

/SCHEDULE OF THE DAYS/

11TH ANNUAL NEW ENGLAND POSITIVE BEHAVIOR SUPPORT FORUM

PBIS: Research to Practice

» » » SPECIAL STRAND ON SERVICES FOR ADULTS WITH IDD

Sponsored by May Institute — Partner of the National Technical Assistance Center on PBIS

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PBIS Positive Behavioral
Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

8AM – 5PM
THURSDAY & **FRIDAY**, NOVEMBER 19–20, 2015
8AM – 1PM

FOUR POINTS SHERATON
NORWOOD, MASS.

/CONFERENCE RECOGNITIONS AND EXPECTATIONS/

We would like to thank the Northeast Network Advisory Group (NAG).

The NAG is supported by
NE PBIS Center Partners

Bob Putnam,

Jen Freeman,

Brandi Simonsen,

and **George Sugai;**

Evaluation Coordinator

Susannah Everett;

and APBS Network Liaison

Satish Moothy.

/State /Members

CT

Michelle Weaver, State Education Resource Center & **Eben McNight**, State Education Resource Center

DE

Debby Boyer, Center for Disability Studies, University of Delaware & **Linda Smith**, Delaware Department of Education

MA

Madeline Levine, Massachusetts Department of Elementary and Secondary Education

ME

Jim Artesani, University of Maine & **Pat Red**, University of Southern Maine

NH

JoAnne Malloy, Institute on Disability, University of New Hampshire & **Howard Muscott**, New Hampshire Center for Effective Behavioral Interventions and Supports at SERESC

NJ

Sharon Lohrmann, New Jersey PBIS, The Elizabeth M. Boggs Center – RWJMS

NY

Stephen Merchant, Office of Special Education, New York State Education Department & **Erin Brewer**, Northeastern Regional Information Center

PA

Tina Lawson, Pennsylvania Training and Technical Assistance Network & **James Palmiero**, Pennsylvania Training and Technical Assistance Network




RI

John Eagle, Rhode Island College & **Lavone Nkomo**, Paul V. Sherlock Center on Disabilities, Rhode Island College



VT

Sherry Schoenberg, Center on Disability and Community Inclusion, University of Vermont & **Josh Souliere**, Vermont Department of Education

While at the Forum, please be safe, respectful, and responsible.

	 /Presentations (Keynotes/Sessions)	 /Networking (Poster Session)	 /Transitions (Breaks, Meals, Etc.)
Be Safe	<ul style="list-style-type: none"> Hydrate 	<ul style="list-style-type: none"> Hydrate and eat healthy snacks Keep hands, feet and objects to self 	<ul style="list-style-type: none"> Hydrate and eat healthy snacks Walk on the right side Stand to the side of the crowd when using cell phone to talk or text
Be Respectful	<ul style="list-style-type: none"> Engage in active listening Ensure cell phones etc. are off or on silent 	<ul style="list-style-type: none"> Actively engage in poster presentations (view, ask, discuss) Wait patiently to talk with presenters 	<ul style="list-style-type: none"> Use conversational voice volume Introduce yourself to other Northeast PBIS colleagues
Be Responsible	<ul style="list-style-type: none"> Take notes or handouts to share with your team members Wear your name tag Complete evaluations for each session 	<ul style="list-style-type: none"> Take notes or handouts to share with your team members Wear your name tag 	<ul style="list-style-type: none"> Ensure your personal needs are taken care of during transitions Wear your name tag

/CONFERENCE AT-A-GLANCE/

 /TIME	 /ACTIVITY	/Strands/						
		/KEYNOTE	/A/ Foundation	/B/ Special 1	/C/ Special 2	/D/ High School	/E/ Across the Tiers	/F/ IDD
		Tiffany Ballroom	Room 101	Room 115	Room 201	Rooms 105 & 106	Room 202	Room 203

THURSDAY, November 19, 2015

7:45 – 8:15 AM	Registration/ Continental Breakfast	ALL						
8:15 – 8:30 AM	Opening Remarks	ALL						
8:30 – 9:30 AM	Keynote	ALL*						
9:30 – 9:40 AM	Break							
9:40 – 11:00 AM	Early Morning Sessions		/A1/†	/B1/	/C1/*	/D1/	/E1/	/F1/†
11:00 – 11:10 AM	Break							
11:10 AM – 12:30 PM	Late Morning Sessions		/A2/	/B2/	/C2/*	/D2/	/E2/*	/F2/
12:30 – 1:30 PM	Lunch	ALL						
1:30 – 2:50 PM	Afternoon Sessions		/A3/	/B3/	/C3/*	/D3/	/E3/	/F3/*
3:15 – 5:00 PM	Poster Session	ALL						

FRIDAY, November 20, 2015

7:15 – 7:50 AM	Registration/ Continental Breakfast	ALL						
7:50 – 8:00 AM	Opening Remarks	ALL						
8:00 – 9:00 AM	Keynote	ALL*						
9:00 – 9:10 AM	Break							
9:10 – 10:30 AM	Early Morning Sessions		/A4/†	/B4/	/C4/†	/D4/	/E4/*	/F4/
10:30 – 10:40 AM	Break							
10:40 AM – 12:00 PM	Late Morning Sessions		/A5/*	/B5/	/C5/*	/D5/	/E5/*	/F5/†
12:00 – 12:10 PM	Break							
12:10 – 1:10 PM	Closing	ALL*						

* Approved for BACB CE Credits

† Approved for BACB and Psychology CE Credits

/STRANDS OVERVIEW/

/A/ FOUNDATION: Building initial fluency

Sessions:

1/ PBIS 101: An Introduction to SW-PBIS

Marcie W. Handler, May Institute

2/ ROAR On! Lessons Learned from Initial Implementation of SW-PBIS at Whitcomb School

Angela Chouinard & Bethany Pritchard, Whitcomb School; Howard Muscott, SERESC

3/ Getting Ready for PBIS

Christine Downs, May Institute; Mysha Kuhlmann, Rockport Public Schools

4/ Implementing System-wide PBIS Across School Districts: Celebrations, Barriers, and Lessons Learned

Marcie W. Handler, May Institute; Adam Feinberg & Lindsay Fallon, University of Massachusetts Boston; Katie Meyer, May Institute; Molly Robinson, Salem Public Schools

5/ Effective Leadership to Support PBIS

Heather Peshak George, University of South Florida

/B/ SPECIAL 1: Specialty topics

Sessions:

1/ Scaling Up New Hampshire!

