

>>> SCHEDULE OF DAYS

# 15<sup>TH</sup> ANNUAL NEW ENGLAND POSITIVE BEHAVIOR SUPPORT FORUM

## PBIS: Research *to* Practice

*Sponsored by May Institute & the National  
Technical Assistance Center on PBIS*

**MayInstitute**  
*Shaping Futures. Changing Lives.*



**PBIS** Positive Behavioral  
Interventions & Supports  
OSEP TECHNICAL ASSISTANCE CENTER

**8AM – 4PM**  
**THURSDAY & FRIDAY, NOVEMBER 14–15, 2019**  
**8AM – 12:30PM**  
**FOUR POINTS SHERATON**  
Norwood, Mass.

# /CONFERENCE CONNECTION/

## /Wireless Network Information






Network Name: **Four Points (No password)**

**Free wireless internet is available! Select the network name 'Four Points' and a window will appear that outlines terms of service. Scroll down and click 'connect.' If the window does not automatically pop up, please open your internet browser of choice. That will prompt the window to appear.**





Follow us on Twitter @MayInstitute and live-tweet using #MayPBIS, #PBISforum2019, #PBISnerd

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

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

## /CONFERENCE AT-A-GLANCE/

		/Keynote	/Strands/					
			/A/ Foundations	/B/ High School & Middle School	/C/ Advanced	/D/ Special Topics	/E/ Special Topics	/F/ Special Populations
/Time	/Activity	Tiffany Ballroom	Room 103	Rooms 105/106	Room 201	Room 202	Rooms 108/109	Room 203

## THURSDAY, November 14, 2019

7:45 – 8:20 AM	Registration/ Continental Breakfast	ALL						
8:20 – 8:30 AM	Opening Remarks	ALL						
8:30 – 9:30 AM	Keynote	ALL*						
9:30 – 9:45 AM	Break							
9:45 – 11:00 AM	Early Morning Session		/A1/*†	/B1/	/C1/*	/D1/	/E1/	/F1/*
11:00 – 11:15 AM	Break							
11:15 AM – 12:30 PM	Late Morning Session		/A2/*†	/B2/	/C2/	/D2/†	/E2/	/F2/
12:30 – 1:30 PM	Lunch	ALL						
1:30 – 2:45 PM	Afternoon Session		/A3/*	/B3/	/C3/	/D3/*†	/E3/	/F3/
3:00 – 4:00 PM	Poster Session	ALL						

## FRIDAY, November 15, 2019

7:45 – 8:20 AM	Registration/ Continental Breakfast	ALL						
8:30 – 9:30 AM	Keynote	ALL*						
9:30 – 9:45 AM	Break							
9:45 – 11:00 AM	Early Morning Session		/A4/	/B4/	/C4/	/D4/	/E4/	/F4/*
11:00 – 11:15 AM	Break							
11:15 AM – 12:30 PM	Late Morning Session		/A5/	/B5/	/C5/	/D5/*	/E5/†	/F5/*†

\* Approved for BACB CE Credits  
† Approved for Psychology CE Credits  
\*† Approved for BACB and Psychology CE Credits

# /STRANDS OVERVIEW/

## /A/ FOUNDATIONS

### Sessions:

- 1/ PBIS 101: An Introduction to SW-PBIS**  
Robert Putnam & Tobey Duble, May Institute
- 2/ Engaging Families in School-Based Efforts to Provide Tier 1 Structure and Support**  
Sara Whitcomb & Sarah Fefer, University of Massachusetts Amherst
- 3/ “Rewards Don’t Work!” Fine-Tuning Reward Systems to Increase Effectiveness in School-based Setting**  
Chris Barclay & Erin Crosby, EASTCONN
- 4/ Enhancing Family-School Partnerships within MTSS**  
John Eagle, Jenlyn Furey & Lavonne Nkomo, Sherlock Center on Developmental Disabilities at Rhode Island College
- 5/ Get More Bang for Your Buck: Providing Students with Choice**  
Sarah Wilkinson, University of Connecticut

## /B/ HIGH SCHOOL & MIDDLE SCHOOL

### Sessions:

- 1/ From Dreams to Teams: One Student’s High School Journey**  
Kathryn Francoeur, Institute on Disability University of New Hampshire
- 2/ Improving Attendance within a PBIS Framework**  
Jennifer Freeman, University of Connecticut
- 3/ The Power of Youth Voice In System Change**  
Kathryn Francoeur, Institute on Disability University of New Hampshire
- 4/ Using “Lessons Learned in High School Implementation” to Improve our Work**  
Ellen Reinhardt, MTSS Rhode Island; Jennifer Bouckaert, Southbridge Public Schools; Deb LaValley, Springfield Public Schools
- 5/ Partnering with Students Through Restorative Conferencing**  
Brendan Keenan, Wachusett Regional School District

## /C/ ADVANCED

### Sessions:

- 1/ Thinking Functionally About Problem Behavior: Tier 1 Behavior Instruction for All Staff**  
Leanne Hawken, University of Utah
- 2/ 12 Years In!**  
Richard Blair & Peter Rossi, Dartmouth Middle School
- 3/ NEPBIS TOT Booster Session (INVITATION ONLY)**  
Brandi Simonsen & Jennifer Freeman, University of Connecticut
- 4/ Using Progress Monitoring to Enhance Check-in Systems for Students Not Responding**  
Sharon Lohrmann, The Boggs Center, Rutgers University
- 5/ How to Present, Utilize, And Set Goals Using School-Wide SWIS Data**  
Michael Domina, Lowell Public School District

