentoring strand for junior faculty and grad students has the answers you need. Successful faculty leaders share advice and resources to advance your career.</td>
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<tr>
<td>Richard E. Shores (Shores)</td>
<td>Kimberly Vannest, Texas A&amp;M University &amp; Daniel Maggin, University of Illinois at Chicago</td>
<td>The Richard E. Shores Research in Emotional and Behavioral Disorders Strand is a recurring event that features both new and established researchers whose work advances the education and treatment of children and adolescents with EBD.</td>
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<td>Self-Regulation Strategy Development (SRSD)</td>
<td>Sara Sanders, University of Alabama</td>
<td>These sessions focus on the use of the self-regulated strategy development (SRSD) instructional approach to teach academic strategies in the content areas of writing, reading, and math across educational settings and ages. SRSD combines direct instruction and self-regulation skills (e.g., self-monitoring, self-reinforcement, self-instruction, goal setting) to improve student outcomes.</td>
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## Strand Sessions

### Women in Educational Careers: Challenges, Solutions, and Supports
Mary Margaret Kerr, Maureen Conroy, Kimber Vannest, Heather Griller Clark, Robin Parks Ennis

### Developing a Research Line & Writing Networks
Terrance M. Scott & Gregory J. Benner

### After Graduate School, Then What? Successful Applications and Campus Visit Strategies
Mary Margaret Kerr, Sarup Mathur, & Paul Caldarella

### Where to Go and How to Get There - An Overview: Seeking Research Funding
JulieAnna Carsen

### Navigating Promotion and Tenure
Timothy J. Landrum, Melody Tankersley & Richard Young

### Tips on Peer Reviewing
Jason Travers, Bryan Cook, Kathleen Lane, Daniel Maggin, Robert Gable, Bob Evans, & Stan Zucker

### Handling Academic Rejection
Robin Parks Ennis, Kristine Jolivette, & Terry Scott

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Register for TECBD today at [education.asu.edu/annual-tecbd-conference](http://education.asu.edu/annual-tecbd-conference)
## Conference Planner

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<td><strong>THUR Oct 24th</strong></td>
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<td>Pre-conference Workshops</td>
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<td>1:00 - 2:00</td>
<td>Robert B. Rutherford, Jr. Keynote Address: Dr. Maureen Conroy</td>
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<td>11:00 - 1:00</td>
<td>Luncheon: CCBD President’s Address: Kimberly Rice</td>
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<td>White Rhino Social</td>
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<td><strong>SAT Oct 26th</strong></td>
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<td>9:00 - 4:00</td>
<td>CCBD Teacher Workshops</td>
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Pre-Conference Workshops

Thursday—October 24, 2019  
Pre-Conference Workshop I  
Palm E  
9:00-12:00

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

Gregory J. Benner, University of Alabama & Richard E. Mattison, Penn State Hershey Medical Group

Mental, emotional, behavioral, and health problems are interrelated and stem from a set of common conditions, termed Adverse Childhood Experiences (ACEs). ACEs are the top basic public health issue of this generation, yet little is known about the prevalence of ACEs among youth with emotional and behavioral disorders. In this presentation, we synthesize our current understanding of ACEs among youth with EBD and provide practical guidance on trauma-informed care.

Thursday—October 24, 2019  
Pre-Conference Workshop II  
Palm F  
9:00—12:00

Stepping Up Reading, Writing and Math: The Self-Regulation Strategy Development Framework Across Content, Ages, and Settings

Sara Sanders, Lauren Hart Rollins, Ashley Shaw & Kristine Jolivette, University of Alabama  
Cody Harris, Pine Hills Correctional Facility School

This presentation will provide an overview of the self-regulation strategy development (SRSD) framework, introduce participants to the various SRSD strategies across content areas, and provide resources to use in the classroom. Led by presenters with first-hand experience implementing SRSD strategies in a variety of classrooms across grade levels, settings, and content areas, this session will also provide tips and tricks for successful strategy implementation and a process for solving any problem that may arise for maximum student outcomes.
Robert B. Rutherford Jr.  
Keynote Address

Prevention of Emotional/Behavioral Disorders: Engaging Partners and Making Meaningful Differences

Maureen Conroy
University of Florida

Thursday
1:00pm — 2:00pm
Palm BC
Best Kept Secret: Funding and Resources that Can Help Youth Transition Between Justice and Community Setting

Greta Colombi & Katie Penkoff, American Institutes for Research

During this session, speakers will share the best kept secret on a funding source and resources many do not know about that can help transition youth between justice and community settings; the Federally funded Title I, Part D program. Speakers will also showcase transition focused resources developed by the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC) in partnership with national experts, as well as share how you might access services provided by NDTAC.

Augustine

"What Am I Supposed to Do?:" Differentiating Instructional Scaffolding within the Self-Regulated Strategy Development Framework for Youth with and At-Risk for EBD

Lauren Hart Rollins & Sara Sanders, University of Alabama

This presentation will discuss how to differentiate instructional scaffolding (e.g. prompts, corrective feedback) within the self-regulated strategy development framework to support reading and writing skills for youth with and at-risk for emotional and behavioral disorders (EBD). Presenters will also discuss implications for practitioners in alternative education settings.

Capistrano

Navigating the Behavior Analyst Certification Board's Task List and Compliance Code across Service Delivery Context

Eric Common, University of Michigan - Flint
Kelley M. Carrero, Texas A & M University - Commerce
Kathleen Lynne Lane, University of Kansas
Erin Fitzgerald Farrell, University of St. Thomas

Working in applied settings while adhering the Behavior Analyst Certification Board's Task List and its Professional and Ethical Compliance Code may present formidable challenges. We present the enablers and barriers in the delivery of behavior analytic services across various service delivery contexts and offer practical solutions/strategies.

Ironstone

PBIS in Alternative Placement Settings: Promoting Progression in Students with Disabilities

Allison Oliver & Christine Lewis Pugh, University of Mississippi

The purpose of the presentation is to describe the challenges and characteristics of alternative schools promoting restorative behavioral practices and adopting the PBIS (positive behavior interventions and supports) framework as an avenue to support the needs of students with disabilities.

Jokake

Culturally Responsive Communication Techniques: Student with EBD in Inclusive Settings

Francie Murry & Kristine Melloy, University of Northern Colorado

Team members during behavioral planning meetings may often assume that others share the same values, perspectives, and viewpoints they have about behavioral reactions and interactions. These assumptions are likely to create conflict during behavioral planning meetings with colleagues, students, and their families. Practices/strategies using culturally responsive considerations for communication success will be discussed during this session and audience professional reflections will be solicited.

Campanile

Inclusion

Administering Writing Prompts: Avoiding Triggers and Knowledge Gaps

Elizabeth Michael, University of Alabama
Robin Parks Ennis, University of Alabama - Birmingham
Sara Sanders, & Kristine Jolivette, University of Alabama

Writing prompts can be a cause for contention for many students with behavior disorders who may lack background knowledge and/or have adverse childhood experiences. This session focuses on considerations for administering writing prompts within the self-regulated strategy development framework, focusing specifically on the steps of administering a writing prompt, the benefits of selecting appropriate writing prompts, adaptations and considerations for teachers, staff, and researchers choosing and/or administering writing prompts.

Cavetto

SRSD
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Presenters</th>
<th>Location</th>
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</table>
| 2:00 – 2:50| After Graduate School, Then What? Successful Applications and Campus Visit Strategies | Mary Margaret Kerr, University of Pittsburgh  
Sarup Mathur, Arizona State University  
Paul Caldarella, Brigham Young University | Colonnade  
Mentoring |
|            | Three 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. | | |

|            | An Intellectual History of Aggression and an Exploration of Contradictory Messages about Aggressive Behaviors in Schools | Justin D. Garwood, University of Vermont | Boardroom |
|            | Aggressive behaviors are the most common reason students are referred for evaluation related to EBD, but aggression as positive or negative depends upon context. Views of aggression as an instinct, an evolutionary necessity, learned behavior, a catalyst for social change and entertainment, and an inherent flaw in humanity are reviewed. | | |

|            | A Two-Year Analysis a New Special Education Program that Included Autism Studies | Nichole Wangsgard, Southern Utah University  
Teresa Cardon, The Chicago School of Professional Psychology | Wind Flower |
|            | Special education preparation programs infrequently include courses that provide unique training on ASD. This presentation will provide the results of a two-year study that analyzed increased training in evidence-based behavioral interventions. Attendees will learn how to prepare confident and effective special educators to meet the needs of students with ASD. | | |

|            | Photovoice: A Qualitative Research Tool to Empower All Students in Your Classroom | Kristin Murphy, University of Massachusetts -Boston | Xavier |
|            | Photovoice is a qualitative research approach that integrates photography and critical discussion to examine issues from the perspective of “resident experts” with the goal of promoting change and empowerment at the personal and community level. In this session, I discuss step-by-step instructions and recommendations for implementation with students with EBD. | | |

|            | Peer-Mediated Interventions for Social Communication Deficits of Preschoolers with ASD: A Systematic Review | Patricia (Tricia) McCollum & Brian Barber, Kent State University | Sand Lotus |
|            | This reviews results for a systematic review of single case research on peer-mediated interventions used to increase social-communication skills of preschoolers with ASD. Comparative effects of interventions and intervention components, as well as variations in effect due to student, peer, and study characteristics are discussed. | | |

|            | Integrating STEM Into Transition Education (INSITE) for Youth in the Juvenile Justice System | Heather Griller Clark, Sarup Mathur & James Short, Arizona State University  
Michael Krezmein, Allison Hunter, Karen Harrington, University of Massachusetts-Amherst |  |
|            | This session will discuss how INSITE is integrating a STEM Career Exploration unit into the Merging Two Worlds (M2W) reentry curriculum to develop a new, modified STEM version of M2W in a UDL App-based curricular framework. The goal of the curriculum is to increase STEM education opportunities, competencies, career preparation, and pathways to certification and employment for youth in the juvenile justice system. | |
**Thursday**  
2:00 – 2:50

**Geographical Variations in Discipline Disproportionality for Students with EBD: Does Location Matter?**  
Mark Zablocki & Samuel Whitley, Illinois State University

This study used data from the Office of Civil Rights to examine disproportionality in disciplinary school exclusion rates and referrals to law enforcement to determine where students were being excluded within one diverse, Midwestern state. The authors used risk ratio formulas to determine if disproportionality was more or less likely to occur in urban, suburban, or rural areas.

**Model of Professional Development for Early Childhood Educators**  
Peggy Hester, Old Dominion University  
Larry Hester, Psychology Consultant & Old Dominion University

This presentation focuses on the content and process of professional development: (1) the affective, behavioral, and cognitive supports that teachers can use to enhance the academic and behavioral outcomes of preschool children, and (2) the supports teachers need to implement these strategies in the classroom, including web-based simulations, affective, behavioral, and cognitive supports that a coach can use to enhance teacher learning, and the use of real-time cyber coaching and feedback via Skype and Bluetooth technology.