Maureen Tracey, Laconia Public Schools; Kathryn Francoeur, University of New Hampshire

2/ Implementing Positive Behavior Interventions and Supports in Alternative School Settings

Todd Miller, Katie Meyer & Christine Downs, May Institute

3/ Step by Step: Enhancing Your Array of Targeted Group Interventions by Using Data to Monitor Progress

Howard S. Muscott, SERESC

4/ Coaching for Success

Christine Downs, May Institute

5/ Northeast Positive Behavioral Interventions and Supports Training of Trainers (NEPBIS TOT)

» » » BOOSTER SESSION (Open ONLY to New and Experienced NEPBIS Trainers participating in the NEPBIS TOT)

Brandi Simonsen & Jen Freeman, University of Connecticut

/C/ SPECIAL 2: Specialty topics

Sessions:

1/ Enhancing Teachers' Classroom Management: Efficient, Effective, and Teacher-driven Implementation Supports

Brandi Simonsen & Jen Freeman, University of Connecticut

2/ How Do Schools Braid Social-Emotional Learning and Positive Behavioral Interventions and Supports?

Sara Whitcomb & Sarah Fefer, University of Massachusetts Amherst

3/ Expanding PBIS into Classrooms: The Fundamentals

Heather Peshak George, University of South Florida

4/ Interconnected Systems Framework: Integrating Mental Health into SW-PBIS

Bob Putnam, May Institute; Joanne Malloy, University of New Hampshire

5/ Program-wide Positive Behavior Support in Early Childhood Settings

Tim Lewis, OSEP Center on PBIS, University of Missouri

/D/ HIGH SCHOOL

Sessions:

- 1/ PBIS in High School: Navigating the Roadblocks to Success**
Katie Meyer, May Institute; Nancy Marrs & Allyson Bachtta, Salem High School; Molly Robinson, Salem Public Schools
- 2/ Implementing with Fidelity in High Schools: What Makes the Difference?**
Jennifer Freeman, University of Connecticut
- 3/ Using School Climate Data Within the Context of PBIS**
Tamika LaSalle, University of Connecticut
- 4/ Leveraging SW-PBIS to Promote College and Career Readiness in High Schools**
Allison Lombardi & Jennifer Freeman, University of Connecticut
- 5/ Engaging High School Students in the Design and Implementation of School-wide PBIS**
JoAnne Malloy, University of New Hampshire; Gabbie Rioux, Nute High School; Kathryn Francoeur, University of New Hampshire

/E/ ACROSS THE TIERS

Sessions:

- 1/ Monitoring Individual Student Supports (Tier 3)**
Susannah Everett, University of Connecticut
- 2/ Scaling Up: Moving Towards Tier 2 Supports**
Heather Peshak George, University of South Florida
- 3/ Individual Support Planning with Competing Behavior Pathways**
Jennifer Magnuson, May Institute
- 4/ Moving Beyond Universals: Sustaining and Growing SW-PBS Implementation**
Tim Lewis, University of Missouri
- 5/ Culturally and Contextually Relevant PBIS: Review and Future Directions**
Lindsay Fallon, University of Massachusetts Boston

/F/ IDD: Adults with intellectual/developmental disabilities

Sessions:

- 1/ Implementing PBIS: Systems, Data, & Practices**
Christopher Fox, Massachusetts Department of Developmental Services; Bob Putnam, May Institute; Jonathan Worcester, Seven Hills
- 2/ From the CEO Perspective: Implementing PBIS Across Large, Medium, and Small Agencies**
Lauren Solotar, May Institute; Christopher White, Road to Responsibility; John Randall, Amego; & Daryl Cook, South Shore ARC
- 3/ Improving Behavior Support and Quality of Life: Data-based Decision Making**
Erin McDermott, Gordon Defalco & Shannon Barry, May Institute
- 4/ Improving Behavior Support and Quality of Life: The Department of Developmental Services' PBS Initiative**
Janet George & Christopher Fox, Massachusetts Department of Developmental Services
- 5/ Individualized Behavior Support Planning and Implementation**
Christopher Fox, Massachusetts Department of Developmental Services; Shannon Barry, May Institute; Jonathan Worcester, Seven Hills

/Keynote Address/

8:30 – 9:30 AM

Infrastructure to Support PBIS Momentum *

Tiffany Ballroom

Presenter: Heather Peshak George, University of South Florida

Implementation Level: ALL

Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, Teachers, School/District Administrators, Researchers, Parents/Families, Special Services Staff, Pre-School Implementers, High School Implementers, Alternative Setting Implementers, Community Members, Urban School/District Leaders, Rural School/District Leaders, IDD Staff

Session Description: This session will discuss how to build infrastructure to support PBIS implementation through stakeholder involvement, clear goals and objectives, coaching, and an evaluation system.

/Early Morning Session/

9:40 – 11:00 AM

/A1/ PBIS 101: An Introduction to SW-PBIS †

Room 101

Presenter: Marcie W. Handler, May Institute

Implementation Level: ALL

Strand: FOUNDATION

Intended Audience: PBIS Team Members, PBIS Coaches, Teachers, School/District Administrators, Parents/Families, All Implementers

Session Description: This session will provide participants with an overview of the key elements of School-wide Positive Behavior Support (SW-PBIS), including the readiness steps that schools must consider as they develop their teams and agreements/commitments to the process.

/B1/ Scaling Up New Hampshire!

Room 115

Presenters: Maureen Tracey, Laconia Public Schools; Kathryn Francoeur, University of New Hampshire, Institute on Disability

Implementation Level: ALL

Strand: SPECIAL 1

Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, School/District Administrators, Researchers

Session Description: Laconia School District is the first district in New Hampshire to implement PBIS Pre K-12 while building a solid partnership with our local community mental health agency. This session features the interconnected systems framework that will highlight how to scale up PBIS in a school district for long-term sustainability. Concrete examples and lessons learned will be explored in this session.

/C1/ Enhancing Teachers' Classroom Management: Efficient, Effective, and Teacher-Driven Implementation Supports *

Room 201

Presenters: Brandi Simonsen & Jen Freeman, University of Connecticut

Implementation Level: ALL

Strand: SPECIAL 2

Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, Teachers, School/District Administrators

Session Description: In this session, we (a) describe an implementation model for supporting teachers' classroom management based on implementation science, (b) highlight self-management strategies teachers can use to improve their implementation, and (c) share tools to assist with developing a class-wide and school-wide implementation plan.

/D1/ PBIS in High School: Navigating the Roadblocks to Success

Room 105 & 106

Presenters: Katie Meyer, May Institute; Nancy Marrs & Allyson Bachta, Salem High School; Molly Robinson, Salem Public Schools

Implementation Level: INITIAL

Strand: HIGH SCHOOL

Intended Audience: PBIS Team Members, PBIS Coaches, Teachers, School/District Administrators, Parents/Families, High School Implementers

Session Description: Presenters will describe the process of building readiness and implementing PBIS in a public high school. Key ingredients to successful implementation including staff buy-in, administrative support, and use and distribution of data will be discussed. Systems-level factors related to implementation, common challenges to implementation, and lessons learned will be presented.