**/D/ SPECIAL TOPICS**

*Sessions:*

- 1/ Tier 1 Classroom Management Practices in High Schools**  
Sarah Wilkinson, University of Connecticut
- 2/ Overcoming Challenges: Rebooting PBIS**  
Erik Maki, May Institute; Sarah Tadmire, Teresa Carr & Melissa Kintish, McAuliffe Charter School
- 3/ Supporting Teachers to Implement Classroom Management Successfully: Actionable, Evidence-based Strategies**  
Lindsay Fallon, University of Massachusetts Boston; Adam Feinberg & Katie Meyer, University of Connecticut
- 4/ A Framework for Integrating CICO and SAIG within Tier 2 Support**  
Normand St-Georges & Steve Bissonnette, TÉLUQ University, Québec, Canada
- 5/ Designing School-wide Classroom Systems of Supports**  
Tim Lewis, University of Missouri

**/E/ SPECIAL TOPICS**

*Sessions:*

- 1/ The Art and Science of Coaching: Part 1**  
JoAnne M. Malloy, Kathryn Francoeur & Heidi Cloutier, Institute on Disability at the University of New Hampshire
- 2/ The Art and Science of Coaching: Part II**  
JoAnne M. Malloy, Kathryn Francoeur & Heidi Cloutier, Institute on Disability at the University of New Hampshire
- 3/ Universal Screening for Behavior and Implications for Interventions**  
Sherry Schoenberg & Amy Wheeler-Sutton, University of Vermont; Nicholas DeVita, Addison Northwest School District, Vergennes, Vermont
- 4/ The Secret to Buy In. How to Hook your Families, Students & Community with PBIS**  
Kristen Nightingale, Marianne Jobson & Renee Candido, New Bedford Public Schools
- 5/ SWIS UPDATES: Electronic Referrals and More**  
Erik Maki, May Institute

**/F/ SPECIAL POPULATIONS**

*Sessions:*

- 1/ Including Individuals and Families in IDD-PBS settings: Panel Discussion**  
Christine Downs, May Institute; Susan O'Shea, Arc of Greater Plymouth; Jennifer Comeau & Kerin McGue, Arc of South Shore
- 2/ Tier 1 PBIS in Early Childhood**  
Katie Meyer, University of Connecticut; Heather Carter, Nancy Charest & Erika Griffin, Salem Public Schools
- 3/ PBS at BAMS: the Next Step Friendship to Sexuality**  
Richard Ngibuini, Susan Roberts, William Erwin, Katie Driscoll & Katie Robery, BAMS
- 4/ Developmental Communication Strategies that enhance Positive Behavior Supports**  
Richard Angus, Attleboro Enterprise Inc; Lauren Giordano, Cooperative Productions Inc; Gene Pizzolato
- 5/ Supporting Students with Disabilities within a PBIS Framework**  
Brandi Simonsen & Sandra Sears, University of Connecticut; Robert Putnam, May Institute

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## /Keynote Address/

8:30 – 9:30 AM

### **Check-in, Check-out (CICO): Lessons Learned from 20 years of Research and Application**

*Tiffany Ballroom*

*Presenter:* Leanne Hawken, University of Utah



**Leanne Hawken, Ph.D., BCBA**, is a Professor in the Department of Special Education at the University of Utah. She trains pre-service general and special education teachers on classroom behavior instruction. She also serves as a Co-Principal Investigator of the Behavior Response Support Team which supports Tier 1 and Tier 2 behavior supports in a large urban district.

*Implementation Level:* ALL

*Strand:* **KEYNOTE**

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

*Session Description:* Check-in, Check-out is the most widely implemented Tier 2 Behavior Intervention. This session will detail the lessons learned from almost 20 years of research and practical application.

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## /Early Morning Sessions/

9:45 – 11:00 AM

### **/A1/ PBIS 101: An Introduction to SW-PBIS**

*Room 103*

*Presenters:* Robert Putnam & Tobey Duble, May Institute

*Implementation Level:* ALL

*Strand:* **FOUNDATIONS**

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

*Session Description:* This CE will provide participants with an overview of the key elements of school-wide positive behavior support, including the readiness steps that schools must consider as they develop their teams and agreements/commitments to the process. Participants will be given an overview of the elements that are necessary for effective implementation and sustainability of SW-PBIS as well as the specific practices associated with each of the school-wide systems (non-classroom, classroom, and individual).

### **/B1/ From Dreams to Teams: One Student's High School Journey**

*Rooms 105/106*

*Presenter:* Kathryn A. Francoeur, Institute on Disability at the University of New Hampshire

*Implementation Level:* ALL

*Strand:* **HIGH SCHOOL & MIDDLE SCHOOL**

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

*Session Description:* Navigating the challenges of high school while planning for one's future is a daunting task for any adolescent. For the most vulnerable youth, it seems near impossible. Hear about one student's journey through the Rehabilitation for Empowerment, Natural Supports, Education, and Work (RENEW) intervention to support her dreams and develop a team to reach her goals.

### **/C1/ Thinking Functionally About Problem Behavior: Tier 1 Behavior Instruction for All Staff**

*Room 201*

*Presenter:* Leanne Hawken, University of Utah

*Implementation Level:* ALL

*Strand:* **ADVANCED**

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

# 15<sup>TH</sup> ANNUAL NEW ENGLAND POSITIVE BEHAVIOR SUPPORT FORUM /PBIS: Research to Practice/

**Session Description:** Effective implementation of Tier 1 behavior support requires all school staff to “buy-in” to thinking functionally about problem behavior. This presentation is for participants who will be training school staff on how to think functionally, and will include sample presentations used across large and small districts.

## **/D1/ Tier 1 Classroom Management Practices in High Schools**

Room 202

**Presenter:** Sarah Wilkinson, University of Connecticut

**Implementation Level:** ALL

**Strand:** SPECIAL TOPICS

**Intended Audience:** PBIS Team Members, Teachers, High School Implementers

**Session Description:** Evidence-based classroom management practices lead to improved outcomes for both students and teachers. Based on the results of a recent literature review, this presentation will review several effective strategies that have been implemented class-wide at the high school level to support the behavior of all students.