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

Obtain the necessary form at the registration desk, get it signed in each session you attend, and turn it in at the end of the conference.
<table>
<thead>
<tr>
<th>Room</th>
<th>Session Title</th>
<th>Presenters</th>
<th>Description</th>
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<tbody>
<tr>
<td>Augustine</td>
<td>Meeting the Needs of Middle School Writers with and without Challenging Behaviors: SRSD for the Informational Genre Citing Text-based Evidence</td>
<td>Erin FitzPatrick, University of North Carolina -Charlotte Debra McKeown, Texas A&amp;M University</td>
<td>In this multiple probe across participants study, a special education teacher serving six middle school students, with and without challenging behaviors, implemented Self-regulated Strategy Development for informational writing citing evidence from two science articles. Researchers considered how the intervention impacted the writing skills in terms of holistic and analytic quality, evidence of strategy use, academic vocabulary use, length, and copied text.</td>
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<tr>
<td>Capistrano</td>
<td>Secure Juvenile Justice Agency and Staff Stakeholder Voice: Feasibility of Multi-Year FW-PBIS Implementation</td>
<td>Kristine Jolivette, University of Alabama Lauren Boden, Georgia State University Sara Sanders &amp; Ashley Shaw, University of Alabama</td>
<td>With more secure facilities adopting the FW-PBIS framework, staff voice was sought to better understand the feasibility of multi-year FW-PBIS implementation. The common themes, both facilitators and barriers, across staff, states, and years of implementation will be shared, along with implications for practice.</td>
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<tr>
<td>Jokake</td>
<td>A Synthesis of Transition Services for Students with Disabilities</td>
<td>Lexy S House, University of Texas - Austin</td>
<td>A synthesis to investigate the effects of transition services focused on facilitating successful transition from K-12 education to adult life was conducted. This synthesis describes both the programs and the outcomes of these programs for students with disabilities in middle and high school.</td>
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<tr>
<td>Campanile</td>
<td>Leveraging ABA Supervision Resources to Support Prosocial Behavior in Inclusive Rural Environments</td>
<td>Candace Lane, Britny Stein, Meghan Coleman, &amp; Kortney Rist, Oklahoma State University</td>
<td>Implementing positive behavioral practices is an integral part of improving student outcomes. However, rural school faculty struggle to implement these practices due to diminished access to resources and trained personnel. This presentation will address the application of ABA supervision in inclusive rural environments to support prosocial behavioral practices in rural school environments.</td>
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<tr>
<td>Cavetto</td>
<td>Developing a Research Line &amp; Writing Networks</td>
<td>Terrance M. Scott, University of Louisville Gregory J. Benner, University of Alabama</td>
<td>Two experience faculty mentors offer an informal discussion on establishing a research line to pursue the course of an academic careers. Mentors will also share strategies for developing and sustaining writing networks.</td>
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<tr>
<td>Colonnade</td>
<td>Learning the Process of Implementing Culturally Adapted Behavioral Strategies in the Classroom for Educators</td>
<td>Christerralyn Brown &amp; Dan Maggin, University of Illinois - Chicago</td>
<td>Two experience faculty mentors offer an informal discussion on establishing a research line to pursue the course of an academic careers. Mentors will also share strategies for developing and sustaining writing networks.</td>
</tr>
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</table>

**Thursday**

**3:00 – 3:50**
Is What You're Doing Working?
Mary Rose Sallese, Marcus Fuller, & Sandy Smith, Texas A&M University
Erin Farrell, University of St. Thomas
Your job is demanding and days go by quickly. How do you really know if the interventions you use are working? This session will provide practitioners ways to simplify the data collection and reporting process to measure the effectiveness of interventions. Session attendees will leave with ready to go resources.

Strategies for a Successful Internship
Bridget Kelley, Western Washington University
Susan Bigelow, Nashoba School District
Internships provide teacher candidates with authentic learning opportunities to integrate theory and practice. A successful internship experience is predicated on several interacting and intertwining variables, some of which are beyond the candidate's control. This session will provide specific resources and strategies to help teacher candidate achieve a successful internship experience.

Twice-exceptional Students’ Perceptions of School Climate Prior to School Transfer
Anani M. Vasquez & Sarup R. Mathur, Arizona State University
Twice-exceptional students are at risk for increased school problem behaviors. Data from a retrospective school climate survey and semi-structured interviews illustrate their perceptions of public-school school climate. Implications for creating a positive school climate for promoting academic and emotional support for students with co-occurring giftedness and disabilities will be discussed.

Working Together: How Social Networks and Socio-emotional Competencies inform Special Educators’ Collaboration Efforts
Michael Valenti, Pressley Ridge
Betsy Levine-Brown, George Mason University
Karen Celedonia, Pressley Ridge
Duhita Mahatmya, University of Iowa
Tracy Sweet, University of Maryland
Research shows that successful collaborations among educators can reduce job-related stress and improve student outcomes. This is important for special educators (SPEDs) working in self-contained settings, as these settings often employ co-teaching models. This presentation shares accounts from K-12 SPEDs about what characteristics and school structures translate to effective collaboration.

The Role of Special Educators' Working Conditions in Instructional Quality Use for Students with EBD
Michelle Cumming, Florida International University
Elizabeth Bettini, Boston University
Nelson Brunsting, Wake Forest University
Students with EBD depend on special education teachers (SETs) to deliver quality instruction, yet SETs depend on supportive working conditions to do their work. We present results from our national survey, highlighting essential working conditions that SETs need for instructional self-efficacy and quality in self-contained settings for students with EBD.

Promoting Advocacy and Governmental Relationships: An Interactive Discussion
Sarup Mathur, Arizona State University
Susan Albrecht, Rutgers The State University of New Jersey
Kimberely Rice, Arizona Department of Education
Brian Barber, Kent State University
Kelly Carrero, Texas A&M University—Commerce
J. T. Taylor, Penn State University
The AGR committee seeks input and feedback on two upcoming initiatives: school based mental health and physical restraints. We are working with Mark Weist on mental health and Reece Peterson on physical restraints. Updates on these initiatives will be shared. Members are encouraged to participate and share their views on these initiatives during this discussion session.
Redefining Engagement for Youthful Offenders
Heather Griller Clark, Sarup Mathur & James Short, Arizona State University
This session will examine how engagement is defined and used in measuring reentry success. Presenters will share research results related to engagement of youthful offenders in school and work.

RTI and PBIS Success Involves All Educators
Elizabeth Whitten, Western Michigan University
Mackenzie Shehan, Portage Public Schools
Megan Michalczak, Troy Public Schools
This presentation will address the MTSS framework of two large school districts. Both have recognized ownership and responsibility for RTI and PBIS does not reside with special education alone. MTSS involves all educators in the systematic use of data and evidence-based strategies to improve outcomes for all students.

Improving Outcomes Though a Multi-Disciplinary Team Approach
Denise McClain, Mark Hirsch, & Sherry McKenzie, Devereux Advanced Behavioral Health Georgia
In order to maximize and achieve positive youth outcomes, the Education, Clinical, and Quality Management Departments of Devereux Advanced Behavioral Health of Georgia uses a multi-disciplinary team approach paired with PBIS strategies. Presenters will discuss such strategies and approach and share examples of strategies utilized.

Building Writing Fluency through Quick Writing
Linda Mason, George Mason University
Justin Garwood, University of Vermont
Building students' with EBD accuracy and speed in writing is critical for success in content area classrooms. In this session we will describe SRSD for quick writing and discuss lessons learned for supporting students with EBD across settings, including general education content.

Peer Tutoring Interventions for Students with and At-Risk for Emotional and Behavioral Disorders: A Systematic Synthesis of the Literature
Lisa Bowman-Perrott, Texas A&M University
A summary of findings from a systematic review of literature reviews, systematic reviews, and meta-analyses of peer tutoring research focused on students with EBD will be shared. Peer tutoring interventions included in the review addressed academic, social, and behavioral outcomes for elementary and secondary students with or at-risk for EBD.

Preliminary Development and Validation of the School Connectedness Questionnaire
Robbie J. Marsh, Mercer University
School connectedness is the extent a student feels people at school care about their wellbeing. A scale was developed to measure levels of school connectedness for students in special education. A principal components analysis was conducted and 10 items were chosen. The School Connectedness Questionnaire was shown to be valid and reliable.

Where to Go and How to Get There: An Overview of Seeking Research Funding
Howard Bergman & Jeannie Wilson, Arizona State University
External funding is a critical component of any research agenda. The Research Opportunity Development and Advancement team from Mary Lou Fulton Teachers College will provide an overview of when, where, and how to seek research funding.

Creating A Supportive Behavioral Environment
Felicity Post, Peru State College
Reesha Adamson, & Jessica Nelson, Missouri State University
In this session, we will clarify the role of PBIS within a multi-tiered system. We will explore a multiple system perspective approach and discuss ways that educators can use this approach to implement PBIS for all students in their efforts to create a supportive, behavioral environment.
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<th>Time</th>
<th>Session</th>
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<td>4:00 – 4:50</td>
<td><strong>Thursday</strong></td>
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### Modifying Evidence Based Practices with Animal Assisted Interventions

**Gabriela Z. McWhorter & Robert Gable, Old Dominion University**

The presenter will discuss EBPs for learners with ASD. She will explain how EBPs can be enriched through the addition of a therapy animal. Listeners will gain an understanding of the paucities in animal research as well as the importance of exploring interventions that don't require medication nor costly technology.

**Sand Lotus**  

### A New PBIS tool for Middle and High Schools: The Student Perceptions of Behavior and Discipline (StPBD)

**Laura Feuerborn, University of Washington -Tacoma**  
**Kathleen Beaudoin, University of Washington -Tacoma**  
**Ashli Tyre, Seattle University**

PBIS requires data-informed consideration of diverse staff and student needs. To this end, we provide a new PBIS tool, the Student Perceptions of Behavior and Discipline (StPBD), a companion survey to the Staff Perceptions of Behavior and Discipline (SPBD). Participants receive free online access along with practical suggestions for use.

**Palm C**  

### Teacher Talk: Tips for Communicating with Behavior Analysts

**Rena Livingston, Western Michigan University**

Collaborating with behavior analysts can be intimidating for special education practitioners. Special education practitioners and behavior analysts are often asked to collaborate on school-based teams that develop supports for students, but language can be a barrier. This presentation will highlight specific strategies on bridging these two professions.

**Boardroom**  

### Classroom Management Planning: Building Your Repertoire of Strategies for Your Classroom

**Nicolette Grasley-Boy, University of Florida**  
**Sarah Wilkinson, University of Connecticut**  
**Ashley MacSuga-Gage, University of Florida**

Evidence-based classroom management practices lead to improved outcomes for students and teachers. This presentation will review several effective strategies while guiding participants through developing an implementation plan to use in their classrooms immediately!

**Palm E**  

### A Reflection on Findings from Investigations of Teachers’ Evaluation of Elementary and Secondary Students’ Motivational, Affective, and Cognitive Classroom Behaviors and Student Performance

**Suzanne Woods-Groves, Auburn University**  
**Taehoon Choi, University of Iowa**  
**Kinga Balint-Langel, University of Minnesota - Duluth**

In this presentation we compare the findings from five previously conducted studies that pertain to elementary and secondary teachers' ratings of students' motivational behaviors (i.e., persistence and curiosity), affective behaviors (i.e. externalizing and internalizing), and cognitive behaviors. We will report findings across all studies for the relationship of teachers' ratings with students' annual academic standardized test results. In addition, we will report the predictive nature of teachers' ratings with students' end of the year behavioral data that include office discipline referrals, other behavior rating scales, and student attendance.

**Xavier**  

### Social Skills Instruction: The Lost Curriculum in the EBD classroom

**Ed Cancio, The University of Toledo**  
**Bev Johns, MacMurray College**  
**Val Powell, Toledo Public Schools**

This session will address social skills training, how to implement a social skills program within your classroom, what is best practice in teaching social skills, and how to manage the behavior of your students during social skills instruction. Participants will be able to leave the presentation with knowledge of developing a social skills program within your classroom, understand and implement best practice strategies of how to teach social skills in your classroom, and leaving the session with strategies on how to manage behavior during social skills instruction.

**Palm F**  

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<table>
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<th>Time: 5:00 – 5:50</th>
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<tr>
<td><strong>Thursday</strong></td>
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<tr>
<td><strong>The Importance of Social-Emotional Learning in Juvenile Corrections</strong></td>
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<tr>
<td>Skip Kumm, Sara Sanders &amp; Kristine Jolivette, University of Alabama</td>
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<tr>
<td>Meeting the social-emotional needs of youth in juvenile facilities is critical. We describe the concept of social-emotional learning (SEL), provide examples of SEL practices, share SEL resources, and provide considerations of SEL practice applications within juvenile correctional programming.</td>
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<tr>
<td><strong>Making Educationally Appropriate and Legally Sound Placement Decisions</strong></td>
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<td>Mitchell Yell, University of South Carolina</td>
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<td>Michael Couvillon, Drake University</td>
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<td>Mickey Losinski, Kansas State University</td>
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<td>Determining educational placements for students with emotional and behavioral disorders are often difficult and sometimes contentious. In this presentation, we examine the legal requirements that teams must follow when making placement decisions and offer a decision-making model to guide IEP teams in making educationally meaningful and legally sound placement decisions.</td>
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**On the Front Line: Practical Application of Behavioral Interventions and Crisis De-Escalation Techniques in Restrictive Settings**

Ashley S. Virgin, University of Alabama & Birmingham City Schools

Teaching today’s youth in restrictive settings can be challenging but through the use of evidence-based behavioral interventions and crisis de-escalation techniques positive results can occur. Strategies will be presented for practitioner use, along with first hand experiences in implementing those strategies within restrictive environments.

