**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 X/Twitter @MayInstitute and live-tweet using #MayPBIS, #PBISnerd

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

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Hydrate</th>
<th>Hydrate and eat healthy snacks</th>
<th>Hydrate and eat healthy snacks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Keep hands, feet and objects to self</td>
<td>Walk on the right side</td>
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<td>Stand to the side of the crowd when using cell phone to talk or text</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Engage in active listening</td>
<td>Actively engage in poster presentations (view, ask, discuss)</td>
<td>Use conversational voice volume</td>
</tr>
<tr>
<td></td>
<td>Ensure cell phones etc. are off or on silent</td>
<td>Wait patiently to talk with presenters</td>
<td>Introduce yourself to other New England PBIS colleagues</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Take notes or handouts to share with your team members</td>
<td>Take notes or handouts to share with your team members</td>
<td>Ensure your personal needs are taken care of during transitions</td>
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<td>Complete evaluations for each session</td>
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**Conference At-a-Glance**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>/Keynote</th>
<th>/Strands/</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 – 8:30 AM</td>
<td>Registration/Continental Breakfast</td>
<td>ALL</td>
<td>/A/ FOUNDATIONS /B/ SECONDARY SCHOOLS /C/ EQUITY/MENTAL HEALTH /D/ ADVANCED TIERS /E/ SPECIAL TOPICS /F/ IDD</td>
</tr>
<tr>
<td>8:30 – 8:45 AM</td>
<td>Opening Remarks</td>
<td>ALL</td>
<td>Room 108/109</td>
</tr>
<tr>
<td>8:45 – 9:45 AM</td>
<td>Morning Keynote</td>
<td>ALL†</td>
<td>Room 101</td>
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<tr>
<td>9:45 – 10:00 AM</td>
<td>Break</td>
<td></td>
<td>Room 101</td>
</tr>
<tr>
<td>10:00 – 11:00 AM</td>
<td>Early Morning Session</td>
<td>/A1/*</td>
<td>/E1/</td>
</tr>
<tr>
<td>11:00 – 11:15 AM</td>
<td>Break</td>
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<td>/F1/*</td>
</tr>
<tr>
<td>11:15 AM – 12:15 PM</td>
<td>Late Morning Session</td>
<td>/A2/*</td>
<td>/B2/</td>
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<tr>
<td>12:15 – 1:15 PM</td>
<td>Lunch</td>
<td>ALL</td>
<td>/B2/</td>
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<tr>
<td>1:15 – 2:15 PM</td>
<td>Afternoon Session</td>
<td>/A3/</td>
<td>/C2/</td>
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<tr>
<td>2:15 – 2:30 PM</td>
<td>Break</td>
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<td>/D2/</td>
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<tr>
<td>2:30 – 3:30 PM</td>
<td>Closing Keynote</td>
<td>ALL†</td>
<td>/E3/†</td>
</tr>
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*Approved for BACB CE Credits  †Approved for Psychology CE Credits  ‡Approved for BACB and Psychology CE Credits
May Institute is approved by the American Psychological Association to sponsor continuing education for psychologists. May Institute maintains responsibility for this program and its content. There is no known commercial support for this program.
Nikole Y. Hollins-Sims, Ed.D., is the senior educational consultant and strategist for Hollins-Sims Consultation. She formerly served as a technical assistance coordinator for the Midwest PBIS network and is a former Special Assistant to the Secretary of Education at the Pennsylvania Department of Education (PDE). One of her career highlights is serving as the lead author of the book titled Creating Equitable Practices in PBIS.

**Cultivating Educational Environments Where All Can Thrive: Centering Equity in MTSS Behavior Systems**

**Presenter:** Nikole Y. Hollins-Sims, Hollins-Sims Consultation, LLC

Implementation Level: **ALL**  
Strand: **KEYNOTE**

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

**Session Description:** Belonging is the feeling of being appreciated, validated, and treated fairly (Cobb & Krownapple, 2019). Educational frameworks like PBIS aim to create climates and cultures in schools where learners of all ages can obtain a sense of belonging and connection. By dreaming out loud, we can create these spaces with the practices we employ to honor dignity and affirm those we serve.

**Early Morning Sessions**

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

**Presenters:** Michelle Pratt and Emily Baton, May Institute

Implementation Level: **ALL**  
Strand: **FOUNDATIONS**

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

**Session Description:** This session will provide 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. 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 (school-wide, non-classroom, classroom, and individual).