## **/E1/ The Art and Science of Coaching: Part 1**

Rooms 108/109

**Presenters:** JoAnne M. Malloy, Kathryn A. Francoeur & Heidi Cloutier, Institute on Disability at the University of New Hampshire

**Implementation Level:** ALL

**Strand:** SPECIAL TOPICS

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

**Session Description:** This session will focus on the elements of high-quality coaching practice based on the experiences of a team in New Hampshire. The presentation will focus on the key features of high-quality coaching within a multi-tiered system of support context, including the content and soft skill competencies that coaches need to support schools. The presenters will engage participants in a reflective coaching exercise and discuss the research that supports the importance of coaching.

## **/F1/ Including Individuals and Families in IDD-PBS settings: Panel Discussion**

Room 203

**Presenters:** Christine Downs, May Institute; Susan O’Shea, The Arc of Greater Plymouth; Jennifer Comeau & Kerin McGue, The Arc of South Shore

**Implementation Level:** ALL

**Strand:** SPECIAL POPULATIONS

**Intended Audience:** PBIS Team Members, PBIS Coaches, PBIS Trainers, Parents/Families, IDD Staff

**Session Description:** This presentation will center on including individuals and family members in the PBIS process in IDD settings. The Arc of Greater Plymouth and The Arc of the South Shore will share their experiences, challenges and lessons learned. Examples include Including families and individuals on the leadership teams, developing peer training, creating learning materials for staff, and a treatment integrity tool for peers to use to offer feedback. Time for questions will be provided.

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## **/Late Morning Sessions/**

**11:15 AM – 12:30 PM**

## **/A2/ Engaging Families in School-Based Efforts to Provide Tier 1 Structure and Support**

Room 103

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

**Implementation Level:** ALL

**Strand:** FOUNDATIONS

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

**Session Description:** This presentation will provide explicit examples to teams working to engage families in integrated PBIS and social-emotional instructional strategies. Attendees will consider how caregivers can serve as partners to create and implement common expectations, teaching procedures, and acknowledgement strategies focused on supporting children in building emotion awareness and regulation skills.

## **/B2/ Improving Attendance within a PBIS Framework**

Rooms 105/106

**Presenter:** Jennifer Freeman, University of Connecticut

**Implementation Level:** ALL

**Strand:** HIGH SCHOOL & MIDDLE SCHOOL

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

# » » » THURSDAY, NOVEMBER 14<sup>TH</sup> /CONT./

**Session Description:** This session will describe strategies for integrating attendance supports within a multi-tiered framework. Attendees will be able to describe specific practices for improving attendance across tiers as well as strategies for using precise attendance data to guide implementation.

## **/C2/ 12 Years In!**

Room 201

**Presenters:** Richard Blair & Peter Rossi, Dartmouth Middle School

**Implementation Level:** ALL

**Strand:** **ADVANCED**

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

**Session Description:** In 2007, the Dartmouth Public School system began to incorporate PBIS into their school-wide program. This session will focus on how the middle school was able to integrate the system successfully into their school, maintaining staff buy-in and overall fidelity.

## **/D2/ Overcoming Challenges: Rebooting PBIS**

Room 202

**Presenters:** Erik Maki, May Institute; Sarah Tadmire, Teresa Carr & Melissa Kintish, McAuliffe Charter School

**Implementation Level:** ALL

**Strand:** **SPECIAL TOPICS**

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

**Session Description:** This session will present the experience of a charter middle school that recently restarted their PBIS efforts. This school's team will highlight barriers in their re-implementation of PBIS as well as their solutions. There will also be discussion about how to maintain team functioning and problem solve through such experiences.

## **/E2/ The Art and Science of Coaching: Part II**

Rooms 108/109

**Presenters:** JoAnne M. Malloy, Kathryn A. Francoeur & Heidi Cloutier, Institute on Disability at the University of New Hampshire

**Implementation Level:** ALL

**Strand:** **SPECIAL TOPICS**

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

**Session Description:** This second part of a two-part session will focus on the importance of coaching to fidelity of implementation, using data to support enhanced practice, coaching to support team decision-making, and skill-building strategies and activities. The presenters will include fidelity of implementation examples and case studies.

## **/F2/ Tier 1 PBIS in Early Childhood**

Room 203

**Presenters:** Katie Meyer, University of Connecticut; Heather Carter, Nancy Charest & Erika Griffin, Salem Public Schools

**Implementation Level:** ALL

**Strand:** **SPECIAL POPULATIONS**

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

**Session Description:** The implementation of the PBIS framework in an Early Childhood Center is presented, organized within the core PBIS elements of data, systems, and practices with a focus on family engagement. Examples and data will be shared from one school's journey from initial to five years sustained implementation.

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## **/Afternoon Sessions/**

**1:30 – 2:45 PM**

### **/A3/ "Rewards Don't Work!" Fine-Tuning Reward Systems to Increase Effectiveness in School-based Setting** Room 103

**Presenters:** Chris Barclay & Erin Crosby, EASTCONN

**Implementation Level:** ALL

**Strand:** **FOUNDATIONS**

**Intended Audience:** PBIS Team Members, PBIS Coaches, PBIS Trainers, Teachers, School/District Administrators, 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:** Participants will review five key factors that influence the effectiveness of reinforcement systems. Attendees will be introduced to a practical tool for assessing how well existing behavior management systems align with factors impacting the effectiveness of reinforcement in order to make meaningful improvements to plans and promote positive student outcomes.



**/B3/ The Power of Youth Voice in System Change**

Rooms 105/106

**Presenter:** Kathryn A. Francoeur, Institute on Disability at the University of New Hampshire

**Implementation Level:** ALL

**Strand:** HIGH SCHOOL & MIDDLE SCHOOL

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

**Session Description:** Struggling in implementing MTSS? Has the system stalled? Learn how the power of youth voice can recharge your implementation practices. Hear youth talk about how utilizing youth leadership is a driving force in implementing MTSS.

**/C3/ NEPBIS TOT Booster Session (INVITATION ONLY)**

Room 201

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

**Implementation Level:** ALL

**Strand:** ADVANCED

**Intended Audience:** PBIS Trainers

**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 that have collected a myriad of data to boost Tier 1 PBIS efforts.