11TH ANNUAL NEW ENGLAND POSITIVE BEHAVIOR SUPPORT FORUM /PBIS: Research to Practice/

/E1/ Monitoring Individual Student Supports (Tier 3)

Room 202

Presenter: Susannah Everett, University of Connecticut

Implementation Level: ADVANCED

Strand: **ACROSS THE TIERS**

Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, Teachers, School/District Administrators, Parents/Families, Special Services Staff, Alternative Setting Implementers

Session Description: This session will provide tools and examples related to monitoring the implementation fidelity and student outcomes of an individual student support plan (Tier 3). Examples will include a range of support needs, collection methods, and measurement types using the Individual Student Information System (ISIS-SWIS) along with a flowchart to guide team discussions in the design of Tier 3 progress monitoring systems within the student support plan.

/F1/ Implementing PBIS: Systems, Data, & Practices †

Room 203

Presenters: Christopher Fox, Massachusetts Department of Developmental Services; Bob Putnam, May Institute; Jonathan Worcester, Seven Hills

Implementation Level: ALL

Strand: **IDD**

Intended Audience: PBIS Team Members, PBIS Coaches, Parents/Families, Alternative Setting Implementers, Community Members, IDD Staff

Session Description: Massachusetts Department of Developmental Services (DDS) formally launched an initiative to improve behavior support and clinical practices to improve the quality of life outcomes of individuals served with DDS funds. This session will focus on the implementation and scaling up of a multi-tiered system of behavior support at the agency and universal level. Examples will be provided from two agencies.

/Morning Break/

11:00 – 11:10 AM

/Late Morning Sessions/

11:10 am – 12:30 PM

/A2/ ROAR On! Lessons Learned from Initial Implementation of SW-PBIS at Whitcomb School

Room 101

Presenters: Angela Chouinard & Bethany Pritchard, Whitcomb School; Howard Muscott, SERESC

Implementation Level: INITIAL

Strand: **FOUNDATION**

Intended Audience: PBIS Team Members, PBIS Coaches, Teachers, School/District Administrators, Parents/Families, Urban School/District Leaders

Session Description: This session will highlight lessons learned from the initial implementation of SW-PBIS at a large middle school. Participants will learn about the prevention and response features developed during our first year-along with how systems were used to support the faculty and data for decision making. Examples of teaching rollouts, professional development activities, and strategies for assessing progress will be showcased.

/B2/ Implementing Positive Behavior Interventions and Supports in Alternative School Settings

Room 115

Presenters: Todd Miller, Katie Meyer & Christine Downs, May Institute

Implementation Level: ALL

Strand: **SPECIAL 1**

Intended Audience: PBIS Team Members, PBIS Coaches, School/District Administrators, High School Implementers, Alternative Setting Implementers

Session Description: This presentation will describe best practices and case examples guiding the implementation of PBIS in alternative school and residential settings. Session content will focus on the implementation of universal and secondary systems of support, coordination across multiple service providers, and developing a model of classroom consultation and behavioral coaching.

» » » THURSDAY, NOVEMBER 19TH /CONT./**/C2/ How Do Schools Braid Social Emotional Learning and Positive Behavioral Interventions and Supports? *** Room 201

Presenters: Sara Whitcomb & Sarah Fefer, University of Massachusetts Amherst

Implementation Level: ALL

Strand: SPECIAL 2

Intended Audience: PBIS Team Members, PBIS Coaches, Teachers, School/District Administrators, High School Implementers, Alternative Setting Implementers

Session Description: This session will discuss methods to braid various social-emotional learning approaches with a PBIS framework to meet the needs of all students. We will present examples of braiding data, systems, and practices across the tiers, as well as share implementation successes and challenges faced by school staff.

/D2/ Implementing with Fidelity in High Schools: What Makes the Difference?

Room 105 & 106

Presenter: Jennifer Freeman, University of Connecticut

Implementation Level: ALL

Strand: HIGH SCHOOL

Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, School/District Administrators, High School Implementers, Urban School/District Leaders, Rural School/District Leaders

Session Description: This session will present the results of implementation fidelity research from a large, nationwide sample of high schools. Specifically, we will describe patterns of strengths and weakness for high school implementation, based on an analysis of sub-scale scores on the SET. We will share suggestions for enhancing Tier 1 practice based on these findings, including strategies for expanding students' college and career readiness skills.

/E2/ Scaling Up: Moving Towards Tier 2 Supports *

Room 202

Presenter: Heather Peshak George, University of South Florida

Implementation Level: ALL

Strand: ACROSS THE TIERS

Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, High School Implementers, Alternative Setting Implementers

Session Description: Participants will learn about the components needed for scaling up PBIS systematically with fidelity; become familiar with the PBIS Implementation Blueprint; how to identify and prioritize students that are not responding well to Tier 1 supports on campus; and become familiar with progress monitoring students receiving advanced tier support.

/F2/ From the CEO Perspective: Implementing PBIS Across Large, Medium, and Small Agencies

Room 203

Presenters: Lauren Solotar, May Institute; Christopher White, Road to Responsibility; John Randall, Amego, & Daryl Cook, South Shore ARC

Implementation Level: ALL

Strand: IDD

Intended Audience: PBIS Coaches, Parents/Families, Community Members, IDD Staff

Session Description: This session will review the implementation of PBIS in organizations with adults with IDD. Four Chief Executive Officers from large, medium, and small organizations will describe their initial implementation of a multi-tiered model in their organization. They briefly discuss the successes and challenges in their organizations with this model.

/Lunch/ Tiffany Ballroom**12:30 - 1:30 PM**

/Afternoon Sessions/**1:30 - 2:50 PM**

/A3/ Getting Ready for PBIS

Room 101

Presenters: Christine Downs, May Institute; Mysha Kuhlmann, Rockport Public Schools

Implementation Level: INITIAL

Strand: FOUNDATION

Intended Audience: PBIS Coaches, School/District Administrators

Session Description: This session will focus on best practices for getting your school ready to implement PBIS. Staff surveys/buy-in, team development, fiscal planning, time management, and other critical elements will be discussed.

/B3/ Step by Step: Enhancing Your Array of Targeted Group Interventions by Using Data to Monitor Progress Room 115

Presenter: Howard S. Muscott, SERESC

Implementation Level: ALL

Strand: SPECIAL 1

Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, School/District Administrators, Special Services Staff, Pre-School Implementers, High School Implementers, Alternative Setting Implementers

Session Description: This session will provide participants with a step-by-step systems approach to organizing targeted group interventions along with strategies and examples of how to progress monitor the success of those interventions. Examples of entrance and exit criteria along with success indicators and evaluation tools will be provided to facilitate decision making.