**Using Self-regulated Strategy Development and PLANS to Improve the Writing of Secondary Students with EBD**

Simone Adams & Michelle Popham, Clemson University

Presenters will provide an overview of the self-regulated strategy development framework for instruction and describe how the writing strategy, PLANS, can be used within the framework. Presenters will also describe how teachers can implement PLANS for writing across the curriculum at the secondary level.

**Using Self-Management Strategies to Improve Behavior in School**

Laura Kern, University of South Florida

Kathryn Dooley, University of St. Joseph

In this presentation, we will share several evidence-based self-management strategies that schools can use to address behavior in their schools. We will share findings from research and discuss various strategies. Practitioners will be provided with tools to implement effective self-management interventions for students and adults in their schools.

**Women in Educational Careers: Challenges, Solutions, and Supports**

Mary Margaret Kerr, University of Pittsburgh

Maureen Conroy, University of Florida

Kimberly Vannest, Texas A&M University

Heather Griller Clark, Arizona State University

Robin Parks Ennis, University of Alabama at Birmingham

Do you perceive that your work is viewed differently because you are a woman? This panel discusses workplace and career challenges that women face as K-12 leaders, graduate students, and faculty members. Participants will understand the challenges, learn strategies for addressing them, and network with women in leadership roles.

**Reducing the Research-to-Practice Gap: Combining Practice-based Evidence and Evidence-based Practice**

Lydia Beahm & Lysandra Cook, University of Virginia

Many teachers prefer to use strategies supported by practice-based evidence (PBE). PBE refers to evidence (e.g., classroom data, teacher stories) supporting the effectiveness of strategies applied in real classrooms under typical conditions. This presentation highlights how PBE can be used to enhance the appeal of evidence-based practices for practitioners.

**Ironstone**

**Making Educationally Appropriate and Legally Sound Placement Decisions**

Mitchell Yell, University of South Carolina

Michael Couvillon, Drake University

Mickey Losinski, Kansas State University

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<tr>
<td><strong>Thursday</strong></td>
<td><strong>5:00 – 5:50</strong></td>
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<tr>
<td></td>
<td>Using Technology to Enhance Classroom Management with Students with EBD in the</td>
<td>Michelle Dunn &amp; Jennifer Counts, Clemson University</td>
<td>This presentation will examine three evidence-based classroom management strategies, including opportunities to respond, active supervision, and behavior specific praise. Attendees will learn how technology can be incorporated into each strategy to help teachers implement them effectively. We will practice using the technology so that teachers can implement the tools in their own classrooms.</td>
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<td>General Education Setting</td>
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<td>The Role of Ethical Standards in ABA Service Delivery for Students with ASD</td>
<td>Juliet Hart Barnett &amp; Stanley Zucker, Arizona State University</td>
<td>Applied Behavior Analytic approaches are considered the primary evidence-based intervention for students with ASD. Registered Behavior Technicians (RBTs) are responsible for implementation of behavior-analytic services in homes, schools, and other settings. Herein, we describe ethical issues and explain applicable BACB standards to guide practice and ensure ethical standards are maintained.</td>
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<td>Modifying Student Behaviors through the Use of Technology-Based Self-Monitoring</td>
<td>Lane Maxcy, University of Central Missouri</td>
<td>Providing teachers with evidence-based classroom management strategies that effectively promote student engagement and decrease disruptive behavior are essential in inclusion classrooms. During this session, participants will learn how school districts and teachers can implement self-monitoring into tier 1, 2, and 3 practices to increase academic productivity and decrease disruptive behaviors. Applications that can be used to self-monitor will be discussed.</td>
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<td>Interventions</td>
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<td>How to Measure and Collect Behavioral Data for Your Students: An Introduction</td>
<td>James C. Collins, Shannon Stuart, Sara Athorp, &amp; Whitney Scherret, University of Wisconsin - Whitewater</td>
<td>This session will provide an overview of practical data collection methods and single-case experimental designs that teachers can use to monitor student progress and to evaluate the efficacy of classroom interventions. Data collection forms will be provided and graphed examples will be shared.</td>
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<td>to Dimensions of Behavior and Assessing the Effects of an Intervention</td>
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<td>Designing Visual Supports to Enhance Student Engagement</td>
<td>Kathleen N. Zimmerman, University of Kansas</td>
<td>Visual supports are low effort antecedent interventions to improve the engagement of students with and at-risk for EBD during whole group and centers-based activities. This presentation will explain how to use visual supports to organize materials during center-based activities and make opportunities to respond more salient during whole group instruction. Attendees will analyze how visual supports have been used with students with and at-risk for EBD and explore ways to create visual supports across instructional activities to enhance student engagement in their classrooms.</td>
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<td>Supporting Students Involved with Foster Care in School-based Settings</td>
<td>Jacqueline D'Angelo &amp; Alexandra Trout, University of Nebraska-Lincoln</td>
<td>We will share the perspectives from three stakeholder groups (education professionals, foster parents, service providers) who support students in foster care. Specifically, we will cover what supports are currently in place and the academic, social, emotional, formal and informal supports that are necessary to improve outcomes of this student population.</td>
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**Boardroom**

**Windflower**

**ASD**

**Palm E**

**Targeted**

**Palm F**
Friday
8:00 – 8:50

Writing and Self-Regulated Strategy Development: The Benefits for Teachers, Staff, and Youth in Juvenile Justice and Residential Settings

Elizabeth Michael, University of Alabama

Youth in juvenile justice (JJ) and residential settings represent a diverse group with unique academic and social needs. This session focuses on self-regulated strategy development (SRSD) to address academic needs, specifically difficulties in writing, and features discussion of the steps of SRSD, benefits, adaptations and considerations for teachers, staff, and researchers working with youth in juvenile justice and residential settings.

Augustine JJ

"Divide" and Conquer: Using the SRSD Framework to Facilitate Mathematical Concepts in JJ Group Settings

Ashley Shaw, University of Alabama

Self-regulate strategy development (SRSD) framework has shown promising academic and behavioral effects with youth of many ages and content areas. We will explore the foundational components of the SRSD framework and ready-to-implement examples of SRSD math for whole and small group as well as 1:1 instruction within JJ settings.

Capistrano JJ

Learn How Building an AZ ABLE Account Protects Benefits and Builds Financial Security for Individuals with Disabilities

Brittaney Chipley, AZ ABLE

Millions of individuals with disabilities and their families depend on a wide variety of public benefits for income, healthcare, food and housing assistance. Unfortunately, these individuals are ineligible for benefits if they have more than $2,000 cash savings and retirement funds. However, opening an AZ ABLE account at the low cost of $50 will not only protect your benefits, but also build savings and financial security!

Ironstone

Strengthen EDB Teacher Retention through Structured Collaboration

Will Vann, Arizona State University
Daniel Ramos, Mesa Public Schools

In a study of special education novice teachers, those who conducted action research within communities of practice showed a significant increase in self-efficacy. Specifically, the structure of action research guiding their collaborative efforts at problem-solving played a substantial role in increasing their confidence to face classroom challenges, thus increasing job satisfaction.

Jokake

Classroom-Based Interventions for the Inclusion Setting

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

Children and adolescents with ADHD are four to five times more likely to have supports and services provided through special education than their typically developing peers (Jensen et al., 2007); however, a majority of services are provided in the general education settings. This presentation will describe knowledge of interventions deemed effective in the inclusive setting and the importance of functional assessment-based interventions will be emphasized.

Campanile Inclusion


Robin Parks Ennis, University of Alabama at Birmingham
Mickey Losinski, Kansas State University
Ashley Shaw, University of Alabama

This session will provide an overview of the SRSD Math approach for practitioners in need of academic strategies in mathematics for students with EBD. Those in attendance will learn how the SRSD method can be employed in both individual and small group settings to successfully support mathematics learning in elementary-aged students with.

Cavetto SRSD

Navigating Promotion and Tenure

Timothy J. Landrum, University of Louisville & Kimberly Vannest, Texas A&M University

Experienced faculty mentors offer an informative round-robin advising session for those new to academic positions. The team will share practical advice drawn from their personal experiences of mentoring junior faculty members. Participants have the unique opportunity to spend time with each individual mentor in small groups, allowing for individual questions and discussions not typically offered in the conference environment.

Colonnade Mentoring
Cross-Collaboration in Advocacy: Identified & Unidentified Exceptional Students
Christine Lewis Pugh & Allison Oliver, University of Mississippi

The purpose of this presentation is to understand the advocacy that takes place between identified and unidentified exceptional students in regards to inclusive learning settings. Collaboration among professionals is key when fostering inclusive learning settings to accommodate all students in secondary education.

Wind Flower

Empirically Supported School-Based Interventions for Conduct Problems
Brittany Labelle, University of Florida
Joseph Calvin Gagnon, University of Helsinki

Youth with emotional and behavioral difficulties are often identified as having conduct problems that can include but are not limited to anger, aggression, irritability, and withdrawal. This session will provide an overview of evidence based interventions that can be implemented by teachers, counselors, school resource officers, to improve the behaviors of these youth.

Sand Lotus

Enhancing Ci3T: Building Professional Capacity for High Fidelity Implementation to Support Students’ Educational Outcomes
Kathleen Lynne Lane, University of Kansas
Wendy Peia Oakes, Arizona State University
Sandra Chafouleas, University of Connecticut
Amy Briesch, Northeastern University
David J. Royer, University of Hawai‘i at Mānoa
Eric Alan Common, University of Michigan-Flint
Mark Matthew Buckman, University of Kansas
Tyler Aaron Hicks, University of Kansas
Rebecca Lee Sherod, University of Kansas

We introduce Project ENHANCE, a five year project to address three priorities in tiered systems: leadership skills needed to support implementation; building capacity of school teams to support implementation; and behavior assessments for screening. We illustrate rapid iterative design approach and professional learning structures for bringing Ci3T to scale.

Xavier

Delivering a Continuum of Supports for Students with EBD
Skip Kumm, University of Alabama
Ben Riden, University of Minnesota - Duluth
Daniel Maggin, University of Illinois - Chicago

Teachers receive many recommendations for providing evidence-based support to students with emotional and behavioral disorders. This presentation provides an overview of the continuum of evidence-based behavioral supports available and places them within an empirically derived taxonomy of intensity to assist teachers to develop stronger behavioral programming for their students.

Palm C

Tier 2 for Parents? How to Teach Low Intensity Strategies Useful in the Home
Sarah Cole Flemming, University of Alabama at Birmingham

Have you ever wished that your tier 2 efforts could be better supported at home? In this training participants will be trained in low-intensity strategies to help promote tier 2 practices in the home. By training parents on Choice, Behavior Specific Praise, and Precorrection school-based practices can be incorporated into the home through easy to use low-intensity strategies. Participants will leave with new tools to support tier 2 practices in the home and school staff will be able to have resources to support parents as children are being supported through MTSS.

Palm E

A Review of the Effects of School-Wide Intervention Programs on Student and Faculty Perceptions of School Climate
Cade Charlton, Brigham Young University
Sara Moulton, University of Minnesota
Christian Sabey, Brigham Young University

This presentation will summarize the findings from a systematic review of research on the effects of school wide interventions on school climate. In addition, we will discuss practical implications of our findings in regard to measuring school climate and improving MTSS supports for students with emotional and behavioral disorders.

Palm F
### Use of Education Transition Teams to Support Juvenile Offenders with Disabilities

**Natasha Strassfeld, New York University**

This presentation explores data from a study using transition teams to ease the transition for juveniles with emotional disturbance and behavioral disorders as they move from detention to community reentry. Findings suggest transition teams that include both education and legal professionals can have a moderating influence on future youth recidivism.