**/D3/ Supporting Teachers to Implement Classroom Management Successfully: Actionable, Evidence-based Strategies**

Room 202

**Presenters:** Lindsay Fallon, University of Massachusetts Boston; Adam Feinberg & Katie Meyer, University of Connecticut

**Implementation Level:** ALL

**Strand:** SPECIAL TOPICS

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

**Session Description:** It is important to equip educators to promote inclusive, productive classroom environments. This presentation will revisit the tenets of great classroom management and describe implementation support strategies to help teachers be effective. Data-based school examples will highlight how to scale this support to maximize efficiency and impact, improving student outcomes.

**/E3/ Universal Screening for Behavior and Implications for Interventions**

Rooms 108/109

**Presenters:** Sherry Schoenberg & Amy Wheeler-Sutton, University of Vermont; Nicholas DeVita, Addison Northwest School District, Vergennes, Vermont

**Implementation Level:** ALL

**Strand:** SPECIAL TOPICS

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

**Session Description:** This workshop will provide an overview of Universal Screening, including how screening helps to identify children at risk as well as promote planning for Tier 1 and Tier 2 interventions at one Vermont supervisory union. Implications such as resource allocation, informing families, and reviewing data will be discussed.

**/F3/ PBS at BAMSI: The Next Step Friendship to Sexuality**

Room 203

**Presenters:** Richard Ngibuini, Susan Roberts, William Erwin, Katie Driscoll & Katie Robery, BAMSI

**Implementation Level:** ALL

**Strand:** SPECIAL POPULATIONS

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

**Session Description:** BAMSI has had tremendous success developing Universal, Targeted, and Intensive Supports for six years. We are now focused on helping our folk create valued social roles including opportunities for friendships with others regardless of disability labels. We will describe our emerging supports to foster strong community connections and enable our folk to truly express their sexuality.

**/Poster Sessions/ Foyer**

**3:00 – 4:00 PM**

- /1/ Association for Positive Behavior Support**
- /2/ Implementation of PBIS in a Japanese Part-time High School**  
The National Institute of Special Needs Education, Japan
- /3/ PBIS with Classcraft**  
Danielle Huebner, LaPierce Middle School, Milton
- /4/ Importance of Students' Voice in Boosting Culturally Relevant Teaching Practices**  
Katsiaryna Aniskovich, Emily Duryea, Kerstin Schnopp & Sara Whitcomb, UMass Amherst
- /5/ Habits of Work and Learning - Building Character In and Out of the Classroom**  
Christa McAuliffe Charter School Culture Team
- /6/ Are Special Education Teachers Prepared to Make Data-based Decisions?**  
Sarah Wilkinson, University of Connecticut
- /7/ Building Capacity, Maintaining Momentum and Supporting Sustainability within a Rural School Cohort**  
Karen Robbie, University of Maine
- /8/ Using Technology-based Self-monitoring Interventions to Reduce Off-task Behaviors: A Systematic Review**  
Xin Xu, University of Connecticut

**/SCHEDULE OF THE DAY » » » FRIDAY, NOVEMBER 15<sup>TH</sup>/**

**/Keynote Address/**

**8:30 – 9:30 AM**

**Maintaining School-wide PBS Momentum: 25 years of Lessons Learned**

*Tiffany Ballroom*

*Presenter:* Tim Lewis, University of Missouri



**Tim Lewis, Ph.D.**, has been involved in special education for 30 years. Dr. Lewis has taught students with emotional and behavioral disorders in high school, elementary, and self-contained psychiatric settings. At present, Dr. Lewis is Professor of Special Education at the University of Missouri where he directs the University of Missouri Center for School-wide Positive Behavior Support and Co-Directs the national OSEP Center for Positive Behavioral Interventions and Supports.

*Implementation Level:* ALL

*Strand:* KEYNOTE

*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:* An on-going challenge to schools implementing school-wide positive behavior support is to maintain efforts in the face of on-going challenges both within and outside of education. Building on over 25 years of SW-PBIS work, this keynote presentation will review key factors that should be considered to sustain essential features over time.

» » » FRIDAY, NOVEMBER 15<sup>TH</sup>/CONT./**/Early Morning Sessions/****9:45 – 11:00 AM****/A4/ Enhancing Family-School Partnerships within MTSS**

Room 103

**Presenters:** John Eagle, Jenlyn Furey & Lavonne Nkomo, Sherlock Center on Developmental Disabilities at Rhode Island College**Implementation Level:** ALL**Strand:** FOUNDATIONS**Intended Audience:** PBIS Team Members, PBIS Coaches, PBIS Trainers, Parents/Families, Special Services Staff**Session Description:** This session will provide participants with an understanding of current strategies schools use to partner with families within Multi-Tiered Systems of Support (MTSS). Examples of family involvement in MTSS will be presented at multiple levels of MTSS implementation. Potential challenges for schools and families to develop partnerships and potential solutions will be discussed.**/B4/ Using “Lessons Learned in High School Implementation” to Improve our Work**

Rooms 105/106

**Presenters:** Ellen Reinhardt, MTSS Rhode Island; Jennifer Bouckaert, Southbridge Public Schools; Deb LaValley, Springfield Public Schools**Implementation Level:** ALL**Strand:** HIGH SCHOOL & MIDDLE SCHOOL**Intended Audience:** PBIS Team Members, PBIS Coaches, PBIS Trainers, School/District Administrators, High School Implementers**Session Description:** This session will highlight the newly released (Oct. 2018) monograph on implementing PBIS in high schools. Following an overview of the resource, participants will take a deeper dive into a few possible team activities for leveraging the information to inform/improve implementation at their high schools.**/C4/ Using Progress Monitoring to Enhance Check-in Systems for Students Not Responding**