/C3/ Expanding PBIS into Classrooms: The Fundamentals

Room 201

Presenter: Heather Peshak George, University of South Florida

Implementation Level: ALL

Strand: SPECIAL 2

Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, Teachers, School/District Administrators, High School Implementers, Alternative Setting Implementers, Urban School/District Leaders, Rural School/District Leaders

Session Description: Teachers have the power to impact student outcomes and affect school climate on their campus, yet need the tools necessary to be successful within and across classrooms in addressing problem behavior. Participants will learn a process for applying PBIS principles within their classrooms using the Classroom Coaching Guide.

/D3/ Using School Climate Data within the Context of PBIS

Room 105 & 106

Presenter: Tamika LaSalle, University of Connecticut

Implementation Level: ALL

Strand: HIGH SCHOOL

Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, Researchers, Parents/Families, Alternative Setting Implementers, Community Members

Session Description: Given the increased attention of school climate in the context of issues related to school violence prevention, disproportionality, and bullying, school climate is presented as an important consideration. The purpose of this presentation is to discuss how positive behavioral interventions and supports might conceptualize school climate so that measurement, progress monitoring, and evaluation can be sensitive and meaningful.

/E3/ Individual Support Planning With Competing Behavior Pathways

Room 202

Presenter: Jennifer Magnuson, May Institute

Implementation Level: INITIAL

Strand: ACROSS THE TIERS

Intended Audience: PBIS Team Members, Teachers, School/District Administrators, Special Services Staff, Pre-School Implementers, High School Implementers, Alternative Setting Implementers

Session Description: The features of effective behavior support plans will be reviewed, including the use of a competing behavior pathway to develop the function-based elements of an individualized plan. An emphasis will be placed on using the competing behavior pathway to identify appropriate alternative behaviors and strategies to reduce the target behavior.

/F3/ Improving Behavior Support and Quality of Life: Data-based Decision Making *

Room 203

Presenters: Erin McDermott, Gordon Defalco & Shannon Barry, May Institute

Implementation Level: ALL

Strand: IDD

Intended Audience: PBIS Team Members, Coaches, Trainers, Administrators, Special Services, Alternative, IDD

Session Description: This session will focus on data-based decision making in teams. Presenters will discuss the theories and rationale behind how and why data-based decision making supports outcomes and improves quality of life. It will include several examples and tools practitioners can utilize when analyzing data and making decisions in teams.

/Keynote Address/**8:00 – 9:00 AM****School-wide Positive Behavior Support: Classroom Connections *****Tiffany Ballroom***Presenter: Tim Lewis, University of Missouri**Implementation Level: ALL**Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, Teachers, School/District Administrators, Researchers, Parents/Families, Special Services Staff, Pre-School Implementers, High School Implementers, Alternative Setting Implementers, Community Members, Urban School/District Leaders, Rural School/District Leaders, IDD Staff**Session Description: This session will provide a brief overview of essential instructional and classroom management strategies followed by current school team strategies used within school-wide systems of positive behavior support (SW-PBIS) to ensure fidelity of implementation. Strategies that will be discussed include school-wide processes to address common classroom struggles, performance feedback, and the Classroom Problem Solving process.***/Early Morning Sessions/****9:10 – 10:30 AM****/A4/ Implementing System-wide PBIS Across School Districts: Celebrations, Barriers, and Lessons Learned † Room 101***Presenters: Marcie W. Handler, May Institute; Adam Feinberg & Lindsay Fallon, University of Massachusetts Boston; Katier Meyer, May Institute; Molly Robinson, Salem Public Schools**Implementation Level: ALL**Strand: FOUNDATION**Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, School/District Administrators, Researchers**Session Description: Data on process (e.g., timelines, decisions, contextual factors) and outcomes (e.g., treatment fidelity, school climate) from three district-wide PBIS initiatives will be presented with the intent of applying lessons learned to other schools and districts. Participants will learn system-wide factors that improve implementation and sustainability.***/B4/ Coaching for Success****Room 115***Presenter: Christine Downs, May Institute**Implementation Level: INITIAL**Strand: SPECIAL 1**Intended Audience: PBIS Coaches**Session Description: This session will review the elements and responsibilities of being an effective coach. Team facilitation, organization, and enthusiasm are three elements of successful coaching. This session will the various features of leading your PBIS team, including completing the coaches' self-assessment.***/C4/ Interconnected Systems Framework: Integrating Mental Health into SW-PBIS****Room 201***Presenters: Bob Putnam, May Institute; Joanne Malloy, University of New Hampshire**Implementation Level: ALL**Strand: SPECIAL 2**Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, School/District Administrators, Parents/Families, High School Implementers, Alternative Setting Implementers**Session Description: The Interconnected Systems Framework (ISF) blends education and mental health systems and resources toward depth and quality in prevention and intervention within a multi-tiered framework, allowing for greater efficiency and effectiveness. This session will review the ISF framework and provide suggested ways for district/schools to implement ISF. An example of a school district implementing ISF will be provided.***/D4/ Leveraging SW-PBIS to Promote College and Career Readiness in High Schools****Room 105 & 106***Presenters: Allison Lombardi & Jennifer Freeman, University of Connecticut**Implementation Level: ALL**Strand: HIGH SCHOOL**Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, Teachers, School/District Administrators, Researchers, High School Implementers, Urban School/District Leaders**Session Description: We will present exploratory research connecting PBIS and college career readiness (CCR), emphasizing how the PBIS framework may serve as a Tier 1 intervention to facilitate the integration CCR skills in high schools. A case study of data collection efforts in one urban high school will be highlighted.*

11TH ANNUAL NEW ENGLAND POSITIVE BEHAVIOR SUPPORT FORUM /PBIS: Research to Practice/

/E4/ Moving Beyond Universals: Sustaining and Growing SW-PBS Implementation *

Room 202

Presenter: **Tim Lewis, University of Missouri**

Implementation Level: ADVANCED

Strand: **ACROSS THE TIERS**

Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, Teachers, School/District Administrators

Session Description: An ongoing challenge for all schools is maintaining SW-PBS implementation momentum and keeping staff engaged. Building on the basic problem-solving logic of SW-PBS, this session will provide strategies, tips, and tools that allow teams to continue to implement universal supports with fidelity and work toward building a full continuum of supports.

/F4/ Improving Behavior Support and Quality of Life: The Department of Developmental Services' PBS Initiative Room 203

Presenters: **Janet George & Christopher Fox, Massachusetts Department of Developmental Services**

Implementation Level: ALL

Strand: **IDD**

Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, Parents/Families, Alternative Setting Implementers, Community Members, IDD Staff

Session Description: This session will review the Department of Developmental Services' PBS initiative. Drs. Janet George, Assistant Commissioner of Policy, Planning, and Children's Services and Christopher Fox, Co-Chairperson of the DDS Clinical subcommittee on PBS will review the goals of the initiative, resources available, utility for all individuals getting DDS supports, and provide information on the current status of the proposed regulations.