**Augustine**

### Introducing Pre-Service and In-Service Teachers to Issues of Equity: Awareness Without Blame

**Ashley MacSuga-Gage, Stephanie Martinez, & Therese Sandomiersk, University of South Florida**

Presenters will discuss strategies for supporting pre-service and in-service teachers' development of awareness and agency to address issues surrounding equity in discipline within their school contexts. Examples of activities and tools utilized in higher education and real-life school settings will be shared.

**Campanile**

### Interventions for Challenging Populations

**Stacy Garza & Peter Luszczak, Arizona Department of Juvenile Corrections**

With juvenile justice youth exhibiting increased violent behavior and mental health needs, interventions need to be geared toward meeting these needs while managing a safe environment. We present some of the interventions we have been developing, as well as the logic behind their use.

**Capistrano**

### Improving Student Persuasive Writing through Individualized Asynchronous Audio Feedback

**Debra McKeown, Texas A&M University**

Fifth grade students were taught to revise their writing by utilizing asynchronous audio feedback provided by their teacher using an iPad app. The multiple probe design showed revising moves improved for most students and overall writing quality improved for all.

**Cavetto**

### Integrating Community Supports with MTSS: A Case for a Trauma-Informed Community Schools Model

**Candace Mulcahy & Meg Garton, Binghamton University (SUNY)**

While multi-tiered systems of behavioral support have demonstrated improvements in attendance, disciplinary referrals, and achievement, schools may not be equipped to meet the social and emotional needs of all students. We discuss an integrated approach to PBIS, where community resources are leveraged to address social and mental health needs of students and families.

**Ironstone**

### Evaluating the Effects of Generalization Strategies Implemented Using Technology-Aided Instruction or Intervention for Students with Challenging Behavior

**Cade Charlton, Ashleigh Heinze, Christian Sabey, Madison Landrith & Aubrie Browne, Brigham Young University**

This presentation will include a summary of the results of a systematic review evaluating the effects of generalization strategies implemented within technology-aided interventions for individuals with disabilities. We will also discuss practical strategies to augment existing supports with contextually appropriate and effective generalization strategies using the intensification of instruction framework.

**Jokake**

### Tips on Peer Reviewing from Journal Editors

**Jason Travers, University of Kansas**

**Bryan Cook, University of Virginia**

**Kathleen Lane, University of Kansas**

**Daniel Maggin, University of Illinois - Chicago**

**Robert Gable, Old Dominion University**

**William Evans, University of West Florida**

**Stanley Zucker, Arizona State University**

Peer review is important for preserving the integrity and quality of a corpus of research literature, but conducting constructive and informative peer review can sometimes be challenging. This session will provide attendees with insight, recommendations, and guidelines for conducting peer review as well as how high-quality peer review can improve your scholarship and reputation as a researcher.

**Colonnade**
Friday
9:00 – 9:50

The Effect of Person Centered Planning on Self-Determination and the Transition Process for Students with Emotional and Behavioral Disorders
Robert Maddalozzo, University of Illinois- Chicago
Kari Nakayama, New Trier High School
This presentation explores the impact of person centered planning tools on the self-determination levels of students with emotional disabilities. From the initial assessment of impact, there is an exploration of how this impacts the IEP process for these students and the transition process. The research employed a multiple case study design, meant to provide a more holistic approach to understanding the experiences of the student.

Wind Flower

Characteristics of Private High Schools for Students with Emotional Disabilities and Perceptions of Their Public School Case Managers
Anthony Wright, University of Maryland, College Park
Angela Tolson & Laurie Anderson-Smith, Education Guru LLC
Placement of students with disabilities in private special education schools remains costly and controversial. This is particularly concerning, given the lack of research on the characteristics and quality of these restrictive settings. The purpose of this study was to identify the supports provided in these schools and perceptions of the quality.

Sand Lotus

Ci3T Models of Prevention: Middle and High School Teacher Efficacy and Burnout
Nelson Brunsting, Wake Forest University
David J. Royer, University of Hawai‘i at Mānoa
Wendy Peia Oakes, Arizona State University
Kathleen Lynne Lane, University of Kansas
Holly Menzie, California State University- Los Angeles
Mark Matthew Buckman, University of Kansas
Eric Alan Common, University of Michigan-Flint
Grant Edmund Allen, University of Kansas
We discuss findings from a recent study of how teachers fare in tiered systems designed to support students' academic, behavioral, and social-emotional needs. We share findings from a quantitative study of middle and high school teachers' efficacy and burnout and provide resources on efficacy development and burnout prevention.

Xavier

Special Education Teachers: What Do They Know? What Do They Want to Know?
A. Angelique Aitken, Jacqueline Huscroft-D'Angelo,
Jennifer Farley, Alexandra L. Trout, Kristin Duppong Hurley,
University of Nebraska-Lincoln
We surveyed 191 special education teachers across the U.S. to investigate their perceived knowledge of special education. We will discuss findings including: (a) teachers' confidence in understanding specific topics, (b) topics they want to learn more about, and (c) how they learned and would like to learn about special education.

Palm C

From Candy to Cards: How Self-Reinforcement Changes the Game
Lauren Hart Rollins, Nicole Cain Swoszowski
Kristine Jolivette, & Sara Sanders, The University of Alabama
Reading comprehension deficits impede overall academic achievement for students with emotional and behavioral disorders (EBD). Previous research has demonstrated reliable, positive effects with the use of strategies based on the self-regulated strategy development (SRSD) framework and has called for additional investigation of implementing behavior interventions concurrently with SRSD strategies. This presentation will discuss the results of using function-based self-reinforcement within the TRAP strategy for students with and at-risk for EBD at a residential facility as well as discuss implications for practitioners and future research.

Palm E Targeted

Using a BASE Model to Support Science Instruction for Students with EBD
David Lee, Penn State University
William Therrien, University of Virginia
Doreen Ferko, California Baptist University
Devender Banda, Texas Tech University
Jonte Taylor, Penn State University
Students with EBD receive most of their science instruction in general education classrooms. Despite this fact, science teachers receive little training on how to work with these students. In this presentation, participants will learn behavioral, academic, and social engagement (BASE) strategies for use in modifying science instruction in inclusive settings.

Palm F
### GA DJJ: A Success Story - Positive Behavioral Interventions and Supports

Christine Doyle, Janette Nihles, Chris Evans  
Lester Allen, Georgia Department of Juvenile Justice  

This presentation will provide an overview of the GA DJJ implementation of PBIS, an evidence-based, data driven behavioral management framework being used in secure facilities. We will explore why GA DJJ needed a new system to manage youth behavior, when implementation began and how. In addition, PBIS tiers, monitoring tools data analysis, and oversight for it will be discussed.

#### Augustine  

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<tr>
<th>The Relationship of Fifth-Grade Teachers' Judgement of Students' 21st Century Skills with Students' Academic and Behavioral Performance</th>
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| Suzanne Woods-Groves, Auburn University  
Taehoon Choi, University of Iowa  
Kinga Balint-Langel, University of Minnesota - Duluth  
Youjia Hua, University of Virginia  

This presentation presents findings from a rural school district in the southeast. Fifth-grade teachers rated their students' use of 21st century skills that include persistence, curiosity, externalizing and internalizing affect, and critical thinking behaviors within the classroom environment. We report the predictive relationship of the teachers' ratings (mid-year) with the students' end of year academic and behavioral performance. |

#### Jokake  

| Educational Strategies at Pine Hills Correctional Facility School  
Cody Harris & Kimberly Leslie, Pine Hills Correctional Facility  

This session will outline current adaptive and innovation educational practices in a secure facility. With a focus on whole person development, classroom management strategies, curriculum and program development. |

#### Capistrano  

| Classroom Management in Inclusive Settings: Best Practices  
Terrance Scott, Justin Cooper & Todd Whitney, University of Louisville  
Kera Ackerman, University of Kentucky  

This presentation will provide an overview of evidence-based practices for managing classroom behavior, with a focus on strategies for students with challenging behaviors. Strategies will be shared and examples provided via video and role play. |

#### Campanile  

| Getting Ahead of the Next School Shooting: Considerations for Students with and At-risk for EBD  
Lauren Collins, San Diego State University  
Timothy Landrum, University of Louisville  

Mass school shootings, although rare, are undeniably the most devastating events that occur on school grounds. In this presentation, we (a) dispel myths about profiling as a means of prevention and (b) review recommendations for implementing Threat Assessment, with special attention to students with EBD. |

#### Ironstone  

| No More Random Acts of Intervention: A Review of Evidence-Based Applied Behavior Analysis Techniques to Improve Student Behaviors  
James C. Collins, Shannon Stuart, Whitney Scherret, & Sara Athorp, University of Wisconsin - Whitewater  

This session will provide teachers with practical tools that can be used to effectively manage behavior in the classroom via the use of applied behavior analysis. Introductory concepts will be discussed, followed by specific and easy to implement strategies that can be used with many students across a variety of settings. |

#### Cavetto  

| Handling Academic Rejection  
Robin Parks Ennis, University of Alabama -Birmingham  
Kristine Jolivette, University of Alabama  
Terrance Scott, University of Louisville  

Rejection is an inevitable reality of a career in higher education. Three researchers will share personal experiences with rejection and strategies for dealing with rejection constructively. |

#### Colonnade  

| Mentoring  
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<td>Survey of Teacher Candidates View of Their Personal Mental Health</td>
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Teachers’ professional journey begins with preparation at college or university and continues beyond that. Educators become life-long learners and continue to build and rebuild their own skills in response to the evolving needs of students. This commitment to their own professional learning becomes part of what they model to their students. CCBD President Kimberly Rice, who now works at a state education agency, discusses how states currently use research to help teachers apply and stay engaged in their own professional learning once they are at schools working with students.
Scholarship Awards

John Umbreit has spent more than 40 years supporting the development of future faculty who are critical thinkers dedicated to serving children with special needs. The purpose of this award named in his honor is to support an outstanding doctoral student conducting applied behavioral research with students with or at risk for disabilities.

Eligible applicants are those enrolled in a doctoral program actively engaged in research who have an approved research project. An award of $1,000 will be presented annually at the TECBD conference, intended to support the doctoral student’s research or presentation of findings at professional conferences. Please look for applications due in August each year by visiting www.ccbd.net, where donations to help sustain this and other CCBD and CCBD Foundation awards may be made.

The inaugural 2019 recipient of the John Umbreit Doctoral Research Award is Nicolette Grasley-Boy. Nicolette is a doctoral student at the University of Florida with research interests in schoolwide positive behavioral interventions and supports, classroom management, supporting students with emotional and/or behavioral disorders, and research methodology. Her dissertation is an applied study to evaluate a multi-tiered support framework for classroom management professional development (MTS-PD) in an elementary school. Nicolette will provide a schoolwide (Tier 1) training on behavior-specific praise followed by direct observation of participating teachers. Observations will help identify teachers in need of targeted (Tier 2) support implementing behavior-specific praise, provided in the form of an additional brief training and emailed/texted written/visual performance feedback.

Please join us at the CCBD President’s Luncheon Address Friday at 11:00 AM to celebrate Nicolette Grasley-Boy as the inaugural 2019 recipient of the John Umbreit Doctoral Research Award.
Scholarship Awards

2019 Robert B. Rutherford Memorial Scholarship

Each year the Robert B. Rutherford Memorial Scholarship is awarded to an ASU Mary Lou Fulton Teachers College graduate student who is pursuing a career in the field of emotional and behavior disorders. The 2019 recipient of the Rutherford Scholarship is...

Claudia Emilie LaGarde

Claudia is currently a K-3 special education teacher for students with EBD at The Austin Centers for Exceptional Students in Gilbert and is pursuing her master’s degree in Special Education.

I am passionate about education because of the impact I have seen it have on students with special needs. The learning and growth that occurs in students once they know that there is someone who believes in them is immeasurable.

Congratulations Claudia!