Room 201

**Presenter:** Sharon Lohrmann, The Boggs Center Rutgers University**Implementation Level:** ALL**Strand:** ADVANCED**Intended Audience:** PBIS Team Members, PBIS Coaches, PBIS Trainers, School/District Administrators**Session Description:** When the check-in system is not working, adjustments to increase intervention intensity may be needed. This session will illustrate (a) how to use decision rules with progress monitoring data to determine when adjustments are needed and (b) examples of adjustments that can enhance the effectiveness of the check-in system**/D4/ A Framework for Integrating CICO and SAIG within Tier 2 Support**

Room 202

**Presenters:** Normand St-Georges & Steve Bissonnette, TÉLUQ University, Québec, Canada**Implementation Level:** ALL**Strand:** SPECIAL TOPICS**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:** We will focus on the development and the implementation of CICO and Social Academic Instructional Groups. We will present a framework to efficiently integrate and align these two interventions within a Tier 2 level of support as well as strategies to improve the contextual fit of these interventions.**/E4/ The Secret to Buy In...How to Hook your Families, Students & Community with PBIS**

Rooms 108/109

**Presenters:** Kristen Nightingale, Marianne Jobson & Renee Candido, Betsey B. Winslow Elementary School, New Bedford Public Schools**Implementation Level:** ALL**Strand:** SPECIAL TOPICS**Intended Audience:** PBIS Team Members, PBIS Coaches, PBIS Trainers, Teachers, School/District Administrators, Parents/Families, Pre-School Implementers, High School Implementers, Alternative Setting Implementers, Community Members, Urban School/District Leaders, Rural School/District Leaders**Session Description:** We strive to encourage family members and community to take part in and endorse the various activities and philosophies presented by the PBIS team. Through these activities we are working to establish a partnership between the community, families, and the school.

# » » » FRIDAY, NOVEMBER 15<sup>TH</sup> /CONT./

## **/F4/ Developmental Communication Strategies that Enhance Positive Behavior Supports**

Room 203

**Presenter:** Richard Angus, Attleboro Enterprise Inc; Lauren Giordano, Cooperative Productions Inc; Gene W. Pizzolato

**Implementation Level:** ALL

**Strand:** SPECIAL POPULATIONS

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

**Session Description:** This training focuses on reducing challenging behavior by increasing functional communication strategies using a Multi-Tiered System of Supports. This training will show how adults with limited verbal communication can improve their quality of life by being able to effectively communicate choices and engage in more meaningful interactions with others.

## **/Late Morning Sessions/**

**11:15 AM – 12:30 PM**

## **/A5/ Get More Bang for Your Buck: Providing Students with Choice**

Room 103

**Presenter:** Sarah Wilkinson, University of Connecticut

**Implementation Level:** ALL

**Strand:** FOUNDATIONS

**Intended Audience:** PBIS Team Members, Teachers, High School Implementers, Alternative Setting Implementers

**Session Description:** Instructional choice has been shown to reduce problem behavior and increase academic engagement across a range of students and academic areas. This session shares results from a recent meta-analysis, describes the different types of instructional choices, and provides materials to help teachers implement instructional choice in their classrooms right away.

## **/B5/ Partnering with Students Through Restorative Conferencing**

Rooms 105/106

**Presenter:** Brendan Keenan, Wachusett Regional School District

**Implementation Level:** ALL

**Strand:** HIGH SCHOOL & MIDDLE SCHOOL

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

**Session Description:** Restorative conferencing provides a framework and structure for engaging in strength- and solution-focused conversations with students. These conferences serve to build and maintain supportive relationships between students and teachers, and help students to more fully engage in school, as well as for students to feel that they are a valued member of the school community.

## **/C5/ How to Present, Utilize, And Set Goals Using School-Wide SWIS Data**

Room 201

**Presenter:** Michael Domina, Lowell Public School District

**Implementation Level:** ALL

**Strand:** ADVANCED

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

**Session Description:** The goal of the presentation is to review the school-wide implementation of SWIS, focusing on how to consistently review and analyze data to develop actionable monthly goals that are school-wide. Key components will highlight how to identify a problem behavior to generate a “focus” that is specific to a location in the building, and how to best intervene to support positive decision-making for all students. Additionally, there will be a detailed review of a successful procedure utilized for each grade level team that allows for a systematic “drill down” to isolate areas of concerns including specific students that may require additional support.

**/D5/ Designing School-wide Classroom Systems of Supports**

Room 202

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

**Implementation Level:** ALL

**Strand:** SPECIAL TOPICS

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

**Session Description:** High leverage and evidence-based classroom management and instructional practices are well established. The challenge is to ensure all staff are implementing practices with fidelity and the appropriate intensity to meet student need. This session will review strategies to support classroom teachers including performance feedback through peer observations.

**/E5/ SWIS UPDATES: Electronic Referrals and More**

Rooms 108/109

**Presenter:** Erik Maki, May Institute

**Implementation Level:** ALL

**Strand:** SPECIAL TOPICS

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

**Session Description:** This session will provide participants with opportunities to learn about new features of SWIS (especially the electronic referral system and the expanded demographic descriptors). Participants will also be provided with opportunities to explore and practice using features that can help teams to highlight issues around equity. Participants should bring computers.

**/F5/ Supporting Students with Disabilities within a PBIS Framework**

Room 203

**Presenters:** Brandi Simonsen & Sandra Sears, University of Connecticut; Robert Putnam, May Institute

**Implementation Level:** ALL

**Strand:** SPECIAL POPULATIONS

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

**Session Description:** This session will focus on three areas (a) describing critical features of PBIS in the classroom to support students with disabilities (SWD), (b) discussing how to differentiate Tier 1 classroom practices to support all students, and, (c) identifying approaches to intensify classroom practices (Tiers 2 and 3) to support students based on data.

## /ABOUT THE PRESENTERS/

**Richard Angus, M.S. Ed, LABA, BCBA**, is a Behavior Analyst from Attleboro Enterprises Inc. He has worked in the field of Behavior Analysis for nine years in public and private schools, residential programs, day habilitation and community-based services.