/Late Morning Sessions/

10:40 AM - 12:00 PM

/A5/ Effective Leadership to Support PBIS *

Room 101

Presenter: **Heather Peshak George, University of South Florida**

Implementation Level: ALL

Strand: **FOUNDATION**

Intended Audience: PBIS Team Members, PBIS Coaches, School/District Administrators

Session Description: This session is geared for administrators to learn how to guide teams in effective decision making and continue to be key motivators to the PBIS process. Administrators will learn how to: (1) lead PBIS implementation; (2) be innovative in sustaining efforts; and (3) address all behavior issues on campus.

/B5/ Northeast Positive Behavioral Interventions and Supports Training of Trainers (NEPBIS TOT)

Room 115

» » » BOOSTER SESSION (Open ONLY to New and Experienced NEPBIS Trainers participating in the NEPBIS TOT)

Presenters: **Brandi Simonsen & Jen Freeman, University of Connecticut**

Implementation Level: ADVANCED

Strand: **SPECIAL 1**

Intended Audience: PBIS Trainers

Session Description: This session is restricted to individuals participating in the Northeast Positive Behavioral Interventions and Supports Training of Trainers (NEPBIS TOT). In this booster session, we will review current status of training model, provide updates related to the NEPBIS TOT model, and focus on critical content that is relevant to NEPBIS trainers.

/C5/ Program-wide Positive Behavior Support in Early Childhood Settings *

Room 201

Presenter: **Tim Lewis, University of Missouri**

Implementation Level: ALL

Strand: **SPECIAL 2**

Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, Pre-School Implementers

Session Description: This session will provide an overview in translating K-6 systems of School-wide Positive Behavior Support into early childhood settings. Key features, systems of support, and assessment tools will be reviewed. Implementation examples will be provided throughout.

» » » **FRIDAY, NOVEMBER 20TH /CONT./****/D5/ Engaging High School Students in the Design and Implementation of School-wide PBIS**

Room 105 & 106

Presenters: JoAnne Malloy, University of New Hampshire; Gabbie Rioux, Nute High School; Kathryn Francoeur, University of New Hampshire

Implementation Level: ALL

Strand: **HIGH SCHOOL**

Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, Teachers, School/District Administrators, Researchers, Parents/Families, Special Services Staff, High School Implementers, Alternative Setting Implementers, Community Members, Urban School/District Leaders, Rural School/District Leaders, IDD Staff

Session Description: Multi-tiered implementation of PBIS becomes a unique challenge in high schools, where students are developing their independence and faculty are teaching in content area “silos.” This session will focus on how students from Nute High School in Milton, N.H., worked as active members of the high school PBIS team to develop a positive behavior acknowledgement system that was appealing to and engaged students, assisted with the design and implementation of lesson plans, and gathered and analyzed data with team members.

/E5/ Culturally and Contextually Relevant PBIS: Review and Future Directions *

Room 202

Presenter: Lindsay Fallon, University of Massachusetts Boston

Implementation Level: ALL

Strand: **ACROSS THE TIERS**

Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, Teachers, School/District Administrators, Researchers, Parents/Families, Special Services Staff, High School Implementers, Alternative Setting Implementers, Community Members, Urban School/District Leaders

Session Description: As more schools adopt a School-wide Positive Behavior Support (SW-PBIS) framework, there exists the opportunity to better engage students, staff, and families from a wide range of cultural backgrounds in implementation. This presentation will briefly review the literature, incorporate examples, and provide implications for school-based action.

/F5/ Individualized Behavior Support Planning and Implementation †

Room 203

Presenters: Christopher Fox, Massachusetts Department of Developmental Services; Shannon Barry, May Institute; Jonathan Worcester, Seven Hills

Implementation Level: ALL

Strand: **IDD**

Intended Audience: PBIS Team Members, Alternative Settings, IDD

Session Description: This session will introduce the Department of Developmental Services suggested template for developing Positive Behavior Support Plans. Presenters will provide instruction on the Competing Pathways Model and linking the function of behavior to prevention and intervention strategies and opportunities for participants to practice the concepts.

/Closing/**12:10 – 1:10 PM****PBIS 40 Years After IDEA ***

Tiffany Ballroom

Presenter: George Sugai, University of Connecticut

Implementation Level: ALL

Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, Teachers, School/District Administrators, Researchers, Parents/Families, Special Services Staff, Pre-School Implementers, High School Implementers, Alternative Setting Implementers, Community Members, Urban School/District Leaders, Rural School/District Leaders, IDD Staff

Session Description: In 1975, the Individuals with Disabilities Education Act (IDEA) became one of our country’s greatest civil rights actions for students with disabilities and their parents. The purpose of this presentation is to describe the evolution of PBIS in the context of IDEA.

- /1/** Linking Research on Adolescent Motivation to PBIS: Preliminary Findings Related to School Climate
Cynthia Shuttleton, University of Massachusetts Amherst
- /2/** Eliminating Points and Levels System with Loss of Privilege and Adopting a Full Scale School-Wide Positive Behavior Supports Curriculum in a School-based Residential Program with 48 students
Lauren Jayasinghe, Ivy Street School
- /3/** Keeping It R.A.R.E.! Respectability, Accountability, Responsibility, & Esteem
Richard Blair, Dartmouth Middle School
- /4/** Addressing Wandering with a Behavior Plan in Pre-Kindergarten: A Case Study
Whitney L. Kleinert, University of Massachusetts Boston
- /5/** Examining the Effects of the Classroom Check-Up on Disruptive Behavior and Teacher Praise
Meghan Silva, University of Massachusetts Boston
- /6/** PBS at the ARC South Shore
Jen Comeau, ARC South Shore
- /7/** Evaluating Caregiver Compliance with Different Data Collection Methodologies
Paul Heering, May Institute
- /8/** Increasing Efficiency, Accuracy and Timeliness of Data Management Through the Use of an Electronic Data Collection System
Shannon Barry & Paul Heering, May Institute
- /9/** Using Social Network Analysis to Investigate PBIS Leadership Team and School Network Capacity for PBIS Implementation
Shannon Barry, May Institute & Sara Whitcomb, University of Massachusetts Amherst
- /10/** Examining Leadership Structures and Systems to Support PBIS Implementation across a Large Organization
Shannon Barry, May Institute
- /11/** Program-wide PBIS Tiered Fidelity Inventory: Measuring PBIS Implementation within an Organization serving Individuals with Intellectual and Developmental Disabilities
Bob Putnam & Shannon Barry, May Institute
- /12/** Association of Positive Behavior Support
- /13/** Planning and Facilitating Group Interventions for Students with Developmental Disabilities and Their Families
Jamie Needre, Elizabeth Segal, Matthew Antlitz, Tiffany Hornsby & Stephanie Child, May Institute
- /14/** Utilizing Data Collection and Analysis Software Systems for Effective Data-Based Decision-Making
Nicole Bussiere, Erin McDermott, Bonnie Souza & Bob Putnam, May Institute
- /15/** Development of Tier I Within a Residential Setting for Women With Developmental Disabilities
Weronika Powers & Denene Shimkus, May Institute
- /16/** Development of Tier 1 Interventions Within a Day Habilitation Program for Adults With Developmental Disabilities
Weronika Powers, Shannin Seamans & Amy Gormon, May Institute
- /17/** Development of a Multi-Tiered Behavioral Support System in a School Setting for Individuals With Special Needs
Brittannie Reilly, Nathan Lambright & Catherine Rossi, May Institute
- /18/** Development of a Multi-Tiered System of Initial Training for Staff Working in Home and Community-Based Settings
Megan Robinson Joy & Eileen Porro, May Institute
- /19/** Analyzing and Aligning the Needs of High Risk Clients with Staff Training and Supervision
Marcie Handler & Jennifer Magnuson, May Institute
- /20/** Reading and Behavior Self-Management Interventions for Students Emotional & Behavioral Disabilities: A Systematic Literature Review
Kathryn Dooley, University of Connecticut
- /21/** The Georgia School Climate Survey Suite: Implications for PBIS Contexts
Tamika LaSalle, University of Connecticut
- /22/** Addressing Bullying Behavior: A Descriptive Review of School-Based Interventions
Laura Kern & George Sugai, University of Connecticut
- /23/** Implementing PBIS: Examples of Tier I and Tier II Supports
Rhonda Morrison & Naihsin Kuo, Wildwood School