Consider donating to the Robert B. Rutherford Memorial Fellowship in Special Education at the

ASU Foundation
Arizona State University

https://www.asufoundation.org
Engaging Families to Improve Outcomes of Students in Neglected or Delinquent Settings
Katie Penkoff & Greta Colombi, American Institutes for Research

Participants will explore recommendations on improving family engagement in their child’s education while in alternative settings with a focus on including families as key decision-makers with the facility school staff and youth. The newly released publication, NDTAC Issue Brief: Family Involvement, will be introduced to participants as well as other NDTAC toolkits on improving family engagement.

Augustine

"TRAP is Legit!": Using the Self-Regulated Strategy Development Framework within Residential Facilities
Sara Sanders, University of Alabama
Lauren Hart Rollins, University of Alabama
Cody Harris, Pine Hills Correctional Facility
Elizabeth Michael, University of Alabama
Kristine Jolivette - University of Alabama

The TRAP reading comprehension strategy was taught to students at a residential treatment facility and a juvenile justice facility to improve student reading comprehension. The results of the two studies will be presented and implications for practitioners will be discussed.

Capistrano

Coaching Teachers to use Evidence-based Classroom Management Strategies
Jennifer Counts, Joe Ryan, & Antonis Katsiyannis, Clemson University

While coaching is effective in changing teacher behaviors, few studies have examined the use of in-school-based coaches to support implementation of evidence-based classroom management strategies. Efficacy of utilizing school-based staff as coaches to support teachers in the implementation of evidence-based classroom management strategies and student behavior outcomes will be discussed.

Ironstone

School-, Classroom- and Dyadic-Level Experiences: Their Relationship with Students’ Executive Functioning Development
Michelle Cumming & Andy Pham, Florida International University
Elizabeth Bettini, Boston University

Executive functioning (EF) is key to students’ school and life-long success and reflects sensitivity to both negative and positive experiences. We present findings of our literature review from 2000-2017 by highlighting school-based inhibitors and facilitators of student EF, and provide implications for educational research and practice for students with EBD.

Jokake

The Impact of School-Wide Positive Interventions and Supports’ Impact on Disciplinary Exclusion
Nicholas A. Gage, Rachel Kaplan, & Kaci Ellis, University of Florida

This presentation will (a) provide an overview of school-wide positive interventions and supports (SWPBIS), (b) describe the impacts of SWPBIS on disciplinary exclusions, and (c) provide some guidance for targeting exclusions in SWPBIS.

Campanile

Aggressive Behaviour, Conduct Disorder, and Academic Performance of Students with Disabilities in Ilorin metropolis, Kwara state, Nigeria
Olubukola Christianah Dada, Kwara State University-Malete, Nigeria

The relationship between aggressive behaviour, conduct disorder and academic performance of students with intellectual disabilities in Ilorin Metropolis, Kwara State, Nigeria was examined. One hundred and twenty respondents were purposively selected. Significant relationship exist between aggressive behaviour and academic performance. Management strategies should be used to control aggressive behaviour and conduct disorder to.
Open Science in the Field of Emotional and Behavioral Disorder
Bryan G. Cook, John W. Lloyd, & William J. Therrien, University of Virginia

The purpose of this presentation is to introduce the concepts of open science with specific emphasis on research investigating effective practices for students with emotional and behavioral disorders (EBD). In this presentation, participants will learn about open science practices including preregistration, registered reports, open data and materials, preprints, and open review and how each can inform the development of effective practices and policies for students with EBD.

Colonnade

Behavior Reduction and Programming Considerations for Youth with Co-Morbid ASD and OCD
Kelly M. Carrero, Texas A&M University-Commerce
Ashleigh Watson, Texas A&M University
Jennifer E. Christensen, St. Cloud University

Approximately 17% of people with autism spectrum disorders (ASD) have co-morbid obsessive-compulsive disorder (OCD). Multiple and variable setting events and atypical symptom expression make assessment and programming incredibly challenging. This presentation shares a case study and tips for behavior reduction and programming when serving youth with co-morbid ASD and OCD.

Sand Lotus

Examining Social Validity in Tiered Systems of Support: A Systematic Review
Grant Edmund Allen, University of Kansas
Mark Matthew Buckman, University of Kansas
Eric Alan Common, University of Michigan-Flint
David J. Royer, University of Hawai‘i at Mānoa
Wendy Peia Oakes, Arizona State University
Nelson Brunsting, Wake Forest University
Katie Scarlett Lane, Vanderbilt University
Kathleen Lynne Lane, University of Kansas

Social Validity is the acceptability of the goals, procedures, and outcomes of interventions. We report the findings of a literature review of social validity of Tier 1 prevention efforts in school-wide tiered models, including who was assessed for social validity, what methods were used, and results of social validity measures.

Xavier

Ensuring Whole Student Success Through Positive Behavioral Supports
Richard D Williams, Capella University

Supporting students with emotional disabilities with all available supplemental aids is critical to academic and social/emotional success. Positive behavioral strategies provide access to the general curriculum for students with emotional disabilities. This presentation will review the tenants of positive behavior supports to promote academic and social/emotional success in schools.

Wind Flower

Improving the Social Validity of Applied Behavior Analysis
Therese M. Cumming & Iva Strnadová, UNSW Sydney

This study focused on the social validity of applied behavior analysis. Researchers examined the perceptions of people with disabilities in regards to their experiences with ABA. The results of the study and suggestions for ways to improve the social validity of this widely used practice are presented.

Palm C

Filling in The Tier 2 Intervention Gap For Youth At-Risk
Lauren Evanovich & Cat Raulerson, University of South Florida

The session will focus on school wide decision making to identify and plan evidenced based Tier 2 interventions matched to internalizing and externalizing needs of youth who are at risk. Interventions will be reviewed as part of an integrated, tiered approach. Attendees will benefit from real-world examples, resources for their ongoing work and hands-on strategies.

Palm E

Reflections and Projections: A Conversation with Three Old Guys
C. Michael Nelson, University of Kentucky (Emeritus)
James M. Kauffman, University of Virginia (Emeritus)
Steven R. Forness, University of California (Emeritus)

While acknowledging that they don't represent the demographics of the students or practitioners in the field of EBD, the presenters host a discussion of the past, present, and future, with the aim of promoting continuity across generations.

Palm F
Positive Behavior Interventions & Supports for the Whole Child – The Hillside Way

Christina Kennedy, Hillside Conant School & Georgia State University
Cameryn Rivers, Hillside Conant School
Andre Marshall, Hillside Conant School

This presentation will focus on the creative ways that Hillside, a Psychiatric Residential Treatment Facility, has been able to extend the PBIS model to individualize restorative justice practices and the transition back to the community and school. Dr. Christina Kennedy, Education Director, will introduce Hillside and the model. Andre Marshall, Behavior Intervention Specialist, will discuss how to individualize plans for Tier 3 Interventions while Cameryn Rivers, Transition Coordinator, will discuss transition planning with families and schools.

Augustine

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

Gregory J. Benner & Kristine Jolivette, University of Alabama

We provide a walk-through of the Literacy Study Group (LSG), a web-based professional learning system to prepare teachers to deliver high quality reading instruction and behavioral supports school-age students with emotional and behavioral disorders (EBD). We discuss the promise of this professional learning innovation in building capacity of staff in residential and juvenile justice settings to provide reading and behavioral supports to youth.

Capistrano

From State to Local Implementation: Implementing PBIS in Alternative Settings to Support Students with EBD

Tonya Allen, Intermediate District 287 North Education Center
Janet Christensen & Erin Farrell, Minnesota Department of Education/University of St Thomas

This session will focus on a multi-tiered system of support (PBIS) in alternative learning settings. The presentation will include how Minnesota's Department of Education supports schools at the state, regional, and local level. The framework, evidence-based practices, and data used to support students with intensive needs will be discussed.

Jokake

Aligning Practices within a PBIS Framework to Improve Student Outcomes

Matthew Hoge, MIBLSI: Michigan Integrated Behavior and Learning Support Initiative

This session provides (1) an overview of the PBIS framework, (2) a rationale for aligning practices, (3) a process for schools / districts to select new practices, and (4) an approach to align selected practices within a PBIS framework to ensure sustainability, implementation fidelity, and improved student outcomes.

Ironstone

Leveraging Two: Utilizing Reciprocal Peer Coaching to Meet the Needs of Students with Challenging Behavior in Collaborative Settings

Kera Ackerman, University of Kentucky
Todd Whitney, University of Louisville

This session will share the results of a study using reciprocal peer coaching with self-graphing and goal setting in a collaborative classroom to increase effective instructional practices. A description of the intervention package and how it can be implemented in a co-taught classroom will also be discussed.

Campanile

Perceptions of De-escalation: The Importance of Context and Content in Supporting Students

Reesha Adamson, Missouri State University
Jessica Nelson, Missouri State University
Felicity Post, Peru State University

Understanding components, implementation, and strategies associated with the de-escalation of student academic and behavior frustration is a complex task that is often overlooked within effective classroom environments. Presenters will describe components of the escalation cycle and corresponding effective de-escalation strategies. In addition, they will present on data obtained through a survey distribution on practitioners understanding and implementation of de-escalation, providing recommendations for additional professional development and training around increasing the use and structure of this effective practice to support individual student need.

Cavetto
Current Perspectives on Open Science
Daniel M. Maggin, University of Illinois -Chicago
Kimberly Vannest, University of Vermont

Open science is an emerging concept in special education research with important implications for the practice and dissemination of research. In particular, the special education research community must determine the processes and procedures for implementing recommended practices. For this presentation, participants will examine data drawn from special education journal editors and associate editors on their perspectives on the importance of open science research practices and the whether journals should require or encourage their use. Results provide important information on the potential role of journals in encouraging adoption.

An Examination of Teachers' Instruction and the Engagement of Students with/At-Risk for Problem Behavior in Alternative Schools
Shu-Chen Tsai & Terrance M. Scott, University of Louisville

Despite observational studies in classrooms, little is known about the status of alternative schools. The presenters will first present the analyses of teachers' instructional behaviors, including use of OTR, feedback, and instructional grouping; the relations between teacher behaviors and student engagement; and then discuss the implications for practice.

Coaching Parents to Improve Communication Using Telehealth
Lauren Pierson, Valeria Yllades, Ching-Yi Liao, & Jennifer Ganz, Texas A&M University

Parents and natural communication partners play a crucial role in the lives of individuals with autism because communication is a ubiquitous skill. Participants enrolled in Coach 2 Communicate are taught evidence-based strategies to improve their child's communication abilities. Attendees will be taught strategies to promote communication in children and adolescents.
## BEST in CLASS Family Partnership Intervention: Preliminary Outcomes

Maureen Conroy, University of Florida  
Kevin Sutherland, Virginia Commonwealth University  
Allyse Hetrick, University of Florida  
Rachel Chastain-Gross, University of Florida  
Esaa Samarah, University of Florida  
Hanna Kinjo, University of Florida

Development of a home-school partnership is one of the critical components of the "BEST in CLASS“ Elementary intervention. Through ongoing coaching, teachers learn to implement practices that facilitate communication and collaboration with caregivers. Preliminary findings from the first year of a RCT will be presented and discussed.

Palm F

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Save the Date...

TECBD 2020

NOVEMBER 19, 20, 21
Providing a High-Quality Education in Juvenile Justice: Progress and Directions Forward

Joseph Calvin Gagnon, University of Helsinki
Brittany LaBelle, University of Florida
Heather Griller Clark, Arizona State University
Sarup Mathur, Arizona State University

The publication of the Guiding Principals by the U.S. Departments of Education & Justice promoted hope for positive change. However, the progress made on ensuring a high-quality of education for incarcerated youth is unclear. This panel will review advances made and chart a path forward for policy, research and practice.

Augustine

Our Trauma Team: Purpose and Activities

Matt Hanvold, Mandi Bundy & Kimberly Leslie, Pine Hills Correctional Facility

With the implementation of facility-wide MTSS the Pine Hills Correctional Facility Trauma Team, a multi-disciplinary group focuses on bringing awareness and education about trauma informed practices to staff and residents. This innovative team brings opportunities for staff self-care and stress management support.

Capistrano

Using Film to Support Positive Behavior: Film Screening and Tips

Ashley MacSuga-Gage, University of Florida
Shanna Hirsch, Clemson University

During this interactive session, presenters will screen winning film submissions from the Positive Behavior Interventions and Supports (PBIS) Film Festival hosted by the Association for Positive Behavior Support (APBS). Presenters will share school-made films along with resources and tips for creating high quality film to use in schools!