**Chris Barclay, Ph.D., BCBA, NCSP**, is a Nationally Certified School Psychologist and a Board Certified Behavior Analyst who earned his Ed.S. and Ph.D. in School Psychology from the University of South Florida. Dr. Barclay currently serves as an Educational and Behavioral Consultant at EASTCONN's Psychological and Behavioral Consultation Services department.

**Steve Bissonnette, Ph.D.**, is a full-time professor in the department of education at TÉLUQ University, Québec City, Canada. His main area of research is effective teaching and effective behavior management.

**Richard Blair** is the Director of the Step Up Program at Dartmouth Middle School. He has been involved with PBIS at the school since its inception in 2007.

**Jennifer Bouckaert** is a District Culture and Climate Coach who works closely with school-level teams around training, implementing, and coaching Tier 1 in the Southbridge Public Schools.

**Renee Candido** has been a teacher for New Bedford public schools for 19 years, teaching grades 4-6. She currently is a general education teacher for the 4th grade as well as a third-year PBIS coach.

**Teresa Carr** is currently in her eighth year of teaching at McAuliffe School, a charter school. She has been a member of the McAuliffe Culture Team for four years.

**Heather Carter, Ph.D.**, is a School Psychologist with Salem Public Schools, grades PK-5.

**Nancy Charest** has served as the Early Childhood Center Director and as a Special Education Chairperson for the past eight years in the Salem Public Schools in Salem, Mass. She has 30+ years of experience in the field as an educator and administrator in both the general education and special education settings.

**Heidi Cloutier, M.S.W.**, received her MSW from the University of New Hampshire, is a NH Leadership Graduate, and was endorsed by the University of Connecticut's New England Positive Behavior Intervention and Supports Training of Trainers Program.

**Jennifer Comeau, BCBA**, is a licensed and Board Certified Behavior Analyst who currently works at the ARC of the South Shore in the Early Intervention program as a Developmental Specialist and Behavior Consultant to families.

**Erin Crosby, BCBA**, is a Board Certified Behavior Analyst who currently serves as an Educational and Behavioral Consultant at EASTCONN's Psychological and Behavioral Consultation Services department that provides consultation to school-based teams supporting students at the universal, targeted, and individual level in both public school and alternative school settings.

**Nicholas DeVita** is a School Psychologist for the Addison Northwest School District and also serves as the District PBIS Coordinator. He has worked with staff to design and implement social-emotional screening tools to reach at-risk students and provide students, families, and teachers with resources to meet the social-emotional and behavioral needs of all learners.

**Michael Domina** has 24 years of education experience as an Assistant Principal, a Teacher, and a District Support Specialist. He currently serves as the Principal of the McAvinue Elementary School in Lowell, Mass.

**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 13 years. Christine was honored in 2009 for her work in PBIS by the NYS Board of Regents.

**Katie Driscoll, B.A.**, has been a Director of Operations at BAMSI for over nine years; her current title is Director Special Projects. Most specifically, Katie is jointly retained by the ARC of Massachusetts to foster the goals Widening the Circle, a project that explores the benefits of relationships between people with disabilities and people without disabilities.

**Tobey Duble, M.A., LABA, BCBA**, is a School-Based Behavioral Consultant with May Institute. She currently works in various public school districts providing individual, class-wide, and district-level behavioral support.

**John Eagle, Ph.D.**, is a Professor in the School Psychology Program at Rhode Island College. His research centers on family-school-community partnership practices. He is a member of the PBIS Northeast Advisory Group.

**William Erwin, M.A.**, is a clinician at BAMSI with over 20 years of experience working at day programs, residential homes, and other settings to help persons supported through the Massachusetts Department of Developmental Services. Bill has served on the PBIS Leadership team at BAMSI from inception to date. He brings a wealth of experience implementing PBIS in adult settings.

**Lindsay Fallon, Ph.D., BCBA-D**, is an Assistant Professor at University of Massachusetts Boston. Her research interests include training and supporting stakeholders to implement behavioral interventions, particularly in high-need settings.

**Sarah Fefer, Ph.D., BCBA**, Associate Professor, received her doctoral degree from the University of South Florida's APA accredited program in School Psychology in 2013. Her research and clinical interests include disruptive behavior in children and adolescents, assessment and intervention related to academic and behavioral competence, and working with families and communities to support student success.

**Adam Feinberg, Ph.D., BCBA-D**, is an Assistant Research Professor at the University of Connecticut, and the Director of the Northeast PBIS Network. His research and clinical interests include the development and implementation of Multi-Tier Systems of Supports (MTSS) in schools and districts, with a focus on developing and supporting coaching knowledge, skills, and networks.

**Kathryn A. Francoeur, M.Ed.**, provides training, consultation, and technical assistance in the development and expansion of implementation of school-wide PBIS. Kathy also provides training and technical assistance to schools in the development of Rehabilitation for Empowerment, Natural Supports, Education, and Work (RENEW).

**Jennifer Freeman, Ph.D.**, is an Associate Professor in the Department of Educational Psychology and is a Research Scientist for the Center for Behavioral Education Research (CBER) at the University of Connecticut. Dr. Freeman studies the effects of multi-tiered systems of support such as Positive Behavior Interventions and Supports (PBIS) on outcomes at the high school level for high-risk student groups including students with disabilities.

**Jenlyn Furey, Ph.D.**, is an Assistant Professor in the School Psychology Program at Rhode Island College. Her areas of research include language and literacy, academic assessment and intervention, and Multi-Tiered System of Supports (MTSS).

**Lauren Giordano, BCBA**, has been working as a Behavior Analyst since 2009. She holds a master's degree in Psychology from Adelphi University, and received her Advanced Certificate in Applied Behavior Analysis from Long Island University in 2012. She has been employed as the Clinical Director at CO-OP since 2014 where she is responsible for implementing agency-wide PBIS.

**Erika Griffin** has been a member of their PBIS team since it was first created. She is a Licensed Clinical Social Worker (LCSW) for the Salem Public Schools Early Childhood Program and holds her School Adjustment Counselor certification as well.

