

/SCHEDULE OF THE DAYS/

12TH 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

May Institute
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PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

8AM – 5PM
WEDNESDAY & THURSDAY, NOVEMBER 9–10, 2016

FOUR POINTS SHERATON
NORWOOD, MASS.




8AM – 1PM

/CONFERENCE RECOGNITIONS AND EXPECTATIONS/



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

	/State	/Members
The NAG is supported by NE PBIS Center Partners Robert Putnam, Jen Freeman, Brandi Simonsen, and George Sugai; Evaluation Coordinator Susannah Everett, and APBS Network Liaison Satish Moothy.	CT	Eben McKnight , State Education Resource Center & Don Briere , Connecticut State Department of Education
	DE	Debby Boyer , Center for Disability Studies & 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 & 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 & Amy Wheeler-Sutton , Center on Disability and Community Inclusion, University of Vermont

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/

		/KEYNOTE	/Strands/					
			/A/ Foundations & Implementation	/B/ Integration & Alignment	/C/ Data-based Decision Making	/D/ Special Topics 1	/E/ Special Topics 2	/F/ IDD
			Tiffany Ballroom	Room 104	Lenox/Essex Rooms	Room 113	Room 101	Room 103
/TIME	/ACTIVITY							

WEDNESDAY, November 9, 2016

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						

THURSDAY, November 10, 2016

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 – 12:30 PM	Closing Remarks & Acknowledgments	ALL						



/Wireless Network Information

Network Name: **SHERATON (No password)**
To connect, launch a web browser and accept terms and conditions on the Sheraton website.

* Approved for BACB CE Credits

† Approved for BACB and Psychology CE Credits



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/STRANDS OVERVIEW/

/A/ FOUNDATIONS AND IMPLEMENTATION

Sessions:

1/ PBIS 101: An Introduction to SW-PBIS

Marcie W. Handler, May Institute

2/ The Importance of School Administrators' Leadership when Implementing PBIS

Steve Bissonnette & Normand St-Georges, TÉLUQ, Université du Québec

3/ Coaching 101

Catherine Rossi, May Institute

4/ The Year of the Student Experience

Ann Marie Dubuque; Athena Sullivan & Weston Pondolfino, Attleboro High School

5/ PBIS Planning and Implementation at the District Level

Christine Downs, May Institute; Beth Townson, Dartmouth Public Schools; Sherry Santini, Dennis-Yarmouth Public Schools; Brad Smith & Bob Bellucci, Marblehead Public Schools; Molly Robinson, Salem Public Schools

/B/ INTEGRATION AND ALIGNMENT

Sessions:

1/ Integrating College and Career Readiness into SW-PBS Tier 1 Implementation

Laura Kern, Jennifer Kowitt, Jen Freeman & Allison Lombardi, University of Connecticut

2/ Building Capacity by Building Partnerships: Mental Health and School Professionals Working Together to Meet Youth's Goals at the Tier 3 Level

Kathryn Francoeur, Institute on Disability, University of New Hampshire; Ellen Riiska, SAU 16, Exeter NH; Nicole Quinn, Seacoast Mental Health Center, Portsmouth NH

3/ Aligning PBIS and Social Emotional Learning (SEL): Examples from the Field

Katie Meyer, May Institute; James White & Ellen Wingard, Salem Public Schools

4/ Building Interventions for Students with Serious Problem Behavior via a School-wide System of PBIS

Lucille Eber, Midwest PBIS Network and Partner, National PBIS TA Center

5/ Self-Management for Social Behavior and Reading Skills of Students with Behavioral Challenges

Kathryn Dooley, University of Connecticut

/C/ DATA-BASED DECISION MAKING

Sessions:

1/ Data Rich, Information Poor?! Not Anymore: School Improvement in an MTSS Framework

Ellen Reinhardt & Nicole Bucka, Rhode Island Multi-Tiered System of Supports

2/ Using Data to Guide Practices at the High School Level

Katie Meyer, May Institute; Carlos Cameron Torres, Ellen Johnson, Sara Keiselbach & Molly Robinson, Salem Public Schools

3/ Enhancing Culturally Responsive Practice through PBIS and School Climate

Tamika LaSalle, University of Connecticut

4/ Data-based Decision Making using PBIS Applications Tools

Susannah Everett, University of Connecticut

5/ Leading the Leaders: Measuring Implementation & Infrastructure of Multi-Tiered Systems of Supports

Ellen Reinhardt & Nicole Bucka, Rhode Island Multi-Tiered Systems of Support

/D/ SPECIAL TOPICS 1

Sessions:

- 1/ Practical Strategies to Support Success: Low-Intensity Strategies to Manage Behavior and Support Instruction**
Kathleen Lynne Lane, University of Kansas
- 2/ Check In/Check Out with Middle School and High School Exemplars**
Todd Miller, May Institute; Richard Blair, Dartmouth Public Schools; Colleen Jackson & Heather Patch, Quincy Public Schools
- 3/ Functional Analysis in Schools— When Should You Do It and What Should You Do?**
Cynthia M. Anderson, May Institute
- 4/ Efficient Methods of Functional Behavioral Assessment and Behavior Support Planning**
Todd Miller & Sarah Weddle, May Institute
- 5/ Lessons Learned and Initial Successes Achieved from Implementing Tier 2 Interventions at Whitcomb School**
Caroline Cadell & Rachel Hammond, Whitcomb Middle School, Marlborough, MA; Howard S. Muscott, NH Center for Behavioral Interventions and Supports

/E/ SPECIAL TOPICS 2

Sessions:

- 1/ Effective Professional Development of Teachers' Classroom Management Practices**
Lola Gordon, Janet VanLone, Sarah Wilkinson, Jen Freeman & Brandi Simonsen, University of Connecticut
- 2/ Toward Effective PBIS Practice in Alternative School Settings: Readiness to Launch**
Lindsay M. Fallon, University of Massachusetts Boston; Adam B. Feinberg, University of Connecticut; Margaret DePasquale, Next Wave Junior High & Full Circle High School, Somerville, MA
- 3/ Empowering Multiple Stakeholders in Tier 1 Decision Making**
Sarah Fefer & Sara Whitcomb, University of Massachusetts Amherst; John Crocker, Richard Barden & Jeff Bellistri, Methuen High School
- 4/ Increasing the Effectiveness of Tier 2 Interventions**
Robert Putnam, May Institute
- 5/ Tier 2 Systems, Data, and Practices**
Margie Borawska, Concord School District