Allyson Bachta is a teacher and Tier 1 PBIS coach at Salem High School in Salem, Mass. She graduated from Drexel University with a master's degree in Global and International Education, and focuses on introducing peace education and social justice programs into schools. She is currently co-creating and moderating professional development on how to create culturally proficient classrooms/schools.

Shannon Barry, Ph.D., is a Postdoctoral Fellow at May Institute, where she provides support and technical assistance to the organization's programs in the implementation of PBIS. She is a licensed school psychologist and graduated from the School Psychology program at the University of Massachusetts Amherst.

Angela Chouinard is a Visual Arts teacher and co-chair of the PBIS committee at Whitcomb School in Marlborough, Mass., where she focuses on implementing Tier 1 supports. She will earn her master's degree in Educational Leadership and Management in December, 2015.

Daryl Cook-Ivan has been Executive Director of The Arc of the South Shore since November 2006. She began working in the field of intellectual and developmental disabilities in 1980, upon graduating from Wayne State University in Detroit, Mich., with a master's degree in Social Work. She worked for the State Department of Developmental Services in Massachusetts for 13 years in a variety of positions prior to moving to the private nonprofit sector in 1994.

Gordon Defalco, Ph.D., BCBA-D, is the Clinical Director for the Cape Cod and Southeastern Massachusetts May Center for Adult Services of May Institute. His research interests include behavioral systems development and social skills teaching for children with autism spectrum disorder.

Christine Downs, M.Ed., is currently the PBIS Coordinator for May Institute. She has provided PBIS training and technical assistance to school districts, alternative programs, and adult services in Massachusetts and New York State (NYS) throughout the past 12 years. Christine was honored in 2009 for her work in PBIS by the NYS Board of Regents.

Susannah Everett, Ph.D., is a Research Associate with the Center for Behavioral Education and Research at the Neag School of Education at the University of Connecticut. Her primary focus is training and implementation of systems to support data-based decision making and evaluation of SW-PBIS for school personnel.

Lindsay Fallon, Ph.D., BCBA-D, is an Assistant Professor in School Psychology at the University of Massachusetts Boston. She has several years of experience teaching and consulting to area schools. Her research interests include implementation of behavioral interventions in home and school settings as well as culturally and contextually relevant PBIS.

Sarah Fefer, Ph.D., BCBA, is an Assistant Professor of School Psychology at the University of Massachusetts Amherst. Her clinical and research interests include assessment and intervention to support children and adolescents with challenging behaviors at home and in school.

Adam Feinberg, Ph.D., BCBA-D, is a Clinical Professor, and the Director for the Ph.D. program in School Psychology at the University of Massachusetts Boston. He is a licensed psychologist and behavior analyst with experience in behavioral health, supporting children with disabilities in both school and community settings. He previously served as Director of PBIS at May Institute, providing technical assistance to districts, schools, and community service agencies.

Christopher J. Fox, Ph.D., is a psychologist IV for the Massachusetts Department of Developmental Services (DDS). Dr. Fox consults on clinical services and risk management for individuals supported by DDS in the Springfield/Westfield area. He is a past president of the Berkshire Association of Behavior Analysis and Therapy (BABAT).

Kathryn Francoeur, M.Ed., is a Project Director who provides training, consultation, and technical assistance in the development and implementation of SW-PBIS. Kathy also provides training and technical assistance to schools in the development of RENEW, an intensive support intervention to help at-risk youth engage in high school completion and post-secondary options.

Jennifer Freeman, Ph.D., is an Assistant Professor of Special Education at the University of Connecticut. Dr. Freeman's areas of interest include school-wide and class-wide PBIS, high school dropout, and educational policy. Dr. Freeman has been a district trainer in Response to Intervention (RtI) and PBIS, and taught students with behavioral and learning disabilities in a variety of school settings.

Heather Peshak George, Ph.D., is an Associate Professor in the College of Behavioral and Community Sciences at the University of South Florida in Tampa. She is Co-Director of Florida's Positive Behavior Support Project, Director of Florida's School Climate Transformation Grant, and Co-Director of the Tiered Systems Behavior Analysts Project. Dr. George is also a Research Partner with the OSEP TA Center on PBIS and current President of APBS. For more than 20 years, Dr. George has provided training and technical assistance in PBIS across individual, classroom, targeted group, and school-wide levels.

Janet George, Ed.D., is the Assistant Commissioner for Policy, Planning and Children's Services at Massachusetts Department of Developmental Services (DDS), and a licensed psychologist and clinical social worker. She is the co-chair of the DDS initiative on PBIS. She has extensive experience working with individuals with disabilities, mental illness, and others across a broad spectrum of services.

Marcie W. Handler, Ph.D., BCBA-D, is a psychologist, board certified behavior analyst, and Senior Clinical Director of Consultation Services at May Institute. Over the past 15 years, she has provided training and technical assistance to parents and school districts in the areas of system-wide, classroom, and individual PBIS practices for students with academic, social, or emotional difficulties.

Mysha Kuhlmann, M.A., is a school psychologist at Rockport Middle/High School. She earned a Master of Arts in Special Education at Loyola Marymount University, and an education specialist degree in School Psychology from the University of Massachusetts Boston. Prior to her current role, she spent nine years as an elementary and middle school special education teacher in Los Angeles, Houston, Lynn, Mass., and Boston.