**/B1/ Utilizing Youth Voice in Their Own Plans**

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

Implementation Level: **ALL**  
Strand: **SECONDARY SCHOOLS**

**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, Urban School/District Leaders, Rural School/District Leaders

**Session Description:** Youth with behavioral health concerns experience disproportionate rates of school discipline and exclusion and often lack the social networks to seek and receive help (Greenberg et al., 2011; Sabornie et al., 2005; Gopalan et al., 2010; Forness et al., 2012; Manteuffel et al., 2008). This session offers insight into how the strength-based, youth-driven approach can be highly effective, result in better outcomes, and promote school, home, and community engagement for transitioned-aged youth. Case examples and a video will be shared.

**/C1/ Transformative Systems Through Equity—Where Are We?**

**Presenter:** Nikole Y. Hollins-Sims, Hollins-Sims Consultation, LLC

Implementation Level: **ALL**  
Strand: **EQUITY/MENTAL HEALTH**

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

**Session Description:** Building a systemic infrastructure centered in equitable practices requires intentionality and application. This session will focus on level-setting around language, centering belonging, and describing current implementation efforts to map future goals. Participants will explain how they will plan how to evaluate, course correct, and enhance their practices of transforming systems.
**Late Morning Sessions/**

**/A2/ The Role of Implementation Science in Starting and Sustaining Effective Practices in Schools**

Room 114

*Strand: ADVANCED TIERS*

**Presenters:** Tobey Duble Moore and Katherine Meyer, University of Connecticut; and Kelly Williamson, Southbridge Public Schools

**Implementation Level:** ALL

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

**Session Description:** This session will describe the training and support provided to a district to guide the implementation of their advanced tier systems. We will share the model used to train District and School Teams to support sustained Tiers 2 and 3 implementation. A district representative from Southbridge Public Schools will discuss district support and school-level implementation.

**/E1/ A Preview of the Tiered Fidelity Inventory (TFI) 3.0**

Room 108/109

*Strand: SPECIAL TOPICS*

**Presenters:** Jennifer Freeman and Nicole Peterson, University of Connecticut

**Implementation Level:** ALL

**Intended Audience:** PBIS Team Members, PBIS Coaches, PBIS Trainers, School/District Administrators, Researchers, Parents/Families, Community Members, Urban School/District Leaders, Rural School/District Leaders

**Session Description:** This session will briefly overview the TFI, including the revision and validation process, and crosswalk the 2.1 and 3.0 tools to highlight key updates and resources as teams prepare to use the 3.0. Teams across implementation levels (including early implementers) are encouraged to attend.

**/F1/ Implementing PBS Support with Individuals with IDD / Implementing Massachusetts DDS Positive Behavior Support Regulations**

Room 101

*Strand: IDD*

**Presenters:** Emily Lauer and Christine Clifford, The Center for Developmental Disabilities Evaluation and Research; Cyndy Miller, Department of Developmental Services; and Bob Putnam, May Institute

**Implementation Level:** ALL

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

**Session Description:** This session will provide participants with an overview of the key components of the Massachusetts Positive Behavior Support regulations. Session leaders will discuss the status of these regulations and potential upcoming resources to assist organizations in implementing the regulations. A question-and-answer period will be available.

**/A1/ Supporting Implementation of Tier 3 Systems Advanced Tiers**

Room 114

*Strand: ADVANCED TIERS*

**Presenters:** Jennifer Freeman, University of Connecticut; and Erik Maki, May Institute

**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

**Session Description:** This political context threatens the safety and sense of belongingness of transgender youth. This session will highlight the challenges facing transgender students and strategies to support them.

**/B2/ Expanding Your Tier 2 Interventions—Brief Intervention for School Clinicians (BRISC)**

Room 103

*Strand: SECONDARY SCHOOLS*

**Presenters:** Bob Putnam and Chelsea Salvatore, May Institute

**Implementation Level:** ALL

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

**Session Description:** The Brief Intervention for School Clinicians program will be described. BRISC is a brief four-session, research-based, fully manualsed intervention strategy for use by professionals working indvidually with high school students experiencing emotional and behavioral stressors. BRISC was designed to be responsive to the typical presenting problems of high school students.