/F/ IDD: ADULTS WITH INTELLECTUAL/DEVELOPMENTAL DISABILITIES

Sessions:

- 1/ Improving Behavior Support and Quality of Life: The Department of Developmental Services' PBS Initiative**
Janet George, Department of Developmental Services & Robert Putnam, May Institute
- 2/ Promoting Happiness among Adults with Severe Disabilities: Evidence-Based Strategies**
Dennis H. Reid, Carolina Behavior Analysis and Support Center
- 3/ From the Clinical Leader Perspective: Implementation of PBS**
Jennifer Comeau, ARC-South Shore; Felipe Quinonez, Grow Associates; Deidre Donaldson, May Institute
- 4/ Data-based Decision Making in Adult Settings**
Shannon Barry & Christine Downs, May Institute
- 5/ Implementation of PBS: Systems, Data, and Practices**
Shannon Barry, Erin McDermott & Robert Putnam, May Institute

/Keynote Address/

8:30 – 9:30 AM

Screening to Support Success: A Look at Systematic Screening in Tiered System *

Tiffany Ballroom

Presenter: Kathleen Lynne Lane, University of Kansas



Kathleen L. Lane, Ed.D., BCBA-D, is a Professor in the Department of Special Education at the University of Kansas. Dr. Lane served as a classroom teacher of general and special education students for five years and provided consultation, intervention, and staff development services to five schools districts in Southern California for two years as a Program Specialist. Dr. Lane's research interests focus on school-based interventions (academic and behavioral) with students at risk for emotional and behavioral disorders (EBD), with an emphasis on systematic screenings to detect students with behavioral challenges at the earliest possible juncture.

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, Community Members, Urban School/District Leaders, Rural School/District Leaders

Session Description: In this session we introduce comprehensive, integrated, three-tiered (Ci3T) models of prevention to meet students' academic, behavioral, and social needs. We explain the rationale for one integrated system to support school success, and discuss the importance of systematic screening. We illustrate how to use screening data to (a) inform Tier 1 efforts, (b) determine teacher-delivered strategies, and (c) connect students to Tier 2 and Tier 3 supports.

/Early Morning Session/

9:40 – 11:00 AM

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

Room 104

Presenter: Marcie W. Handler, May Institute

Implementation Level: ALL*Strand:* FOUNDATIONS AND IMPLEMENTATION

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

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/ Integrating College and Career Readiness into SW-PBS Tier 1 Implementation

Lenox/Essex Rooms

Presenters: Laura Kern, Jennifer Kowitt, Jen Freeman & Allison Lombardi, University of Connecticut

Implementation Level: ALL*Strand:* INTEGRATION AND ALIGNMENT

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

Session Description: In this session we will (a) present an overview of college and career readiness (CCR), (b) discuss its potential role in Tier 1 SW-PBIS, (c) share preliminary findings on CCR survey results across 15 high schools for school-wide and sub-groups, and (d) discuss implications for high school practitioners.

/C1/ Data Rich, Information Poor?! Not Anymore: School Improvement in an MTSS

Room 113

Presenters: Ellen Reinhardt & Nicole Bucka, Rhode Island Multi-Tiered System of Supports

Implementation Level: ALL*Strand:* DATA-BASED DECISION MAKING

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

12TH ANNUAL NEW ENGLAND POSITIVE BEHAVIOR SUPPORT FORUM

/PBIS: Research to Practice/

Session Description: If leadership teams are to improve outcomes for all students, they must be equipped with tools and accompanying skills to make sense of available educational data. This session simplifies the complexities of school-wide data use while embedding the interplay between academic and behavioral/social emotional to support all learners.

/D1/ Practical Strategies to Support Success: Low-Intensity Strategies to Manage Behavior *

Room 101

Presenter: **Kathleen Lynne Lane, University of Kansas**

Implementation Level: ALL

Strand: **SPECIAL TOPICS 1**

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

Session Description: In this session we present two feasible strategies for supporting engagement: (a) incorporating instructional choice and (b) increasing students' opportunities to respond. Both strategies are research-based, practical strategies for increasing engagement and decreasing disruptive behavior that can be embedded during instruction and daily activities. We provide step-by-step procedures for using these strategies with high fidelity, offering practical illustrations.

/E1/ Effective Professional Development of Teachers' Classroom Management Practices

Room 103

Presenters: **Lola Gordon, Janet VanLone, Sarah Wilkinson, Jen Freeman & Brandi Simonsen, University of Connecticut**

Implementation Level: ALL

Strand: **SPECIAL TOPICS 2**

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

Session Description: Presenters will share (a) findings from research for supporting teachers' classroom management practices through effective professional development, (b) characteristics and common elements of the most effective professional development practices that result in teacher behavior change, and (c) strategies for improving professional development for teachers.

/F1/ Improving Behavior Support and Quality of Life: The Department of Developmental Services' PBS Initiative †

Presenters: **Janet George, Department of Developmental Services & Robert Putnam, May Institute**

Room 202

Implementation Level: ALL

Strand: **IDD**

Intended Audience: PBIS Team Members, PBIS Coaches, 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 at DDS, and Robert Putnam, Executive Vice President of PBIS at May Institute 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.