Ironstone

The Many Uses of Direct Behavior Rating (DBR)

Sarah Wilkinson, University of Connecticut
Laura Kern, University of South Florida

DBRs are a versatile tool that have been shown to provide reliable data related to student behavior across age groups and settings. Educators have used DBRs in many contexts, including progress monitoring, school-home communication, and self-management. This session provides an overview of DBRs and concrete examples of their many uses.

Jokake

The Impact of Culture, Fieldwork Experience, and Reflection in Preparing Teacher Candidates to Work With Students With EBD In Inclusive Settings

Michelle Novelli, Northern Arizona University
Christopher Lanterman, Northern Arizona University
Karen Sealander, Northern Arizona University
Shannon Winans, Northern Arizona University
Adam Lockwood, Western Kentucky

While the teaching force remains consistently White and female, our public school students are increasingly diverse. Students with EBD are disproportionately Black or two or more races, spend less time in general education classrooms, and are most likely to drop out (NCES, 2019). This presentation highlights the impact of cultural understanding in young teachers of themselves and their students to effectively and confidently teach all students regardless of diversity and ability.

Campanile

Inclusion
Crowdsourcing Science
Bryan G. Cook & William J. Therrien, University of Virginia

Crowdsourced research refers to a process of multiple laboratories concurrently conducting the same research study. The purpose of crowdsourced research is to address concerns of special education research including the lack of replications, the underpowered nature of many studies, and the limited number of diverse researchers in the field. As such, the goal of crowdsourced is to democratize the research process and quicken the pace of the identification of evidence-based practices. In this presentation, we provide an overview of the use of crowdsourcing to conduct research and detail how special education researchers and other professionals can engage in crowdsourced research.

Colonnade

Students Hiding in Plain Sight
Felicity Post & Helane Folske-Starlin, Peru State College

Educators struggle in identifying and unmasking internalizing behaviors. We struggle with how mental health impacts learning for students that fly under the radar of behavior specialists. In this presentation we will discuss how to unmask the hidden mental health needs of students who have aversive internalizing behaviors that impact success in a school setting.

Wind Flower

Collaboration Bias: Perspectives, Theories, and Tips to Increase Interprofessional Support for Children with ASD
Teresa Cardon, The Chicago School of Professional Psychology

Speech Language Pathologists and Behavior Analysts provide treatment for individuals with autism spectrum disorder (ASD). Differences in theoretical perspectives and intervention strategies provide insights into collaboration bias. Strategies for interprofessional education along with tips for working across disciplines will be highlighted. Finally, practical tips to support communication for young children with ASD will be identified.

Sand Lotus

Ci3T Tools to Facilitate Data-informed Decision Making
Mark Matthew Buckman, University of Kansas
Eric Alan Common, University of Michigan-Flint
Kathleen Lynne Lane, University of Kansas
Wendy Peia Oakes, Arizona State University
David J. Royer, University of Hawai‘i-Mānoa
Katie Searlett Lane, Vanderbilt University
Grant Edmund Allen, University of Kansas

Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention are designed to support students’ multiple needs within a single, data-informed system of support. We present tools to support the design, implementation, and evaluation of Ci3T models across training and implementation years and how to use these measures to support data-informed decision-making.

Xavier

Seclusion & Restraint: What We Can Do To Help Our Students When We Have Missed the M.A.R.K.
Kristina Ingles, Heather Dulas, Claudia Dunn, & Lisa Bowman-Perrott, Texas A&M University

Students with disabilities are disproportionately represented in seclusion and restraint statistics. Attendees will discover what the literature recommends local education agencies (LEAs) can do to help students and avoid the common mistakes surrounding policy and practice.


Palm C

Students Hiding in Plain Sight
Felicity Post & Helane Folske-Starlin, Peru State College

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Collaboration Bias: Perspectives, Theories, and Tips to Increase Interprofessional Support for Children with ASD
Teresa Cardon, The Chicago School of Professional Psychology

Speech Language Pathologists and Behavior Analysts provide treatment for individuals with autism spectrum disorder (ASD). Differences in theoretical perspectives and intervention strategies provide insights into collaboration bias. Strategies for interprofessional education along with tips for working across disciplines will be highlighted. Finally, practical tips to support communication for young children with ASD will be identified.

Sand Lotus

Ci3T Tools to Facilitate Data-informed Decision Making
Mark Matthew Buckman, University of Kansas
Eric Alan Common, University of Michigan-Flint
Kathleen Lynne Lane, University of Kansas
Wendy Peia Oakes, Arizona State University
David J. Royer, University of Hawai‘i-Mānoa
Katie Searlett Lane, Vanderbilt University
Grant Edmund Allen, University of Kansas

Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention are designed to support students’ multiple needs within a single, data-informed system of support. We present tools to support the design, implementation, and evaluation of Ci3T models across training and implementation years and how to use these measures to support data-informed decision-making.

Xavier

Seclusion & Restraint: What We Can Do To Help Our Students When We Have Missed the M.A.R.K.
Kristina Ingles, Heather Dulas, Claudia Dunn, & Lisa Bowman-Perrott, Texas A&M University

Students with disabilities are disproportionately represented in seclusion and restraint statistics. Attendees will discover what the literature recommends local education agencies (LEAs) can do to help students and avoid the common mistakes surrounding policy and practice.


Palm C
A New Standardized Measure for Tracking Changes in Emotional/Behavioral Problems of Students Classified ED/EBD

Richard E. Mattison, Penn State School of Medicine

The Brief Problem Monitor is an abbreviated 18-item version of Achenbach's Teacher Report Form, which special education teachers can easily complete at the end of each marking period to assess longitudinal changes (both raw scores and T-scores) in externalizing, internalizing, and attention problems for students classified ED/EBD. Real-time performance for the BPM will be presented over the course of a year in 117 students classified ED/EBD. Its potential uses for IEP planning, research, and communication with mental health professionals will be discussed.
Using the PBIS Framework in Secure GA DJJ Settings: Using Tier II and III Interventions to Deal Effectively with Youth Who Require Additional Supports

Chasidy Taylor & Jennifer Cannington, Georgia Department of Juvenile Justice

This presentation will provide insight into the use of PBIS in secure juvenile facilities and how to utilize Tier II and III interventions to deal effectively with those youth in need of additional supports. Presenters will share experiences from multiple perspectives within GA DJJ facilities with different missions, age groups, and barriers.

Augustine

Three Critical Components for Positive Treatment Outcomes with Teenage Girls in a Juvenile Residential Setting

Jackie Tippey, University of Alabama, Youth Services Institute & Working on Womanhood Program
Rachel Pauk, University of Alabama
Kenneth Westerfield, University of Alabama

This session specifically focuses on the challenge of serving teenage girls in the juvenile residential setting. Critical components of effective treatment outcomes are addressed.

Capistrano

Adjusting the Reading Level for Students with EBD: Effects on Time On-Task, Task Completion, and Task Comprehension

Chelsea E. Carr, Rebecca Hartzell, & John Umbreit, University of Arizona

This study examined the effects of adjusting the instructional level of reading tasks for four students with EBD. Reading materials were presented at three reading levels: frustration, instructional, independent. This session will discuss the effects of each reading level on student behavior, task completion, and task comprehension.

Ironstone

Meta-Analysis of the Research on Response Cards: Effects on Response Rate, Off-Task Behavior, and Test Achievement

Robbie J. Marsh, Mercer University
Therese M. Cumming, University of New South Wales-Sydney

Twenty-three studies were analyzed to determine the level of effect of response card strategies on response rate, off-task behavior, and test achievement. Effects of pre-printed and write-on response card interventions were analyzed. Results will be presented along with a research-to-practice discussion of how they can be implemented in the classroom.

Jokake

Weekly Phone Support for Families of Middle School Students with EBD: Parent and Student Outcomes

Jennifer Farley, Kristin Duppong Hurley, Jacqueline Huscroft-D'Angelo, Angelique Aitken, Matt Lambert, & Alex Trout, University of Nebraska-Lincoln

Results of the six year IES-funded RCT of Parent Connectors will be shared. Parent Connectors is a parent-to-parent weekly phone intervention for families of youth with EBD to increase parental engagement in school and mental health services. Program goals, implementation, and the final parent and student outcomes will be discussed.

Campanile

The Janus Project: Looking Back to Move the Field Forward

Jim Teagarden, Kansas State University

The Janus Project: Looking Back to Move the Field Forward uses video excerpts of conversations of many of the pioneers and current leaders of the field of education of students with emotional-behavioral disorders to reexamine the historical experiences of these pioneers. In addition these leaders share their reflections on future of the field and suggestions for people entering the field.

Cavetto
**Open Science and Single-Case Research**

Austin H. Johnson, University of California-Riverside  
Betsy Talbott, William & Mary  
Jason Travers, University of Kansas

Single-case research is a methodology widely used and essential to the identification of evidence-based practices in special education. Because the method is not widely used in other areas, there is a need to consider the implications of open science for conducting single-case research studies. In this presentation, participants will learn about current perspectives on open science and single-case research including the importance and role of preregistrations, registered reports, and data materials sharing.

**Cognitive Restructuring Using Meditation and Self Efficacy**

Melonie Call & Amy Papacek  
Arizona State University

This research demonstrates the technique of using meditation in a school setting established a decrease in anxiety, stress, and aggressive behaviors. This study shows continued use of meditation and supportive self-efficacy benefits education and well-being. Participant has shown an aptitude to openness in learning, increased calming abilities, and new challenges.

**Students with ADHD: Learning Strategies and Academic Motivation**

Sean Brown, North Brunswick Township Public Schools  
Alyssa Baran, Rutgers, The State University of New Jersey  
Colleen Belmonte, West Windsor Public Schools and Rutgers, The State University of New Jersey  
Judith Harrison, Rutgers, The State University of New Jersey

Youth with ADHD are faced with academic barriers in classroom settings that can be minimized through interventions designed to teach learning strategies and increase academic motivation. This presentation will describe the results of a study with 57 students with ADHD between the ages of 11 and 15. Students' self-reported the use of specific study strategies and academic enablers along with levels of academic motivation and test anxiety. Further, evidence-based interventions will be described to address student areas of concern, such as reading and comprehension strategies and interventions to increase academic motivation.

**Ci3T: Scaling Up**

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

In this panel discussion we will highlight lessons learned over the course of this strand and facilitate a structured conversation about building capacity for the future.

**Principals' Conceptions of Their Responsibility to Support Special Education Teachers of Students with EBD in Self-Contained Programs**

Elizabeth Bettini, Boston University  
Michelle Cumming, Florida International University  
Rebecca Muller, Boston University  
Alexandra Lauterbach, UMass Amherst  
Hannah Mathews, Boston University

Special educators serving students with EBD in self-contained settings require principal support. Using grounded theory methods, we explored how principals conceptualized their responsibility to support these special educators. Principals valued these programs, but their conceptions of the goals of these programs varied greatly, as did their understandings of how they should support special educators in promoting these aims.

**Supporting Teachers Use of Low-Intensity Strategies Using a Tiered Approach**

Robin Parks Ennis, University of Alabama-Birmingham  
Sarah Cole Flemming, University of Alabama-Birmingham  
Elizabeth Michael, University of Alabama

This session will share outcomes from a study using a tiered approach to support teachers use of low-intensity strategies. Implications for implementing behavior-specific praise, choice, and precorrection will be discussed.

**First Step Next: A Preschool Replication Study**

Jason Small, Oregon Research Institute  
Steve Forness, UCLA Neuropsychiatric Hospital

The First Step Next is a tier 2 intervention that uses social skill instruction, a red-green card feedback system in the classroom, and parent engagement to reduce challenging behavior for children with disruptive behavior. Two randomized control trials found medium to large effect sizes on a variety of outcomes. This study is a replication of the original preschool randomized trial.
### The Roles, Responsibilities, and Challenges of Transition Specialists of Adjudicated Youth with Disabilities
Sue O'Neill, UNSW Sydney

Adjudicated youth with disabilities often require additional support to return to their community. In this presentation, the key findings of a small-scale, qualitative study conducted with transition specialists from Arizona, Oregon, and Minnesota will be discussed. The varied models of operation, barriers to supporting their clients, and possible solutions are highlighted.