**/C2/ Supporting Transgender Students through PBIS**

Room 104

*Strand: EQUITY/MENTAL HEALTH*

**Presenters:** Jennifer Freeman, University of Connecticut; and Erik Maki, May Institute

**Implementation Level:** ALL

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

**Session Description:** The number of anti-trans bills introduced in 2023 has already doubled the volume introduced in 2022 (Shin et al., 2023). This political context threatens the safety and sense of belongingness of transgender youth. This session will highlight the challenges facing transgender students and strategies to support them.
Integrating and Aligning Multiple Initiatives at the District Level

**Presenter:** Sara DeLuca, Framingham Public Schools  
**Implementation Level:** ALL  
**Strand:** ADVANCED TIERS

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

**Session Description:** This session will feature how social-emotional learning, restorative practices, and academics can be integrated into a PBIS/MTSS framework.

How BCBAs and MH providers Can Improve Classroom Management Practices

**Presenters:** Amber Casavant, Fina Robertson, and Megan Wilson, Gardner Public Schools  
**Implementation Level:** ALL  
**Strand:** SPECIAL TOPICS

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

**Session Description:** This session will review research-based, high-leveraged classroom behavior support practices to increase academic engagement/on-task behavior. A case study of these practices across a district/school will be presented.

Universal Supports in Adult Residential Programs: A Competency-based Training Model

**Presenter:** Sarah Weddle, May Institute  
**Implementation Level:** ALL  
**Strand:** IDD

**Intended Audience:** PBIS Team Members, PBIS Coaches, PBIS Trainers, Researchers, IDD Staff

**Session Description:** This session will provide an overview of one organization’s approach to implementing universal supports in adult services. The task of training employees from non-clinical backgrounds requires both evidenced-based practices and thoughtful instructional design aligned with an organization’s needs and values. The presenter will provide an overview of training content and metrics helpful in bringing these practices to scale.

Answering the Why, What, and How of Classroom PBIS

**Presenters:** Nicole Peterson and Susannah Everett, University of Connecticut  
**Implementation Level:** ALL  
**Strand:** FOUNDATIONS

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

**Session Description:** This presentation supports early implementors as they apply the data, systems, and practices framework to implement PBIS at the classroom level. We will share helpful resources emphasizing equitable outcomes for students and staff.

Making Check-In/Check-Out (CICO) Feasible and Effective in High Schools

**Presenter:** Angus Kittelman, University of Missouri  
**Implementation Level:** ALL  
**Strand:** SECONDARY SCHOOLS

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

**Session Description:** This session will describe the core features and organizational systems needed to support Check-In/Check-Out (CICO) in schools. Recent study findings from a federally funded research project will also be shared, describing how core features of CICO were adapted to improve feasibility and effectiveness in high schools.

Embedding Restorative Practices in an MTSS Framework

**Presenter:** Sara DeLuca, Framingham Public Schools  
**Implementation Level:** ALL  
**Strand:** EQUITY/MENTAL HEALTH

**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:** Participants will get the chance to review a set of restorative practice interventions, practice using them, and think about what school-wide implementation would look like.
**/D3/ Tier 3: A Model Demonstration**

*Presenters:* Amber Casavant, Gardner Public Schools; and Stephanie St. Joseph, May Institute  
*Implementation Level:* ALL  
*Strand:* ADVANCED TIERS  
*Intended Audience:* PBIS Team Members, PBIS Coaches, PBIS Trainers, Teachers, School/District Administrators  
*Session Description:* This session examines the impact of both improved Tier 3 PBIS systems implementation fidelity as measured by Tiered Implementation Fidelity (TFI) as well as an improved implementation of individual behavior support practices with a targeted group as compared to Tier 3 treatment as usual in a high-needs elementary school.

**/E3/ Integrated Literacy and Behavior Skills Intervention Across Tiers**

*Presenters:* Katherine Meyer, Tobey Duble Moore, Jessica Bourget, Chloe Melton, and Ashley Plumb, University of Connecticut  
*Implementation Level:* ALL  
*Strand:* SPECIAL TOPICS  
*Intended Audience:* PBIS Team Members, PBIS Coaches, PBIS Trainers, Teachers, School/District Administrators, Researchers, Parents/Families, Special Services Staff, Alternative Setting Implementers, Community Members, Urban School/District Leaders, Rural School/District Leaders, IDD Staff  
*Session Description:* Presenters will provide an overview of ongoing studies evaluating a) the effectiveness of an integrated reading and behavior skills intervention in Tier 3 contexts, b) intensive integrated reading and behavior skills intervention in Tier 3 contexts, and c) plans for an integrated reading and behavior skill intervention in Tier 2 contexts that is in development. Implications for practice include promoting family involvement and educator training and coaching.