/Morning Break/

11:00 – 11:10 AM

/Late Morning Sessions/

11:10 AM – 12:30 PM

/A2/ The Importance of School Administrators' Leadership when Implementing PBIS

Room 104

Presenters: **Steve Bissonnette & Normand St-Georges, TÉLUQ, Université du Québec**

Implementation Level: ALL

Strand: **FOUNDATIONS AND IMPLEMENTATION**

Intended Audience: PBIS Coaches, PBIS Trainers, School/District Administrators, Pre-School Implementers, High School Implementers, Alternative Setting Implementers, Urban School/District Leaders, Rural School/District Leaders

Session Description: We will explore the key role school administrators play in the effective implementation of PBIS, especially in regard to their leadership capacity. We will demonstrate, using SET results and observations from PBIS coaches, how evaluating administrators' leadership increased implementation fidelity. We will present a leadership evaluation tool used in Quebec.

/B2/ Building Capacity by Building Partnerships: Mental Health and School Professionals Working Together to Meet Youth's Goals at the Tier 3 Level

Lenox/Essex Rooms

Presenters: Kathryn Francoeur, Institute on Disability, University of New Hampshire; Ellen Riiska, SAU 16, Exeter NH; Nicole Quinn, Seacoast Mental Health Center, Portsmouth, NH

Implementation Level: ALL

Strand: INTEGRATION AND ALIGNMENT

Intended Audience: PBIS Team Members, PBIS Coaches, School/District Administrators, Researchers, High School Implementers, Community Members

Session Description: This session will provide a blueprint for integrating the transition planning process for youth with emotional and behavioral challenges as a framework that allows for greater partnerships between schools and mental health services. In this case study, RENEW project staff will describe effective strategies and key features for collaboration and implementation. Outcome data from this project will be reviewed with the audience.

/C2/ Using Data to Guide Practices at the High School Level

Room 113

Presenters: Katie Meyer, May Institute; Carlos Cameron Torres, Ellen Johnson & Molly Robinson, Salem Public Schools

Implementation Level: INITIAL

Strand: DATA-BASED DECISION MAKING

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

Session Description: The use of data by teams for decision making is a key element of PBIS across all three tiers. Practical applications of data-based decision making using a variety of data sources (e.g. ,SWIS, surveys, focus groups) will be presented in this example of a team-based problem-solving approach at Tier 1 and Tier 2.

/D2/ Check In/Check Out with Elementary and Middle School Exemplars *

Room 101

Presenters: Todd Miller, May Institute; Richard Blair, Dartmouth Public Schools; Colleen Jackson & Heather Patch, Quincy Public Schools

Implementation Level: ALL

Strand: SPECIAL TOPICS 1

Intended Audience: PBIS Team Members, PBIS Coaches, Teachers, Parents/Families

Session Description: Check In/Check Out (CICO) is a behavioral program designed to work as a Tier 2 intervention within a PBIS framework, efficiently providing at-risk students with additional social and behavioral support. This session will focus on elementary and middle school examples of developing, implementing, and sustaining CICO.

/E2/ Toward Effective PBIS Practice in Alternative School Settings: Readiness to Launch †

Room 103

Presenters: Lindsay M. Fallon, University of Massachusetts Boston; Adam B. Feinberg, University of Connecticut; Margaret DePasquale, Next Wave Junior High & Full Circle High School, Somerville, MA

Implementation Level: ALL

Strand: SPECIAL TOPICS 2

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

Session Description: Educators in alternative schools might implement PBIS to promote students' academic and behavioral success universally. Presenters will provide (a) a brief literature review, (b) steps to build school readiness and data systems, (c) ideas for piloting and launching a school-wide plan, and (d) a data-based exemplar from a local district.

/F2/ Promoting Happiness among Adults with Severe Disabilities: Evidence-Based Strategies *

Room 202

Presenter: Dennis H. Reid, Carolina Behavior Analysis and Support Center

Implementation Level: ALL

Strand: IDD

Intended Audience: PBIS Team Members, PBIS Trainers, Teachers, School/District Administrators, Researchers, Special Services Staff, Alternative Setting Implementers, IDD Staff

Session Description: The presentation will describe ways to assess and increase happiness among adults with severe disabilities who have challenges describing this important emotional experience.

/Afternoon Sessions/**1:30 – 2:50 PM****/A3/ Coaching 101**

Room 104

Presenter: Catherine Rossi, May Institute*Implementation Level:* ALL*Strand:* FOUNDATIONS AND IMPLEMENTATION*Intended Audience:* PBIS Team Members, PBIS Coaches, PBIS Trainers, Teachers, School/District Administrators*Session Description:* This session will serve as an introduction to coaching for new PBIS Team Coaches. It will discuss how to create and support a well-functioning team, strategies for keeping meetings on track, and evaluating team and coaching effectiveness.**/B3/ Aligning PBIS and SEL: Examples from the Field**

Lenox/Essex Rooms

Presenters: Katie Meyer, May Institute; James White & Ellen Wingard, Salem Public Schools*Implementation Level:* ALL*Strand:* INTEGRATION AND ALIGNMENT*Intended Audience:* PBIS Team Members, PBIS Coaches, PBIS Trainers, Teachers, School/District Administrators, Researchers, Parents/Families, Community Members*Session Description:* Social Emotional Learning and Positive Behavioral Interventions and Supports both support the development of safe and well-managed learning environments for students, yet are often viewed as competing initiatives. This presentation will discuss and provide examples of how SEL and PBIS can be aligned for maximum efficiency and effectiveness.**/C3/ Enhancing Culturally Responsive Practice through PBIS and School Climate**

Room 113

Presenter: Tamika LaSalle, University of Connecticut*Implementation Level:* ADVANCED*Strand:* DATA-BASED DECISION MAKING*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*Session Description:* This session will focus on integrating school climate measures and data within a PBIS framework using resources available through PBISApps. We will consider how professionals can use these tools to enhance culturally responsive practices in school communities.**/D3/ Functional Analysis in Schools—When Should You Do It and What Should You Do? †**

Room 101

Presenter: Cynthia M. Anderson, May Institute*Implementation Level:* ADVANCED*Strand:* SPECIAL TOPICS 1*Intended Audience:* PBIS Team Members, PBIS Coaches, Teachers, Pre-School Implementers, High School Implementers, Alternative Setting Implementers, IDD Staff*Session Description:* Functional analysis is the most rigorous type of functional behavior assessment (FBA). In most cases less rigorous methods will be useful. There are times, however, when a functional analysis is most appropriate. In this talk we will explore conditions under which a functional analysis is indicated. Guidelines for choosing amongst functional analysis methods will be provided.**/E3/ Empowering Multiple Stakeholders in Tier 1 Decision Making ***