**Augustine**

### Promising Strategies for Improving Communication with Students with EBD
Alexandra Hollo, West Virginia University

Students with EBD often have co-occurring undiagnosed communication disorders. This presentation will examine the theory and evidence supporting two strategies that may compensate for receptive and expressive language deficits: Functional communication training (FCT) and effective instruction delivery/precision requests (EID/PR). Emphasis will be on practical applications in classroom settings.

**Campanile**

### Effects of Manipulatives on Mathematics Outcomes for Students At-Risk or Identified with a Disability: A Single-Case Meta-Analysis
Corey Peltier, Oklahoma University

The purpose of this meta-analysis is to examine the effectiveness of intervention using manipulatives on mathematical outcomes of students at-risk or identified with a disability. The results suggest interventions were effective across math domains, implementors, ages, and manipulatives. Effects were differential for students identified with an emotional or behavioral disorder compared to other disability categories.

**Ironstone**

### Function-Based Teacher Support
Kristin Robertson, University of Arizona
Carl Liaupsin, University of Arizona

Function-based interventions often fail when the implementer does not faithfully implement the behavior plan as intended. Adjustments to current function-based intervention practices through a functional approach to teacher intervention support, will improve treatment fidelity by the teacher, and likely to lead to improved student behavioral outcomes.

**Cavetto**

### SEL for African-American Learners at-risk for EBD: Results from a Multiple Baseline Design
Aaron R. Campbell, Mack D. Burke, Shanna Hagan-Burke, & Lisa Bowman-Perrott, Texas A & M University

SEL is being advocated as an evidence-based approach for effectively intervening with students at-risk for Emotional and behavioral disorder. In this study, we integrated a SEL curriculum with Check In/Check Out procedures to prompt and reinforce skills taught in the curriculum. A multiple baseline across subject design was used to evaluate the effects of SEL and behavior support with eighteen participants. Visual analysis complemented with effect sizes indicated decreases in problem behavior across participants.

**Jokake**

### Open Science Roundtable
**Moderators:** Daniel M. Maggin and Kimber Vannest

Panelists:
John Willis Lloyd, University of Virginia
Nicholas Gage, University of Florida
Maureen Conroy, University of Florida
Kathleen Lane, University of Kansas

Many scholars agree that open science represents an important movement toward increased accountability and credibility of special education research. With that said, there remain real concerns regarding the implementation of open science practices and the implications it has for conducting research and validating effective practices for students with disabilities. The purpose of this presentation is to provide a forum for researchers to discuss the principles, practices, and promises of open science and determine the most feasible and effective methods for implementation within the special education research community.

**Colonnade**
"I Didn't Know that I Didn't Know": A look at Teacher Preparation in ASD Identification

Brittany Desnoyer, California State University-Stanislaus

Recent data suggests that 91.2% of students diagnosed with an Autism Spectrum Disorder receive education in inclusive environments. Many students, particularly those deriving from CLD backgrounds, and those of low socio-economic status, rely heavily on educators as the primary source of ASD identification and subsequent referral for special education services (Bhasin & Schendel, 2007). Survey data, however, raises concern in their ability to do so. This presentation will discuss specific components of ASD symptomatology in need of more explicit and systematic training at the pre-service level.

Palm C

A Systematic Review of Classroom Management Professional Development within a Multi-Tiered Support Framework

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

Effective classroom management practices are an essential component of teacher and student success. Teachers are likely to have differing levels of professional development (PD) support needs. In this systematic review, we synthesized evaluations of classroom management PD strategies and organized them within a multi-tiered support framework.

Wind Flower

Reading Research in EBD: A Review of the Literature

Lauren Collins, San Diego State University
Sara Cook, University of Hawaii

Although reading is critical for academic success, it has been historically underrepresented in research for students with emotional and behavioral disorders. In this presentation, we share the results of a systematic review of reading research for students with emotional and behavioral disorders. Implications for research and practice will be discussed.

Palm E

How Much Training is Necessary? Peer Mentor Implementation Fidelity of Postsecondary Students' Behavior Intervention Plans

Kirsten Lansey, University of Arizona

Young adults with ASD now have more options to participate in postsecondary education supported by same-aged peer mentors. This multiple baseline study examined three student-peer mentor pairs to assess the impact of training and coaching on peer mentor's implementation fidelity of behavior intervention plans.

Sand Lotus

Meeting Whole Child Needs with Advanced Tiers of Support

Gregory J. Benner, The University of Alabama

How do we provide comprehensive advanced tiers of supports matched to youth health (physical and mental), social, emotional, and academic needs? In this session we provide a walk-through of advanced tiers of support pathways within our whole child initiative. We detail examples from urban, rural, indigenous, and international schools.

Palm F

Friday
5:00 - 5:50
**Exploring the Efficacy of Evidence-Based Reading Instruction on the Reading Outcomes of Students with Inattentive Behaviors**

Alicia Stewart, The University of Texas at Austin

Inattention is significantly related to lower reading outcomes. STRIVE is a set of evidence-based reading practices used in social studies classrooms. We investigated the efficacy of STRIVE on the reading outcomes of students with inattention. Significant positive effects were documented on measures of content knowledge, vocabulary, and content reading comprehension.

Augustine

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**Using Existing School Resources to Develop a Model of Training and Support for EBD Classrooms**

Abigail Wallace, Marshall County Schools
Ashley Partridge, Madison City Schools

Barriers to effective EBD classrooms, including lack of training and support, impact treatment fidelity and student success. Presenters will describe how existing resources were used to develop a consultative model of ongoing expert support to EBD classrooms, yielding positive student outcomes. Practical suggestions for developing similar models will be presented.

Capistrano

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**Determining Placement for Students with EBD: A Discussion of Inclusion and FAPE**

Richard D Williams, Capella University

Supporting the unique treatment of students with emotional disabilities, this study advocates for community settings that offer a more inclusive, supportive, and family oriented experience to provide an authentic, therapeutic framework that meets the educational, social-emotional that comply to the child's FAPE and LRE requirements listed in the student's IEP.

Ironstone

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**Contextualized FBAs: Cultural Mismatch of the Observer and the Observed**

Heather Volchko, University of Illinois - Chicago

This session will consider the impact an array of cultural factors has on the functional behavioral assessment (FBA) process within highly contextual school settings, including social validity, deriving accurate function, and data analysis.

Campanile

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**State-level Supports for Implementing School-Wide Positive Behavior Interventions and Supports**

Rachel Kaplan, Nicholas A. Gage, & Nicolette Grasley-Boy, University of Florida

This presentation will (a) provide a description of state-level supports for implementing school-wide positive behavior interventions and supports (SWPBIS), (b) describe critical features of state-level supports, and (c) guidance for accessing state-level supports.

Cavetto

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**The Relationship between Adverse Childhood Experiences (ACE) & Emotional and Behavioral Disorders (EBD)**

Jack Watts, University of Nevada - Las Vegas

Individuals with adverse childhood experiences (ACEs) and students with EBD have similar educational and life outcomes. This session has three purposes: Engage researchers to consider the role that ACEs may play in EBD, screening children with EBD for ACE exposure, and implementing trauma informed interventions to students with EBD.

Colonnade
Saturday
8:00 - 8:50

Perspectives from the Classroom: A Qualitative Analysis of what Helps and Hinders the Implementation of Behavior Intervention Plans
Sarah Muhlestein, Cade Charlton, & Ellie Young, Brigham Young University
This presentation will summarize the findings from a qualitative study using the critical incidents technique to examine teachers’ perceptions of helping and hindering incidents associated with successful Behavior Intervention Plans. We will examine our findings and discuss practical suggestions for teachers and researchers regarding the implementation and effectiveness of BIPs.

Sand Lotus

Policing, Mental Health, and K-12 Schools: A Systematic Review of the Literature
Rebecca Muller, Boston University
This paper will present the results of a systematic review of literature on police response to mental health crisis in school settings. Public schools have limited mental health resources, which increases the risk that youth will experience a crisis on school grounds requiring police response instead of mental health support.

Xavier

Positive Behavior Supports and Behavior Intervention Plans: Implementation Based on Theory and the Law
Sara Baillie, Trinity Christian College
This talk will briefly discuss the legislation of Positive Behavior Supports and Behavior Intervention Plans (BIPS). By reviewing the literature of Positive Behavior Supports and Behavior Intervention Plans, this talk will review application that includes both law and best practice into quality BIPs. Common pitfalls regarding Positive Behavior Supports and Behavior Intervention Plans will be discussed as well.

Dolores
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<tr>
<th>Session</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Abstract</th>
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<tr>
<td><strong>Juvenile Courts and Being Trauma Informed</strong></td>
<td>Derrick Platt, Maricopa County Superior Court</td>
<td>The Juvenile Courts are moving towards being trauma informed. The Juvenile Court are an adversarial system seeking justice and deciding fairness in difficult situations. We have implemented: call in warrant, risk based assessments/probation, less restraining, shared parenting, and increased services for 0-3 kids. Reducing trauma is possible for all.</td>
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<td><strong>Wraparound Intervention: The Past 40 Years and Future Implications</strong></td>
<td>Kristin Robertson, University of Arizona</td>
<td>Wraparound intervention research has shown statistically significant behavior improvements functioning in youth with Serious Emotional Disturbances. Limitations in methodological soundness and the lack of a universal manual for implementation has failed to label wraparound as an evidence-based practice. A look at the past forty years and the future of wraparound.</td>
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<td><strong>Breaking Down Barriers to Inclusion in Post Secondary Education: Getting Local Transition Students with Behavior Disorders on Campus</strong></td>
<td>Jeffery L Hart &amp; Aaron Perzigian, Western Washington University</td>
<td>Many universities use exclusionary practices that impede students with complex needs including those with behavior disorders from attending. We will address those practices, the potential changes that could be made to the system, and how one school district and university are working to break down those barriers.</td>
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<td><strong>Students with Emotion and Behavioral Disorders' Perceptions of School Climate</strong></td>
<td>Kaci Ellis &amp; Nicholas A. Gage, University of Florida</td>
<td>This presentation will discuss similarities and differences between students with and without emotional and behavioral disorders' perceptions of school climate, including relationships with adults, school safety, and bullying victimization.</td>
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<td><strong>Building Proactive Relationships with Families of Students with Emotional and Behavioral Disorders (EBD)</strong></td>
<td>Gordon Grant Stewart Jr., University of Nevada-Las Vegas Robbie J. Marsh, Mercer University</td>
<td>As teachers try to re-focus their classrooms from a reactive system to a proactive system, it's imperative that families of students with EBD are integrated in the planning process. Strategies for developing pro-social relationships with families will be presented. Materials will be disseminated to assist attendees with implementation of strategies.</td>
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<td><strong>Twice Exceptional: Integrating the Student that is EBD into Gifted Education</strong></td>
<td>Gwendolyn Shultz, Georgetown College</td>
<td>Although there is much literature on both the student labeled as gifted/high ability (GT/HA), and the student with emotional behavioral disorders (EBD), there is scant research about the experience of children and the families of the children that are labeled in both categories. This case study seeks to bring to light the challenges, accomplishments, and experiences of a child and his parent as they navigate public, private, and home-schooled education, in efforts to meet the needs of both his classifications.</td>
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The Interventionist Matters: Differential Effects of Two Interventionists Implementing Precision Requests in EBD Classrooms
Christian Sabe, Paul Caldarella, Collette Merrill & Marcie Calder, Brigham Young University
In this presentation we will present the outcomes of two studies examining the effect of Precision Requests in EBD classrooms, with a focus on the differential effects of two very different interventionists. We will then critique the most common model of providing behavior support and propose an improved model.

Get More Bang for Your Buck: Providing Students with Choice
Sarah Wilkinson, University of Connecticut
Instructional choice has been shown to reduce problem behavior and increase academic engagement across a range of students and academic areas. This session shares results from a recent meta-analysis, describes the different types of instructional choices, and provides materials to help teachers implement instructional choice in their classrooms right away.