Tamika La Salle, Ph.D., received her Ph.D. in School Psychology from Georgia State University, and is an Assistant Professor at the University of Connecticut. Her primary areas of research interests include culturally responsive education practices, school climate and the interrelationships cultural and ecological variables including the community, family, and school on student outcomes.

Tim Lewis, Ph.D., is Professor of Special Education at the University of Missouri. Dr. Lewis directs the University of Missouri Center for School-wide Positive Behavior Support, and is Co-Director of the national OSEP Center for Positive Behavioral Interventions and Supports. His specialty areas include social skill instruction, functional assessment, and proactive school-wide discipline systems.

Allison Lombardi, Ph.D., is Assistant Professor in the Educational Psychology department at the University of Connecticut, Research Associate in the Center on Postsecondary Education and Disability, and a Research Scientist in the Center for Behavioral Education and Research. Dr. Lombardi's research focuses on the utility of PBIS as a vehicle for college and career readiness in high schools, and leveraging Information Technology literacy as a means to teach transition skills to secondary students with disabilities.

11TH ANNUAL NEW ENGLAND POSITIVE BEHAVIOR SUPPORT FORUM /PBIS: Research to Practice/

Jennifer Magnuson, M.S., BCBA, is a consultant for the Eastern Massachusetts Consultation Division of May Institute. She received a master's degree in Applied Behavior Analysis from Northeastern University in 2007, and is currently finishing a doctoral program in School Psychology from Syracuse University.

JoAnne M. Malloy, Ph.D., is a Clinical Assistant Professor at the Institute on Disability at the University of New Hampshire. Dr. Malloy has directed three federally funded dropout prevention projects focused on PBIS implementation in high schools, and created the nationally recognized intervention RENEW. She is a national expert on school mental health and the school-to-career transition for youth with emotional and behavior disorders.

Nancy L. Marrs is the Conflict Resolution Coordinator and serves as a Tier 2 PBIS coach at Salem High School in Salem, Mass., where she has developed and implemented PBIS programs. Her career in education spans more than 30 years in both public and private sectors. In addition, she is involved in several local agencies for children and families.

Erin McDermott is Manager of Systems Improvement and Integrity at May Institute, where she utilizes and modifies data analysis systems to facilitate continuous quality improvement agency-wide and support the implementation of PBIS. She graduated from James Madison University with degrees in Psychology and Special Education, and started her career in Applied Behavior Analysis teaching in the classroom, working in residential programs and conducting research.

Katie Meyer, Ph.D., is a Regional Coordinator of School-based Services within the Consulting division of May Institute. She provides training and technical assistance to schools and districts on the North Shore in the areas of systems-wide, classroom, and individual PBIS practices. She has multiple years of experience supporting students with disabilities in home, school, and community settings.

Todd Miller, Ph.D., BCBA, is a consultant at May Institute, where he provides training and technical assistance to schools across New England that are implementing PBIS. He also provides assessment and intervention services to students with autism spectrum disorder and developmental disabilities. He is a board certified behavior analyst and studied School Psychology at the University of Kansas prior to coming to May Institute for his predoctoral and postdoctoral training.

Howard Muscott, Ed.D., is director of the New Hampshire Center for Effective Behavioral Interventions and Support (NH-CEBIS). In this capacity, Dr. Muscott serves as project director of the PBIS-NH, the NH RESPONDS Response to Intervention for behavior and literacy, the Ready for School Success-NH in early childhood, and the Mental Health and SchoolsTogether-NH statewide initiatives.

Bethany Pritchard, is the assistant principal at Whitcomb Middle School in Marlborough, Mass., where she helped implement PBIS to its 1400 students in less than one year. She was a middle school special education teacher in Rhode Island and Massachusetts prior to becoming an administrator.

Robert F. Putnam, Ph.D., BCBA-D, is Executive Vice President of Positive Behavior Interventions and Supports and Consultation at May Institute. Dr. Putnam is national implementation partner with the National Technical Assistance Center for PBIS. He also serves as Senior Vice President of Research and Consultation at the National Autism Center. He has published extensively, and presents regularly at national, regional, and local conferences on these topics. He previously served on the faculty of the Harvard Medical School. He has also been a national facilitator of schools implementing SW-PBIS, particularly in the areas of alternative programs and the integration of SW-PBIS and mental health.

John Randall is President and CEO of Amego. He has worked in education and human services for more than 25 years. He has worked in leadership positions in the private and public sectors. He holds master's degrees in Public Administration and Education and is a board certified behavior analyst and Massachusetts licensed behavior analyst.

Gabbie Rioux is a recent high school graduate who has been presenting with the Institute on Disability at the University of New Hampshire for several years. She will attend New Hampshire Technical Institute starting in January, where she will be studying Environmental Science.

Molly Robinson, M.Ed., is a teacher in the Therapeutic Support Program at Salem High School in Salem, Mass. She is a part of the PBIS team at the high school and serves as the Director of System-wide PBIS for the Salem School District.

Brandi Simonsen, Ph.D., is an Associate Professor of Special Education in the Department of Educational Psychology and a research scientist with the Center for Behavioral Education and Research at the University of Connecticut. She is also a partner of the National Center on PBIS, and the co-coordinator of the Northeast PBIS Network. Currently, Dr. Simonsen conducts research, teaches, and provides training/technical assistance across all tiers of PBIS and applications of PBIS in alternative education settings.

Lauren C. Solotar, Ph.D., ABPP, is May Institute's President and Chief Executive Officer. In this capacity, Dr. Solotar is responsible for the day-to-day functions of the organization and management of its senior leadership team. Dr. Solotar is an expert in cognitive and dialectical behavior therapies, and specializes in the treatment of eating and anxiety disorders. She has extensive experience working with children and adolescents.

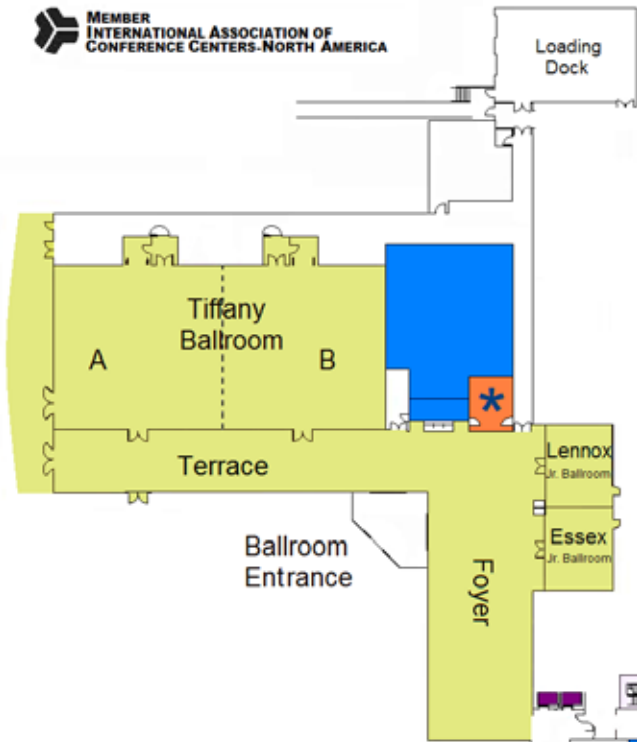
George Sugai, Ph.D., is Carole J. Neag Endowed Professor in Special Education in the Neag School of Education at the University of Connecticut with expertise in behavior analysis, classroom and behavior management, school-wide discipline, function-based behavior support, SW-PBIS, and educating students with behavioral disorders. He is currently Co-Director of the Center on PBIS, Co-Director of the Early Childhood Personnel Center, and Director of the Center on Behavioral Education and Research in the Neag School of Education.