Room 103

Presenters: Sarah Fefer & Sara Whitcomb, University of Massachusetts Amherst; John Crocker, Richard Barden & Jeff Bellistri, Methuen High School*Implementation Level:* INITIAL*Strand:* SPECIAL TOPICS 2*Intended Audience:* PBIS Team Members, PBIS Coaches, PBIS Trainers, Teachers, School/District Administrators, Researchers, High School Implementers, Urban School/District Leaders, Rural School/District Leaders*Session Description:* This presentation includes data collected at the secondary level related to student preferences, student screening, and student support. Presenters will share multiple examples of middle and high schools who have collected a myriad of data to boost Tier 1 PBIS efforts.

/F3/ From the Clinical Leader Perspective: Implementation of PBS

Room 202

Presenters: Jennifer Comeau, ARC-South Shore; Felipe Quinonees, Grow Associates; Deidre Donaldson, May Institute*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 implementation in organizations with adults with IDD. A panel of three clinical leaders from organizations providing a range of services to adults will describe their initial implementation of a multi-tiered model in their organization. They will briefly discuss the successes and challenges in their organizations with this model.**/Poster Session/ Foyer****3:15 – 5:00 PM**

- /1/** Association of Positive Behavior Support
- /2/** The Effect of School Climate Interventions on Student, Teacher, and Parent Perceptions of School Climate: A Systematic Review of the Literature
Janet VanLone, Lola Gordon, Tiffany Polk & Jesslyn Neves, University of Connecticut
- /3/** Effective Attendance Interventions for High School Students
Sarah Wilkinson, University of Connecticut
- /4/** Creating Tier 1 Posters that are Culturally Sensitive
Nancy Schuhwerk, Weymouth Public Schools
- /5/** A Hop, Skip, and a Jump: Exploring Physical Activity Interventions Within the PBIS Framework
Scott B. Greenspan, University of Massachusetts Amherst
- /6/** Linking Discipline History and School Climate at the Secondary Level
Kayla Gordon & Sarah Fefer, University of Massachusetts Amherst
- /7/** Exploring Adolescents' Views of Teacher Praise and School Climate
Cynthia Shuttleton, Kayla Gordon, Emily Zehngut & Sarah Fefer, University of Massachusetts Amherst
- /8/** Using Technology to Strengthen School-Family Partnerships in a Three Tiered Model
Caitlin Virga, University of Massachusetts Amherst
- /9/** Using PBIS Practices to Support Culturally and Linguistically Diverse Learners
Robert Santiago, Katsiaryna Aniskovich & Maria Santiago-Rosario, University of Massachusetts Amherst
- /10/** PBIS Tier 3 Implementation at The Bay School
Andrea Gold, Laura Noland & Alison Anderson, The Bay School
- /11/** Memorial School PBIS Implementation
Linda Fazio & Ashely Niggel, Leicester Memorial School
- /12/** Modifying Tier Two Supports: Intervention for Students Motivated by Escape
Lindsay Fallon, University of Massachusetts Boston
- /13/** PBIS Implementation Across Multiple Adult Settings: Coaching and Training within a Cohort Model
Meg Walsh, Rachel Fox, Caroline Scherpa & Sean Regnier, May Institute
- /14/** Tier 3 Development and Implementation in Adult Services
Justin Kelly, Melissa Strout, Undrea Cato-Steele & Michelle Graham-Freeman, May Institute
- /15/** The Role of Organization-Wide PBIS Coaches in Alternative Education and Adult Services Organizations
Shannon Barry & Catherine Rossi, May Institute

/SCHEDULE OF THE DAY » » » THURSDAY, NOVEMBER 10TH/

/Keynote Address/

8:00 – 9:00 AM

Integrating Mental Health through School-wide Systems of Positive Behavior Support *

Tiffany Ballroom

Presenter: Lucille Eber, Midwest PBIS Network and Partner, National PBIS TA Center



Lucille Eber, Ed.D., is currently the Director of the Midwest PBIS Network, and a collaborative partner with the U.S. Department of Education's National Technical Assistance Center for PBIS, providing support to states and school districts nationwide, including implementation of wraparound and interagency initiatives for students with complex emotional and behavioral challenges. Dr. Eber founded and has served as the Director of the Illinois PBIS Network since its inception in 1999, facilitating PBIS implementation for over 1,800 Illinois schools. Dr. Eber regularly publishes articles and chapters on wraparound, interagency systems of care, and school-wide positive behavior supports.

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 plenary session will describe how schools can partner with mental health and other community providers to expand their continuum of evidence-based intervention systems to strengthen prevention and intervention systems that address the mental health needs of all students.

/Early Morning Sessions/

9:10 – 10:30 AM

/A4/ The Year of the Student Experience

Room 104

Presenters: Ann Marie Dubuque; Athena Sullivan & Weston Pondolfino, Attleboro High School

Implementation Level: INITIAL*Strand:* FOUNDATIONS AND IMPLEMENTATION

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

Session Description: "The Year of the Student Experience" will highlight the challenges of PBIS in a medium-sized urban high school including developing an age-appropriate program that will capture buy-in from staff and students. The session will also outline the decision-making process and inner workings of developing an efficient team during the two-year planning phase.

/B4/ Building Interventions for Students with Serious Problem Behavior via a School-wide System of PBIS

Presenter: Lucille Eber, Midwest PBIS Network and Partner, National PBIS TA Center

Lenox/Essex Rooms

Implementation Level: ALL*Strand:* INTEGRATION AND ALIGNMENT

Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, 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: Supporting students with intensive behavior needs requires strong foundational behavior systems. This session will provide descriptions and examples of interventions for students with Tier 3 behavior needs within a school-wide system of PBIS. System features and tools needed to ensure that effective interventions are implemented accurately and effectively will be shared.