Teaching Emotional Regulation Skills to Students with EBD and Improve Their Behaviors and Their Academic Performance
Lori Jackson & Steve Peck, The Connections Model
Emotional Regulation (ER) is not a criterion in DSM-V for a diagnosis of Autism, ADHD, or Behavioral Disorders. However, research shows that ER is the critical component. To change behavior, we must teach strategies to develop ER. This session offers a proven method for teaching emotional regulation in the classroom.

The Intersection of Violence, Brain Networks, and Mindfulness Practices
Richard Morley, Texas State University
This presentation will discuss research findings suggesting that acts of violence are linked to changes in the salience network, the cognitive control network, and the default mode network of the brain. This talk will also discuss how mindfulness-based practices lead to changes in the same brain networks and reduce violence.

Wait a Minute: I’m Important Too! Self-Care for Educators
Kristine Jolivette & Sara Sanders, University of Alabama
Brandi Ansel, Central Michigan University
Skip Kunn & Ashley Shaw, University of Alabama
Working with youth who display challenging behaviors can be a demanding job, and teachers/staff frequently experience stress and burnout, making it important to engage in daily self-care activities. This presentation will demonstrate different self-care activities and show participants how to embed personal self-care practices within the multi-tiered system of support framework, with daily preventative strategies, targeted strategies when symptoms of stress are present, and a few intensive strategies when persistent/intense deficits of well-being are felt.

Improving Behaviors of Students with or At Risk for EBD: Instruction as the Missing Link
Lauren Collins, San Diego State University
Timothy Landrum, University of Louisville
Social and behavioral skills must be taught in a way that includes structured and planned opportunities for modeling, guided practice, and feedback. In this workshop, we will (a) emphasize antecedent steps teachers should take to encourage appropriate behavior in all students; (b) share a framework for identifying problem behavior; (c) describe and demonstrate how to implement direct instruction in specific targeted behaviors, and (d) describe how to systematically pair direct instruction with selected antecedent interventions.
Tier 2 Interventions for Youth in Alternative Education Settings
Skip Kumm, University of Alabama
This presentation will review Tier 2 evidence-based interventions for youth with behavioral disorders in alternative education settings. Evidence-based measurements for progress monitoring will also be presented.

Augustine

Special Educators: Specialist-Generalist. A Look at Pre and In-service Teacher Preparation for Severe Populations
Brittany Desnoyer, California State University, Stanislaus Katelyn Zirkus, University of Nevada-Las Vegas
Special educators serving severe populations of students with disabilities face a plethora of unique challenges, not experienced by their equally credentialed peers. Though many institutions of higher education (IHEs) do not delineate licensure based on categorical disability or behavioral severity, teacher and student outcomes suggest they should.

Capistrano

Targeting Interventions to Increase Academic, Behavioral, and Prosocial Employment Skills for Students with EBD: An Examination of Two Systematic Literature Reviews
Heather Dulas, Claudia Dunn, Kristina Ingles, & Lisa Bowman-Perrott, Texas A&M University
In this presentation, we will describe findings of two unique systematic literature reviews and examining: 1) interventions for increasing prosocial employment behaviors for adolescents with EBD in order to promote successful employment outcomes, and 2) academic and behavioral interventions adapted for culturally and linguistically diverse students with EBD. Implications for future research and recommendations for practice will be shared.

Campanile

Training and Supervising Your Paraeducators: Tips and Tricks from the Field
Jessica Nelson, Missouri State University Reesha Adamson, Missouri State University Felicity Post, Peru State College
In this session, you will learn strategies to train your paraprofessionals to implement evidence-based strategies with high fidelity. A practical model of training will be presented. Participants will walk away from the session with ideas for training paraprofessionals, and easy supervision tips that will maximize the effectiveness of your entire special education program.

Ironstone

One Step, Two Step Schema-Based Instruction
Corey Peltier, Oklahoma University
Mathematical problem solving present academic and behavioral challenges for students with disabilities. The purpose of this study was to examine the effect of schema instruction on the immediate and distal problem solving performance of students with disabilities.

Cavetto

The Job Coaching Academy: Helping Transition Teachers Equip Students with EBD and Other Diagnoses
Kristina Ingles, Texas A&M University
We will engage attendees in an interactive discussion regarding lessons from the study, an overview of the Job Coaching Academy's curriculum, and evidence-based strategies specifically related to training transition teachers who work with students with EBD. Attendees can expect to learn, laugh and adapt concepts to impact their own contexts.

Colonnade
Saturday
10:00 - 10:50

Behavior Analysts in School Settings: What We Know, What We Need to Know
Erin F. Farrell & L. Lynn Stansberry Brusnahan, University of St. Thomas

In this session the growing field of behavior analysts in school settings will be explored. Findings will be presented on recent research in behavior analysts working in schools, as well as how this information is useful for administrators. Ethical considerations, defining roles, and participation in district initiatives will be discussed.

Sand Lotus

Effectiveness of a Mindfulness Intervention on the Challenging Behaviors of Preschool Students
Victoria Petit, Pennsylvania State University

This study evaluates the effectiveness of Meditation on the Soles of the Feet (SoF) on reducing challenging behaviors of preschoolers, including aggression, tantrums, and noncompliance. This study uses a multiple baseline design across participants. Visual analysis and Tau-U effect size are reported. There is a functional relation for two participants.

Xavier

Peer Leadership Building Resiliency and Transition Skills
Sharon Makhoul, The Menta Group and Council for Exceptional Children AZ President Elect CCBD

There are many benefits to peer leadership. Peer leadership can be used as a multi-tiered intervention for students with social and emotional disabilities. Students who have sustained trauma can build resiliency and gain valuable transition experiences when they serve as peer leaders.

Dolores
### Implementation of Evidence-Based Kernels of Behavioral Influence in Residential and Juvenile Justice Centers in the Netherlands

Gregory J. Benner, University of Alabama  
Inge Reijnders, PBSing

The purpose of this presentation is to describe a process used to reach staff consensus on several evidence-based kernels of behavioral influence and installation of these key practices. Next, we walk through each kernel, discuss implementation challenges and successes, and provide outcomes.

Augustine

### The Effects of Technology Based Self-Monitoring Across General Education Settings for Students With Behavior Disorders

Lane Maxcy, University of Central Missouri

This research study determines the effects of technology-based self-monitoring on decreasing disruptive behaviors and increasing academic engagement in a student with an Emotional Behavioral Disability (EBD) and a student with Attention Deficit Hyperactivity Disorder. A multiple baseline across three academic subject areas was used to assess the effectiveness of the intervention. Findings and implications will be presented.

Jokake

### Understanding Sex Education Needs and Practices for Students with Disabilities

Caitlin Schneider, Boston University

Students with disabilities are no less likely to engage in sexual behaviors than their nondisabled peers. They are, however, more likely to engage in risky sexual behaviors resulting in adverse outcomes. This presentation will explore how to support teachers and students in providing appropriate sex education to students with disabilities.

Capistrano

### Teaching students with EBD: The Application and Implications of the Analysis of Student Profiles

Jennifer Farley, University of Nebraska-Lincoln  
Kristin Duppong Hurley, University of Nebraska-Lincoln  
Jacqueline Huscroft-D’Angelo, University of Nebraska-Lincoln  
Angélique Aitken, University of Nebraska-Lincoln  
Matt Lambert, University of Nebraska-Lincoln  
Stacy-Ann January, University of South Carolina, Alex Trout, University of Nebraska-Lincoln

We will share a latent class analysis of middle school students with EBD that is based on demographic variables, teacher ratings of academic performance and behavior, and parent reports of school behavior. The discussion of EBD profiles will include implications for educators and applications in the design of educational programs.

Ironstone

### e-PLCs to Support Rural Teachers Classroom Management

Brittany L. Hott, University of Oklahoma

This session focuses on the development, implementation, and outcomes of an e-Professional Learning Community (PLC) including teachers from nine rural and remote districts. Teachers reported increased knowledge and comfort with evidence-based classroom management techniques and frequent use of a collaboratively developed classroom management tool kit. Materials, resources, and lessons learned will be shared.

Campanile

### Ethical Considerations for Selecting Interventions for Students

Debra Berry Malmberg, California State University-Northridge

How do behavior analysts select interventions? What resources are there to help guide this decision-making? In this talk, we will chart a course for selecting interventions with a focus on following our ethical code. We will explore recommendations regarding social validity, including treatment acceptability, how to evaluate resources that summarize research on interventions, how to select appropriate interventions, and adapting our interventions to meet the needs and desires of the students that we serve.

Cavetto
Ngaramadhi Space: An Australian Wrap Around Model of Care for Students with Complex Needs
Iva Strnadova & Terry Cumming, UNSW-Sydney

In Australia, integrated or wrap-around services are established on a state-by-state basis and do not always include educational providers. The current study examined the efficacy of an existing wraparound model, Ngaramadhi Space: A School, Health & Allied Health Alliance to address "whole child" issues.

Colonnade

Making School Transitions Successful: The Use of EBP's at the Elementary and Middle School Level
Kinga Balint-Langel, The University of Minnesota - Duluth
Lennie Troughton, The University of Southern Mississippi
Ryan Nation, The University of Southern Mississippi
Afzal Qureshi, The University of Southern Mississippi

With transition services being mandated by IDEA beginning no later than age 16, most reviews of evidence-based transition practices focus on youth with disabilities at the secondary level. This presentation will describe evidence-based transition practices delivered at the elementary and middle school level, specifically with youth with an emotional disturbance.

Sand Lotus

What's the Point of a Point Sheet?
Rena Livingston & Sarah Summy, Western Michigan University

Point sheets, in various forms, have been used for students with Emotional and Behavioral Disorders for years. However, there is a weak literature base for this practice. Who are point sheets for? Students? Teachers? This presentation will review the literature and provide a framework for using this intervention.

Dolores

Providing Trauma-Informed Care interventions through Multi-Tiered Systems of Support
Monica Bester & William Hunter, The University of Memphis

Trauma-informed care is the practice of consciousness and awareness of trauma, providing a forum for educators to provide academic and behavioral support for students with Emotional Behavior Disorders (EBD). This presentation reviews classroom interventions for students with EBD, integrated into the Multi-tiered Systems of Support (MTSS), through a trauma-informed lens.

Xavier

Wait a Minute: I'm Important Too! Self-Care for Educators
Kristine Jolivette & Sara Sanders, University of Alabama
Brandi Ansely, Central Michigan University
Skip Kumm & Ashley Shaw, University of Alabama

Working with youth who display challenging behaviors can be a demanding job, and teachers/staff frequently experience stress and burnout, making it important to engage in daily self-care activities. This presentation will demonstrate different self-care activities and show participants how to embed personal self-care practices within the multi-tiered system of support framework, with daily preventative strategies, targeted strategies when symptoms of stress are present, and a few intensive strategies when persistent/intense deficits of well-being are felt.

Palm C

Employing Person Centered Planning as a Tool for Increasing Self-determination
Robert Maddalozzo, University of Illinois at Chicago
Kari Nakayama & Matthew Shedroff, New Trier High School

Much of the Taxonomy for Transition (Kohler, 1996; Kohler, Gothberg, Fowler, & Coyle, 2016) revolves around increasing the involvement of the individual in the transition planning process. However, students with BD often exhibit decreased outcomes in transition process (NLTS-2, 2007) and decreased levels of self-determination. This session focuses on employing goal setting as a tool for increasing the involvement of students with BD in the transition planning process and by increasing their levels of self-determination.

Palm F
9:00 a.m. – 12:00 p.m.

Wait a Minute: I’m Important Too! Self-Care for Educators
Kristine Jolivette, Sara Sanders, Brandi Ansley, Skip Kumm, & Ashley Shaw

Improving Behaviors of Students with or At Risk for EBD: Instruction as the Missing Link
Lauren Collins & Timothy J. Landrum

Lunch on your own
1:00 p.m. – 4:00 p.m.

Maximum Effort, Minimal Time: Secondary interventions for the Discerning Teacher
Jessica Nelson, Reesha Adamson, Felicity Post

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