**/F3/ Using Teaming and Data to Support Individuals at all Tiers**

*Name of Presenter(s):* James Mchome, Aspire Living & Learning; and Christine Downs May Institute  
*Implementation Level:* ALL  
*Strand:* IDD  
*Intended Audience:* PBIS Team Members, PBIS Coaches, PBIS Trainers, IDD Staff  
*Session Description:* Data collection and analysis to improve effectiveness, efficiency, and sustainability in the implementation of a multi-tiered system of support is a paramount need in adult Intellectual and Developmental Disability agencies. The purpose of this session is to introduce two simple data collection tools in the areas of staff program and individual progress mapping. These tools can be adopted by agencies to monitor staff consistency, measure incremental individual progress, and to create prevention and intervention strategies for both groups. Given time to action plan, participants will explore and discuss how each tool might be incorporated into agency practices to improve overall agency outcomes, set achievable goals, and enhance quality of life for individuals served.

**/Closing Keynote Address/**

*Creating Classrooms that Support All Learners: Centering Equity in Classroom PBIS*  
*Presenter:* Brandi Simonsen, University of Connecticut  

**Brandi Simonsen, Ph.D.,** is a tenured professor of Special Education in the Neag School of Education at the University of Connecticut. She is also a Co-Director of the National Center on Positive Behavioral Interventions and Supports (PBIS; www.pbis.org), Co-Principal Investigator of the National Multi-Tiered System of Supports Research Network (MTSS-RN; www.mtss.org), and a Senior Advisor to the National Center on Intensive Interventions (NCII; www.intensiveintervention.org). Dr. Simonsen’s scholarship focuses on supporting educators’ implementation of PBIS practices across a continuum of settings.

*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, Alternative Setting Implementers, High School Implementers, Alternative Setting Implementers, Community Members, Urban School/District Leaders, Rural School/District Leaders, IDD Staff  
*Session Description:* The closing keynote will provide a call to action for educators to (a) center equity in classroom PBIS; (b) support and respond to ALL students’ SEB needs with positive, proactive, evidence-based, and culturally relevant classroom PBIS practices; (c) use data to guide decision; and (d) Invest in systems to support educators’ implementation of classroom PBIS.
Emily Baton, Ph.D., LABA, BCBA, has been actively involved in providing professional development, training, and research in implementing PBIS for the last five years. She has been particularly interested in how to create better partnerships between schools, families, and the community. Emily is a Post Doctoral Fellow in PBIS at May Institute.

Jessica Bourget, M.Ed., is a fourth-year doctoral candidate at the University of Connecticut and a former elementary special education teacher. Her research interests include evaluating and implementing reading interventions within multi-tiered systems and supports, as well as training early career teachers.

Amber Casavant, M.Ed., LABA, BCBA, is the MTSS/PBIS District Coordinator for Gardner Public Schools in Massachusetts. Mrs. Casavant has been a Board Certified Behavior Analyst for over 10 years. Mrs. Casavant has given several presentations at conferences in New England, as well as nationally and internationally. Mrs. Casavant was recently published by the Center on PBIS as a co-author on a brief for Improving Tier 3 Implementation.

Christine Clifford, MHP, is a Project Director at the Center for Developmental Disabilities Evaluation and Research (CDDER), Eunice Kennedy Shriver Center. In this position, she supports the rollout of PBS.

Sara DeLuca, M.Ed., MTSS, is the Multi-Tiered System of Support (MTSS) and Social Emotional Learning Coordinator for Framingham Public Schools. Through this work, she has brought social-emotional curriculum, integrated social-emotional classroom practices, and a set of research-based interventions grounded in Restorative Practices to the district. This work has been grounded in a Framingham-specific MTSS process that focuses on a whole-child approach.

Christine Downs, M.Ed., is 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 20 years. Christine was honored in 2009 for her work in PBIS by the NYS Board of Regents.

Tobey Duble Moore, M.A., LABA, BCBA, is a Doctoral Fellow in Special Education at the University of Connecticut with a focus on PBIS, Advanced Tiers, policy, and systems. She continues to work as a School-Based Behavioral Consultant with May Institute. In addition, she has previously supported various public school districts, providing individual, class-wide, and district-level behavioral support and PBIS technical assistance.