/C4/ Data-based Decision Making using PBIS Applications Tools

Room 113

Presenter: Susannah Everett, University of Connecticut

Implementation Level: ALL*Strand:* DATA-BASED DECISION MAKING

Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, School/District Administrators, Special Services Staff

Session Description: This session will review all of the tools housed within PBIS Applications designed to support evidence-based practices for creating positive, safe, and effective learning environments. We will demonstrate using outcome (e.g., SWIS, CICO-SWIS) and fidelity (e.g., TFI, School Climate Surveys) data for decision making.

/D4/ Efficient Methods of Functional Behavioral Assessment and Behavior Support Planning *

Room 101

Presenters: Todd Miller & Sarah Weddle, May Institute*Implementation Level:* ADVANCED*Strand:* SPECIAL TOPICS 1*Intended Audience:* PBIS Team Members, PBIS Coaches, School/District Administrators, Researchers, Special Services Staff, Alternative Setting Implementers, IDD Staff*Session Description:* This session will focus on efficient methods of conducting functional behavioral assessments for students displaying problem behavior, through a team-based approach within a tiered framework. Using this assessment information, a competing pathways model will be introduced to guide the development of positive behavior support plans and function-based interventions.**/E4/ Increasing the Effectiveness of Tier 2 Interventions †**

Room 103

Presenter: Robert Putnam, May Institute*Implementation Level:* ALL*Strand:* SPECIAL TOPICS 2*Intended Audience:* PBIS Team Members, PBIS Coaches, PBIS Trainers, Teachers, School/District Administrators*Session Description:* This session will present the data, systems, and practices supportive of effective implementation and sustainability of Tier 2 interventions. Participants will be provided with tools and strategies that support improved outcomes at the targeted level.**/F4/ Data-based Decision Making in Adult Settings**

Room 202

Presenters: Shannon Barry & Christine Downs, May Institute*Implementation Level:* ADVANCED*Strand:* IDD*Intended Audience:* IDD Staff*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 specific examples and a tutorial of tools practitioners can utilize when analyzing data and making decisions in teams.**/Late Morning Sessions/****10:40 AM – 12:00 PM****/A5/ PBIS Planning and Implementation at the District Level**

Room 104

Presenters: Christine Downs, May Institute; Beth Townson, Dartmouth Public Schools; Sherry Santini, Dennis-Yarmouth Public Schools; Brad Smith & Bob Bellucci, Marblehead Public Schools; Molly Robinson, Salem Public Schools*Implementation Level:* ALL*Strand:* FOUNDATIONS AND IMPLEMENTATION*Intended Audience:* School/District Administrators, Urban School/District Leaders, Rural School/District Leaders*Session Description:* This panel discussion will explore the various ways districts find funding for PBIS as well as the district structure for support. Systems features and integration with other district initiatives will be explored. Participants will have an opportunity to ask questions of the panel.**/B5/ Self-Management for Social Behavior and Reading Skills of Students with Behavioral Challenges**

Lenox/Essex Rooms

Presenter: Kathryn Dooley, University of Connecticut*Implementation Level:* ALL*Strand:* INTEGRATION AND ALIGNMENT*Intended Audience:* Teachers, Researchers, High School Implementers, Alternative Setting Implementers*Session Description:* Students with Emotional and Behavioral Disabilities (EBD) experience pervasive and persistent struggles in social behavior and reading. In this workshop, I will present findings of two systematic literature reviews of self-management interventions and provide tools for implementation of effective self-management strategies of behavior and reading for students with EBD.**/C5/ Leading the Leaders: Measuring Implementation & Infrastructure of Multi-Tiered Systems of Supports**

Room 113

Presenters: Ellen Reinhardt & Nicole Bucka, Rhode Island Multi-Tiered Systems of Support*Implementation Level:* ALL*Strand:* DATA-BASED DECISION MAKING*Intended Audience:* PBIS Team Members, PBIS Coaches, PBIS Trainers, Researchers*Session Description:* Building an MTSS framework is large scale, systems change, and therefore takes time, infrastructure, and continual feedback. This presentation will share a tool, adapted from NJPBSIS, that can be used both formatively and summatively in coaching and evaluating the implementation of a merged (academic, behavioral, social-emotional) multi-tiered system of support.

/D5/ Lessons Learned and Initial Successes Achieved from Implementing Tier 2 Interventions at Whitcomb School

Presenters: **Caroline Cadel & Rachel Hammond, Whitcomb Middle School, Marlborough, MA; Howard S. Muscott, NH Center for Behavioral Interventions and Supports** **Room 101**

Implementation Level: ALL

Strand: **SPECIAL TOPICS 1**

Intended Audience: PBIS Team Members, PBIS Coaches, PBIS Trainers, Teachers, School/District Administrators, Special Services Staff, Urban School/District Leaders, Rural School/District Leaders

Session Description: This presentation will discuss the features, successes, and lessons learned from implementing targeted interventions that addressed the needs of students at risk at Whitcomb School last year. The interventions piloted were a check-in/check-out program called InstaBOOST, and an intervention addressing planning, organization, and self-advocacy skills called Positive Academic Work Skills.

/E5/ Tier 2 Systems, Data, and Practices **Room 103**

Presenter: **Margie Borawska, Concord School District**

Implementation Level: ALL

Strand: **SPECIAL TOPICS 2**

Intended Audience: PBIS Team Members, Teachers, School/District Administrators, Special Services Staff, Urban School/District Leaders, Rural School/District Leaders

Session Description: This session will focus on how a middle school in Concord, NH, has implemented and revised system of Tier 2 supports over four years of implementation. The presentation will include a description of the Tier 2 team, entrance, exit, and student nomination criteria, screening data, the key features of several evidence-based small group interventions, fidelity of implementation data, and outcome data. The presentation will include practical tools for data collection and decision making, as well as collaboration with the local community mental health provider.