Maureen Tracey, M.Ed., is the PBIS District Coordinator for the Laconia School District in Laconia, NH. She works with elementary, middle, and high school teams to develop and implement the three tiers of PBIS and the Interconnected Systems Framework, and provides staff with training in RENEW.

Sara Whitcomb, Ph.D., is an Associate Professor of School Psychology at the University of Massachusetts Amherst. Her current interests are in school-wide, social-emotional, and behavioral assessment and intervention.

Christopher T. White Ed.D., is the President/CEO of Road To Responsibility, Inc. He is also a licensed psychologist with extensive clinical and management experience and expertise in the areas of: developmental disabilities; applied behavior analysis; neuropsychological/psychological assessment; forensic psychology; brief therapeutic interventions; and the treatment of complex psychological disorders.

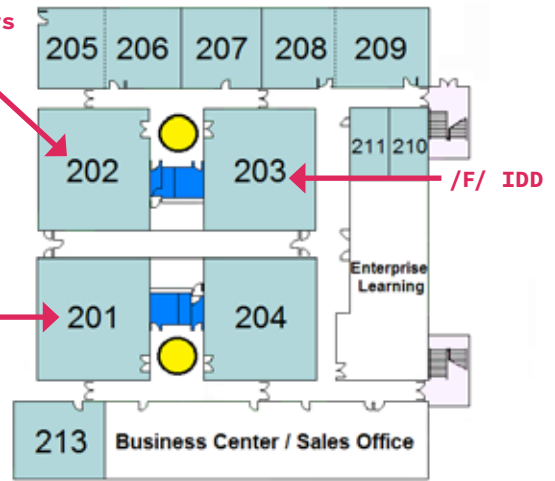
Jonathan Worcester, Ph.D., NCSP, BCBA-D, is Director of Clinical Services/Assistant Vice President of Seven Hills Community Services. His areas of clinical expertise include positive behavior support (PBS; individuals and systems-wide applications), functional behavior assessment-based intervention, and social skills training.



/E/ Across the Tiers

- Catering Sales Office
- Ballrooms
- Conference Rooms
- Restrooms
- Elevators
- Break Area

2ND FLOOR MEETING ROOMS



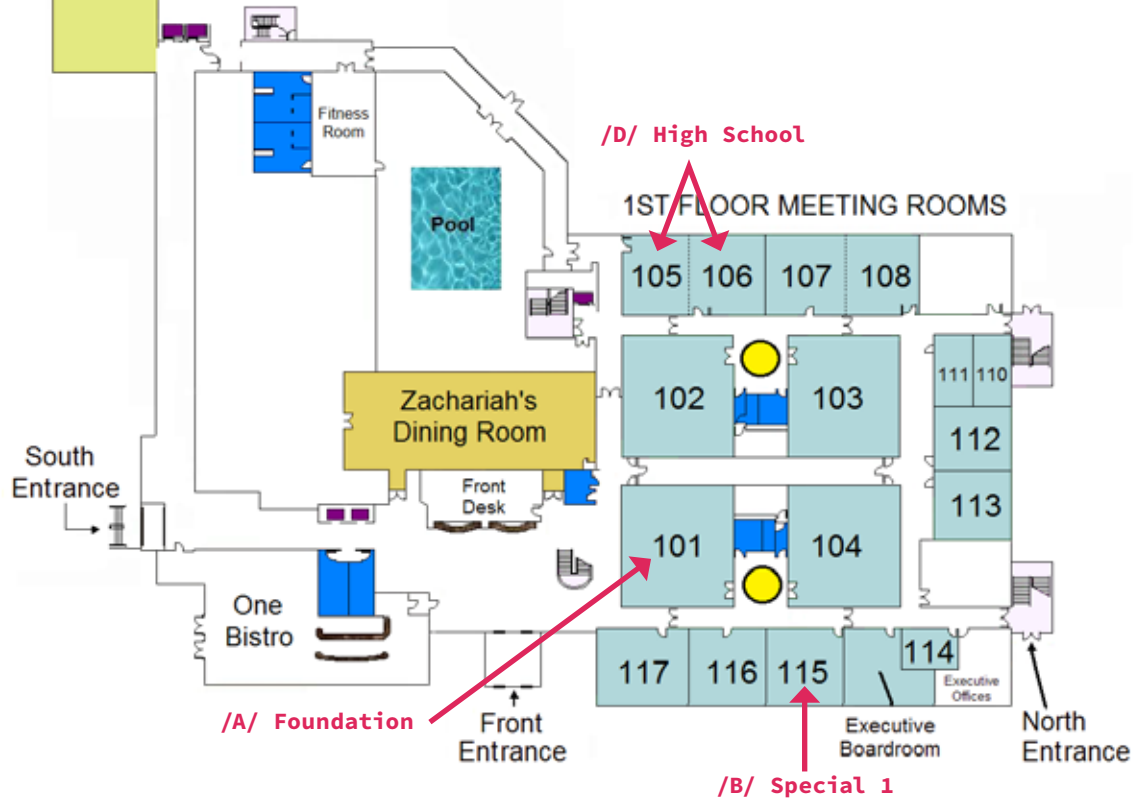
/C/ Special 2

/D/ High School

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/A/ Foundation

/B/ Special 1

MayInstitute
Shaping Futures. Changing Lives.

May Institute was founded in 1955 and is among the largest, most respected, and innovative nonprofit organizations of its kind in the United States. The Institute provides educational, rehabilitative, and behavioral healthcare services to thousands of individuals and their families each year. As the Northeast regional partner to the National Technical Assistance Center on PBIS, the Institute is also a leading expert in providing school and home-based consultation services, behavioral support, and special education management strategies to public schools. The National Technical Assistance Center, May Institute, and nine other universities and agencies are facilitating the implementation of PBIS at the school, district, and state levels in the Northeast and across the country.

The National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) has been established by the Office of Special Education Programs, U.S. Department of Education, to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. The Center is co-housed at the University of Oregon and the University of Connecticut.