**Leanne Hawken, Ph.D., BCBA**, is a Professor in the Department of Special Education at the University of Utah. She trains pre-service general and special education teachers on classroom behavior instruction. She also serves as a Co-Principal Investigator of the Behavior Response Support Team which supports Tier 1 and Tier 2 behavior supports in a large urban district.

**Marianne Jobson, B.A.**, has been working as a Kindergarten Teacher for the last eight years, both in the public and private school systems. She previously taught sixth grade on a reservation in northern Quebec, and is currently working on her master's degree as a Reading Specialist.

**Brendan Keenan, Ed.D., M.S.W.**, is the Director of Social Emotional Learning for the Wachusett Regional School District. Dr. Keenan has worked to increase student voices in their own planning, and in developing systems and structures to provide tiered supports to students to increase their chances of being successful in school.

**Deb LaValley** retired this year as Behavior Specialist and PBIS District Coach from Springfield Public Schools. She will join the PBIS District Leadership Team for 2019-20 to provide training and support to district teams.

**Tim Lewis, Ph.D.**, has been involved in special education for 30 years. Dr. Lewis has taught students with emotional and behavioral disorders in high school, elementary, and self-contained psychiatric settings. At present, Dr. Lewis is Professor of Special Education at the University of Missouri where he directs the University of Missouri Center for School-wide Positive Behavior Support and Co-Directs of the national OSEP Center for Positive Behavioral Interventions and Supports.

**Sharon Lohrmann, Ph.D.**, is an Assistant Professor of Pediatrics and Director of New Jersey Positive Behavior Support in Schools. Dr. Lohrmann is actively involved in promoting PBIS through scholarly and service activities.

**Erik D. Maki, Ph.D., LP, LMHC, NCSP**, is a Clinical Consultant for May Institute, an endorsed NEPBIS Trainer, and a SWIS Facilitator. He has provided PBIS and SWIS-related training, coaching, and technical assistance to public and charter schools throughout Massachusetts.

**JoAnne M. Malloy** is a Research Associate Professor at the Institute on Disability at the University of New Hampshire. She has directed several state and federally funded youth transition, employment, and dropout prevention projects with a focus on youth with emotional and behavioral disorders and implementation of PBIS and school mental health.

**Kerin McGue, M.Ed., BCBA** is the Director of the Autism Resource Center and PBIS Chairperson for The Arc of the South Shore. She also provides behavioral support in the Day Habilitation program, Community-based Day services, and Residential programs, and conducts the Crisis Prevention Training and Relationship and Sexuality training for the agency.

**Katie Meyer, Ph.D.**, is a Research Associate in the Department of Educational Psychology in the Neag School of Education at the University of Connecticut. She has multiple years of experience providing training and technical assistance to schools and districts in the areas of systems-wide, classroom, and individual PBIS practices, and supporting students with disabilities.

**Richard Ngibuini, BCBA**, is a clinician at BAMSI with over five years of experience supporting adults impacted by challenging behaviors. He can relate what it takes to provide intensive supports at a day program especially created to cater for persons that face serious behavioral challenges.

**Kristen Nightingale, M.Ed.**, has been a Special Educator in an urban school district for the past eight years. She has been the PBIS coach at Winslow School for the past two years. She has also been the family liaison at Winslow, which has helped build a strong partnership between families and Winslow staff.

**Lavonne Nkomo, M.M.**, is the PBIS Coordinator at the Paul V. Sherlock Center on Disabilities at Rhode Island College. She has provided extensive professional development training and technical assistance to schools across Rhode Island and Massachusetts. She is a member of the PBIS Northeast Advisory Group.

**Susan O'Shea, Ed.S., LABA, BCBA, CBIS**, is a graduate of SCSU, UCONN, and Simmons College. She is the Director of Quality Assurance and Clinical Services at The Arc of Greater Plymouth.

**Gene W. Pizzolato, M.S., CCC**, is a Massachusetts-licensed, nationally certified speech-language pathologist in private practice, consulting to day habilitation programs. He has provided diagnostic and therapy services to individuals with developmental disabilities and other populations since 1980.

**Sameira Preto** has a Master in Education degree with a focus on School Counseling. She recently became a member of the Culture Team. This is currently her second year at McAuliffe School.

**Robert Putnam, Ph.D., LABA, BCBA-D**, is Executive Vice President of Positive Behavioral Interventions and Supports and Consultation at May Institute. Dr. Putnam is an implementation partner with the National Technical Assistance Center for PBIS. He also serves as Vice President of Research Consultation at the National Autism Center. He has published extensively, and presents regularly at national, regional, and local conferences on these topics.

## » » » ABOUT THE PRESENTERS /CONT./

**Ellen Reinhardt** is a Multi-Tier Systems of Support implementation specialist who provides training and coaching to school and district teams in Rhode Island.

**Susan Roberts, Ph.D., LABA**, is the Clinical Director at BAMSI. She has over 25 years of clinical expertise helping those suffering with difficult behaviors to learn socially safe behaviors and attain greater independence. Dr. Roberts has served as the PBIS Champion for BAMSI from inception to date.

**Katie Robery, B.A.**, has been an Assistant Director of Operations at BAMSI for over four years. In addition to her role as the oversight for three homes supporting persons facing serious health and/or behavioral challenges, Katie is the go-to person for consultation in regard to sexuality education.

**Peter Rossi** is an Assistant Principal at Dartmouth Middle School. He has been involved with PBIS at the school since its inception in 2007.

**Sherry Schoenberg** is the State Coordinator for the Vermont BEST/PBIS Project, housed at the Center on Disability and Community Inclusion at the University of Vermont. She oversees the training, technical assistance, coaching, and evaluation supports to Vermont schools.

**Sandra Sears, M.A.**, is a doctoral student at the University of Connecticut with research interests in PBIS and disability, as well as in educational leadership.