/F5/ Implementation of PBS: Systems, Data, and Practices † **Room 202**

Presenters: **Shannon Barry, Erin McDermott & Robert Putnam, May Institute**

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: 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 (MTSS/PBS) at the agency and universal level, with an emphasis on system development, coaching, and staff training. Examples will be provided.

/Closing Remarks & Acknowledgments/ *Tiffany Ballroom*

12:10 – 12:30 PM

SAVE THE DATE

FOR NEXT YEAR'S FORUM!

WEDNESDAY & THURSDAY

NOVEMBER 8–9, 2017

Four Points Sheraton, Norwood, Mass.

Cynthia M. Anderson, Ph.D., BCBA-D, is Senior Vice President of Applied Behavior Analysis and Director of the National Autism Center at May Institute. Her research and clinical interests are in the assessment and treatment of challenging behavior, and she is particularly interested in disseminating recommended practices into real world settings.

Richard Barden received a B.S. in Electrical Engineering from Merrimack College, MAT Mathematics from Salem State College, and CAGS in Educational Leadership from Salem State University. He is currently the Principal of Methuen High School and is a member of the PBIS Leadership Team.

Shannon Barry, Ph.D., NCSP, is Coordinator of PBIS at May Institute, where she provides coaching, support, and technical assistance to May Institute's programs, other adult service agencies, and school districts in the implementation and sustainability of PBIS. She is a licensed school psychologist, and graduated from the School Psychology program at the University of Massachusetts Amherst.

Jeff Bellistri, M.Ed., has been teaching English at Methuen High School (MHS) for 15 years. He has a B.A. in English from the University of New Hampshire, and a M.Ed. in Teaching Secondary English from Franklin Pierce University. Jeff is a PBIS coach at MHS, and has experience working with the school's alternative education programs as well as its new teacher mentor program.

Steve Bissonnette is a professor in the Department of Education to TÉLUQ in Quebec, Canada. He is interested in work on the effectiveness of education and schools, explicit teaching, and effective behavior management as well as approaches and teaching methods for success of students. He is the first Canadian researcher whose work specifically focuses on the implementation of PBIS in 50 Quebec schools.

Margie Borawska, Ph.D., is a school psychologist at the Concord School District in New Hampshire. Dr. Borawska received a CAGS in School Psychology from Plymouth State University and a Doctorate of Philosophy in Educational Psychology from Walden University. She serves as a member of the school district's SAMSHA grant team and was a core member of the universal PBIS team and facilitator for Tier II/III team at Rundlett Middle School.

Nicole Bucka, M.A., is a Multi-Tiered System of Support trainer and technical assistance provider specializing in secondary school implementation. She also serves as a National Center on Intensive Intervention coach and coordinates/designs a variety of research to practice pilots across the state that to date include: middle school math intervention, HOPS an intervention in homework, organization, and planning skills, as well as content area progress monitoring and academic vocabulary instruction. Previous to this role, Ms. Bucka held a variety of teaching and teacher leadership positions in California.

Caroline Cadell, M.Ed., teaches sixth grade Social Studies at the Whitcomb School in Marlborough, Mass. Caroline is a Co-Chair of Whitcomb's Tier 2 Interventions, and designed and oversees the implementation of the school's "PAWS" academic skills intervention. She holds her Master of Education in Curriculum and Instruction from The Lynch School of Education at Boston College.

Jennifer Comeau, M.Ed., BCBA, currently works for the ARC of the South Shore as a developmental specialist, behavior consultant to early intervention parents, and a behavior clinician who trains staff on PBS and writes behavior plans for adult programs.

John Crocker, M.Ed., is currently the Director of Guidance for Methuen Public Schools, where he is working to advance mental health services and implement PBIS across the district. He received a B.A. in Criminal Justice from the University of Massachusetts-Lowell and a M.Ed. in School Counseling from Rivier University.

Margaret DePasquale is the principal of Next Wave Junior High School and Full Circle Alternative High School in Somerville, Mass.

Deidre Donaldson, Ph.D., ABPP, is May Institute's Chief Clinical Officer. In this capacity, she provides clinical oversight for all of May Institute's programs and centers. Her responsibilities include setting standards for clinical practice, credentialing and privileging staff, supervision of clinical procedures and interventions, and oversight of professional training programs and research.

Kathryn Dooley, M.A., is a doctoral student in the Neag School of Education at the University of Connecticut.

Christine Downs, M.Ed., is currently the Director of PBIS 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.

Ann Marie Dubuque has 30 years of experience in working with students with disabilities and their families in public and private educational settings. She has been a trainer for the PBIS Academy and the provider of Technical Assistance to Academy participants for the past three years.

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 SWPBIS 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 B. Feinberg, Ph.D., BCBA-D, is an Assistant Research Professor at the University of Connecticut and the Director of the Northeast PBIS Network. He earned his Ph.D. in School Psychology from Lehigh University, and currently is a licensed Psychologist in Massachusetts. His research and clinical interests include the development and implementation of Multi-Tier Systems of Supports in schools and districts, with a focus on developing and supporting coaching knowledge, skills, and networks.

Kathryn Francoeur, M.Ed., is a Project Director who provides training, consultation, and technical assistance in the development and implementation of school-wide 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.

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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.

Margaret DePasquale is the Principal of Next Wave Junior and Full Circle High School in Somerville, Mass. She has over 15 years of experience in the field of alternative education.

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.

Lola Gordon is a third year doctoral student in the Educational Psychology/Special Education program at University of Connecticut. She is a former Special Education teacher, and her research interests include behavior supports for students with significant emotional and behavioral issues, policy and practice considerations on school discipline, and the effects of exclusionary discipline on students with EBD.

Rachel Hammond, M.A., C.A.S., is a Nationally Certified School Psychologist at Whitcomb Middle School in Marlborough, Mass. She received her B.S. degree in Psychology from Radford University, and her M.A./C.A.S. in school psychology from SUNY Plattsburgh. She has an array of experience working on PBIS implementation teams and completed her thesis on a Tier 2 intervention called Check-in/Check-out. She currently co-chairs the PBIS Tier 2 intervention team at Whitcomb Middle School.

Marcie 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.

Ellen Johnson is a special education teacher at Salem High School in Salem, Mass.

Sara Keiselbach is an ELL teacher at Salem High School in Salem, Mass.

Laura Kern is a doctoral student in Special Education at University of Connecticut. She is interested in the intersection of policy with educational practice, the reduction of aggressive behaviors in schools, and the implementation of multi-tiered systems of support. She practiced law for over 10 years before studying special education.

Jennifer Kowitt, M.A., is a doctoral candidate in the Department of Educational Psychology at the University of Connecticut's Neag School of Education. Her research and practice interests include social skills instruction for adolescents and adults with disabilities. Her dissertation research focuses on implementing Pivotal Response Treatment at the secondary level.

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.

Erin McDermott is Director 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 Schools Together-NH statewide initiatives.

Weston Pondolfino is the Athletic Trainer, ASL teacher, and PBIS coach at Attleboro High School in Attleboro, Mass. He received his bachelor's degree from Endicott College, and serves on the board of KODAheart, a non-profit organization serving hearing kids of deaf adults and their families.

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 a national 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 in these areas.

Nicole Quinn is Child and Family Outreach Specialist and RENEW Coordinator at Seacoast Mental Health Center. In this capacity, she provides community-based therapeutic behavior services to clients with emotional and behavioral diagnosis, ages 4-21, to increase social skills and ability to engage in age appropriate peer interactions. She also serves as a RENEW facilitator and coach.

Felipe Quinonez serves as the Director of Service Operations and PBIS Coach for GROW Associates located in Randolph, Mass. He holds a Bachelors of Science in Psychology from Bridgewater State University and has served in the human services field for over 10 years in several capacities before his current role with GROW Associates Inc.

Dennis H. Reid, Ph.D., BCBA, has over 40 years of experience as a clinician and supervisor in educational, residential, and community support settings for people with intellectual and developmental disabilities, and has consulted with human service agencies in the majority of states of the United States as well as Canada, Australia, and New Zealand. He has published over 140 refereed journal articles and book chapters focusing on applied behavior analysis and positive behavior support, and authored or co-authored nine books. Dennis is also the senior author of the American Association on Intellectual and

» » » ABOUT THE PRESENTERS /CONT./

Developmental Disabilities (AAIDD) Positive Behavior Support Training Curriculum, 2nd Edition. Dennis is the founder and current director of the Carolina Behavior Analysis and Support Center in Morganton, North Carolina. His company has employed people with autism and other severe disabilities in a supported work capacity for 19 years.

Ellen Reinhardt M.A., C.A.G.S., is a Multi-Tiered System of Support trainer, technical assistance provider and coach. She serves as a National Center on Intensive Intervention coach focusing on implementation of data-based individualization. Ellen is an adjunct faculty member at Rhode Island College in the Feinstein School of Education and Human Development. In addition to her current work, Ellen has 19 years of experience working as a school psychologist.

Ellen Riiska, M.Ed., is Student Services Administrator for Exeter School District (SAU 16) in Exeter, NH. She is a certified special education teacher, school principal, special education administrator, and certified in emotional and behavioral disorders. In her current role, she oversees various school programs, consults in district, coordinates community access to families and students, and serves as the RENEW facilitator for the district.

Catherine Rossi, Ph.D., is a postdoctoral fellow at May Institute specializing in school consultation and PBIS implementation. She earned her Ph.D. at University of Massachusetts Amherst where she focused on emotion knowledge development in early elementary school students. Her current focuses are on the implementation of PBIS across all tiers for all students.

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.

Normand St-Georges has worked with youth and families in different capacity for the last 33 years. He presently acts as the PBIS coordinator for the province of Quebec (Canada) and also works as a research professional with the TÉLUQ|Université du Québec University leading research projects on the application of PBIS.

Athena Sullivan is the school psychologist for Attleboro High School in Attleboro, Mass. She also serves as PBIS coach and a member of the Attleboro district implementation team. She received her specialist degree in School Psychology from the University of Rhode Island.

Carlos Cameron Torres, M.Ed., is the Lead Teacher for the World Language Department and PBIS Coach at Salem High School in Salem, Mass. He retired from the United States Air Force in 2011, and served as a Transitional Aide/Spanish Teacher for Merrimack Special Education Collaborative from 2011 to 2013. He received a B.A.S. from Troy State University in 2003, and a M.Ed. in Special Education, from Cambridge College in 2013

Sarah A. Weddle, Ph.D., BCBA, LABA, is a consultant at May Institute in the Home and School Consultation Division. In her current position, she addresses the academic and behavioral needs of children using tiered systems of support within school districts and special education programs in Massachusetts. Dr. Weddle's research has focused on classroom-based functional analysis methodology.

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.

Sarah Wilkinson is a doctoral student in the Neag School of Education at the University of Connecticut.

James White, J.D., is the behavior specialist at Saltonstall K-8 School in Salem, Mass.

Ellen Winguard, M.Ed., a graduate of St. Lawrence University and UMass-Boston, has devoted her career to transforming schools through a multi-tiered approach to teaching social emotional skills to all students. Drawing on her experience in social work and public education, Ellen uses her strong sense of social justice and inclusive education in her role as School Adjustment Counselor for Salem Public Schools.

Janet VanLone is a former Special Education teacher, and is currently pursuing her doctorate in Special Education at the University of Connecticut. Her research interests include pre-service teacher social-emotional competencies, supports for novice teachers and teacher retention, and interventions in improving school climate.

What Should We Do To Enhance Our Implementation Action Plan?

How can we use what we learned to improve/enhance what we're doing?

WHAT DID WE LEARN?	WHAT DO WE WANT TO ACCOMPLISH?	HOW CAN WE ACCOMPLISH IT?	WHEN WOULD WE LIKE TO ACCOMPLISH IT?	WHO WILL DO IT?