**Brandi Simonsen** is a Professor of Special Education with tenure in the Department of Educational Psychology at the Neag School of Education, and the Co-Director of the Center for Behavioral Education and Research (CBER; [www.cber.org](http://www.cber.org)) at the University of Connecticut. She is also the Co-Director of the National Technical Assistance Center on Positive Behavior Interventions and Supports (PBIS; [www.pbis.org](http://www.pbis.org)), a Senior Advisor to the National Center on Intensive Interventions (NCII), and an editorial board member for the *Journal of Emotional and Behavioral Disorders*.

**Normand St-Georges** has been involved in the implementation of PBIS in three French-speaking school boards in Eastern Ontario from 2005 to 2010. From 2010 until now, he has been involved in the implementation of PBIS in 16 school boards (districts) in the province of Quebec. He has been the PBIS Coordinator and Trainer for the province while actively implementing in 96 schools as well as training 36 external coaches to ensure sustainability in all school boards.

**Sarah Tadmor** has been teaching at the at McAuliffe School for almost 10 years. She has been on the Culture Team since 2011.

**Amy Wheeler-Sutton** is the Training and Development Coordinator for the Vermont PBIS/BEST Project. She coordinates, designs, and delivers a variety of in-person and web-based professional development opportunities for educators in Vermont and presents best practices at statewide, regional, and national conferences.

**Sara Whitcomb, Ph.D., Licensed Psychologist**, is an Associate Professor and Licensed Psychologist at UMASS Amherst. Her research and clinical interests are in mental health promotion and positive behavioral support systems in schools, social-emotional learning, and behavioral and instructional consultation. Dr. Whitcomb is the Program Director and teaches courses in social-emotional and behavioral assessment and consultation.

**Sarah Wilkinson, M.A.**, is a doctoral candidate in the Special Education program at the University of Connecticut. Her primary research interests include applications of PBIS in high school and alternative settings, inclusive practices to support academic and behavioral success of all students, and teacher education.



## 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:



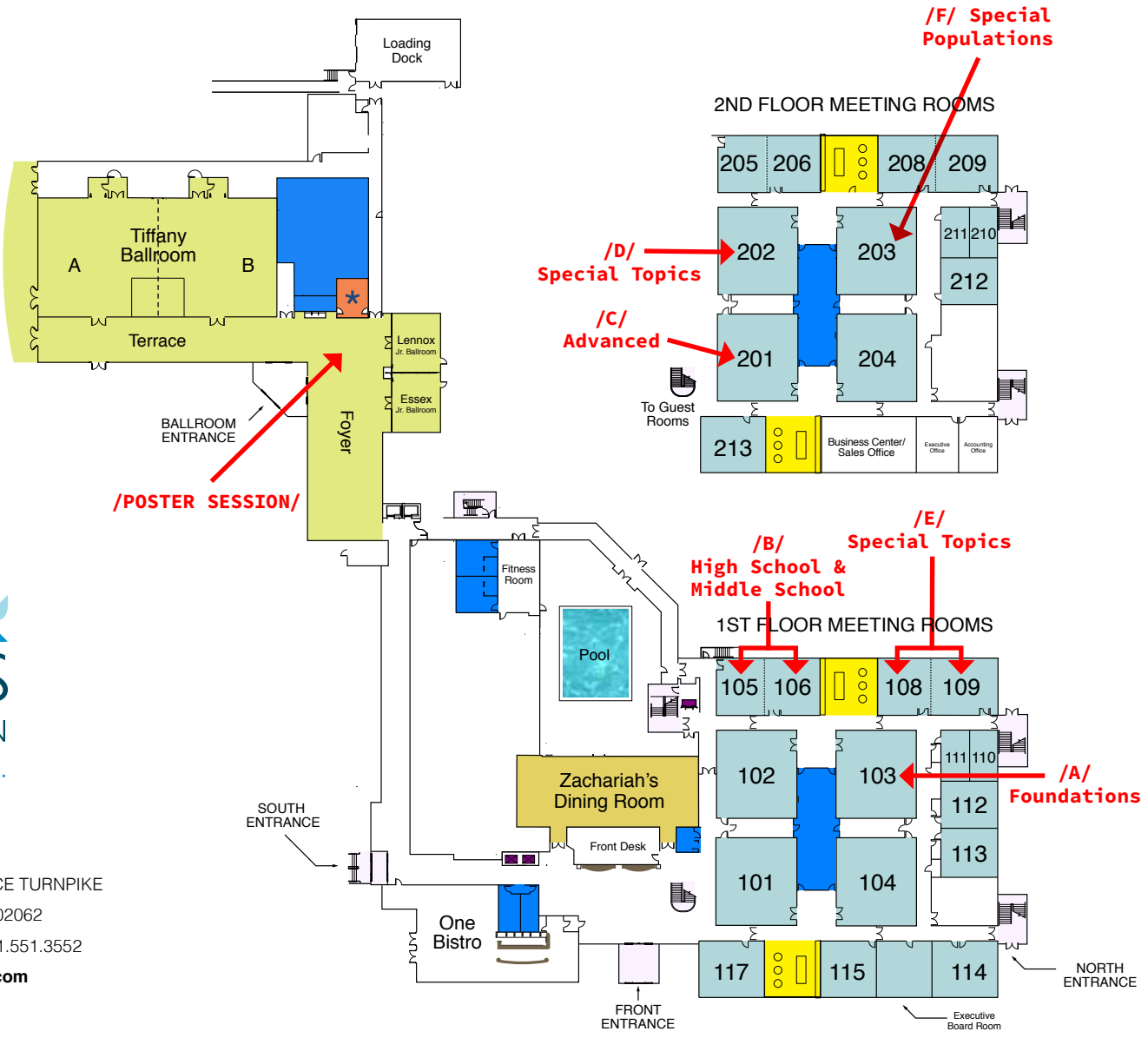
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**May Institute** is a nonprofit organization that is a national leader in the field of applied behavior analysis, serving individuals with autism spectrum disorder and other developmental disabilities, brain injury and neurobehavioral disorders, and other special needs. 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.