1/ Individual Team Member Note-Taking Worksheet

Team Member Name: _____

/ACTION PLAN PRIORITY AREA/		/TAKE BACK POINTS/
Breakout Session Number & Title:		Share This Information With:
Supporting Research:	Operationally define the presentation topic/intervention?	Ideas to Incorporate Within my School(s):
Essential Features:		
Key Points to Presentation:		Key Points of Session:

2/ Individual Team Member Note-Taking Worksheet

Team Member Name: _____

/ACTION PLAN PRIORITY AREA/		/TAKE BACK POINTS/
Breakout Session Number & Title:		Share This Information With:
Supporting Research:	Operationally define the presentation topic/intervention?	Ideas to Incorporate Within my School(s):
Essential Features:		
Key Points to Presentation:		Key Points of Session:

3/ Individual Team Member Note-Taking Worksheet

Team Member Name: _____

/ACTION PLAN PRIORITY AREA/		/TAKE BACK POINTS/
Breakout Session Number & Title:		Share This Information With:
Supporting Research:	Operationally define the presentation topic/intervention?	Ideas to Incorporate Within my School(s):
Essential Features:		
Key Points to Presentation:		Key Points of Session:

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4/ Individual Team Member Note-Taking Worksheet

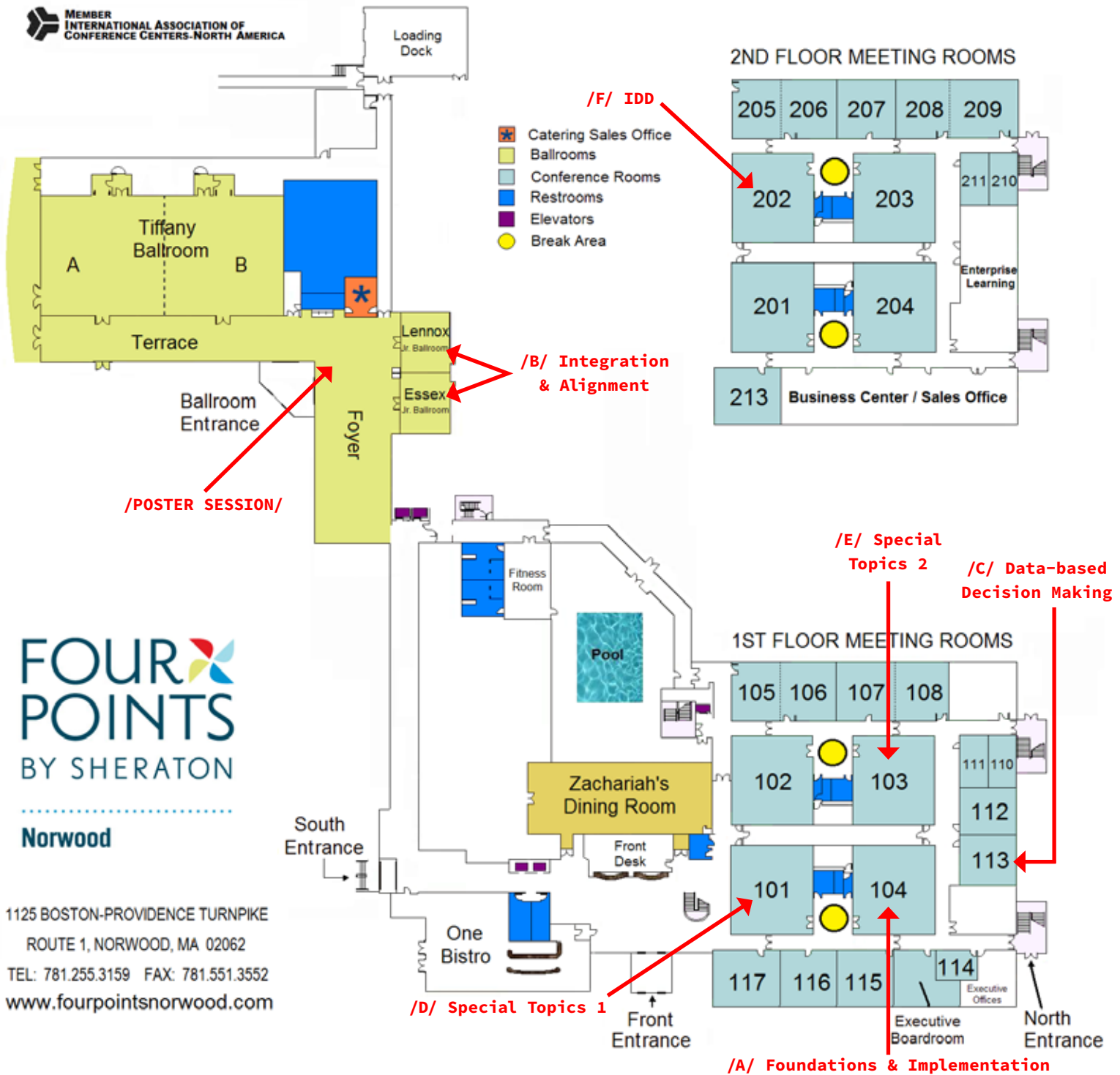
Team Member Name: _____

/ACTION PLAN PRIORITY AREA/		/TAKE BACK POINTS/
Breakout Session Number & Title:		Share This Information With:
Supporting Research:	Operationally define the presentation topic/intervention?	Ideas to Incorporate Within my School(s):
Essential Features:		
Key Points to Presentation:		Key Points of Session:

5/ Individual Team Member Note-Taking Worksheet

Team Member Name: _____

/ACTION PLAN PRIORITY AREA/		/TAKE BACK POINTS/
Breakout Session Number & Title:		Share This Information With:
Supporting Research:	Operationally define the presentation topic/intervention?	Ideas to Incorporate Within my School(s):
Essential Features:		
Key Points to Presentation:		Key Points of Session:



FOUR POINTS
BY SHERATON

Norwood

1125 BOSTON-PROVIDENCE TURNPIKE
ROUTE 1, NORWOOD, MA 02062
TEL: 781.255.3159 FAX: 781.551.3552
www.fourpointsnorwood.com

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.