Susannah Everett, Ph.D., is an Assistant Professor in Residence in the Special Education Program at the Neag School of Education at the University of Connecticut. Her interests include supporting pre-service and current educators in the areas of classroom support, advanced tiers implementation, and data-based decision-making.

Kathy Francoeur, M.Ed., Co-Director of Training and Technical Assistance for the Children’s Behavioral Health Team at the Institute on Disability, provides training and consultation in the development and expansion of the Multi-Tiered System of Support for Behavioral Health and Wellness Framework (MTSS-B) for New Hampshire schools. Kathy is a National Trainer and leader in the development of Resilience Empowerment and Natural Supports for Education and Work (RENEW), a school-to-career transition planning process to help at-risk youth engage in high school completion and post-secondary options.

Jennifer Freeman, Ph.D., is an associate professor in the Department of Educational Psychology, a partner with the National Center on PBIS, and 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 PBIS, on outcomes at the high school level for high-risk student groups, including students with disabilities.

Nikole Y. Hollins-Sims, Ed.D., is the senior educational consultant and strategist for Hollins-Sims Consultation. She formerly served as a technical assistance coordinator for the Midwest PBIS network and is a former Special Assistant to the Secretary of Education at the Pennsylvania Department of Education (PDE). One of her career highlights is serving as the lead author of the book titled Creating Equitable Practices in PBIS.

Angus Kittelman, Ph.D., is an Assistant Professor within the Department of Special Education at the University of Missouri. His research areas include positive behavioral interventions and supports, implementation science, and implementing and evaluating school-based interventions for students with emotional and behavioral problems. Angus is the co-principal investigator of a federally funded research project focused on scaling up an adapted Check-In/Check-Out (CICO) program in high schools.

Emily Lauer Ph.D., M.P.H., is an Associate Professor, Department of Family Medicine and Community Health, UMass Chan Medical School, and Director of Center for Developmental Disabilities Evaluation and Research (CDDER), UMass Chan Eunice Kennedy Shriver Center. In this position, she supports the rollout of PBS.

Erik D. Maki, Ph.D., L.P., NCSP, is a clinical consultant at May Institute. He primarily provides training and technical assistance to districts and schools around the implementation of PBIS. He also provides consultation to teachers, programs, schools, and districts focused on identifying and meeting the mental and behavioral health needs of students.

James Mchone, B.A., began his career as a direct support professional, where he developed a passion for PBS and leadership development. He currently works as a Clinical Case Coordinator at Aspire Living & Learning. In the last eight years, he has worked to implement PBS in multiple roles, including chairing the Universal and PBS Leadership Committee.

Chloe Melton, M.Ed., is a third-year doctoral student at the University of Connecticut and a former special education teacher. Her areas of interest include intensive reading interventions, integrating academic and behavioral supports within an MTSS framework, teacher preparation, and professional development.

Katherine Meyer, Ph.D., LP, is a research associate with the Center for Behavioral Education and Research (CBER) at the University of Connecticut. She provides training and technical assistance to schools and districts implementing multi-tiered systems of support.

Cynthia Miller, M.A., is the Director of Risk Management for the Massachusetts Department of Developmental Services (DDS). She serves as the lead Project Manager for the DDS PBIS systems change initiative. Ms. Miller has served in key operations management and project management roles in DDS and at the Executive Office of Health and Human Services for over 35 years. She has also held several positions in a provider organization supporting people with intellectual and developmental disabilities.

Nicole Peterson, Ph.D., is a cross-disciplinary research associate at the University of Connecticut, and a member of the Northeast PBIS (NEPBIS) leadership team. Her primary research interests include teacher professional development, measurement, and student behavior.

Ashley Plumb, M.Ed., is a former elementary special education teacher and is currently a third-year doctoral student at the University of Connecticut, where her primary research interests include supporting students who demonstrate persistent contextually inappropriate challenging behaviors, training and coaching early career teachers, and equitable school practices.

Michelle Pratt, M.Ed., has been providing school- and home-based consultative services to children and young adults with disabilities, school teams and families through May Institute for the past 28 years. She has presented at local and regional conferences supporting families, educational teams, and community agencies on numerous topics. Michelle is a PBIS Facilitator through May Institute and is also a certified SWIS (School-Wide Information Systems) Facilitator.
Robert Putnam, Ph.D., LP, LABA, BCBA-D, is the 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 Vice President of Research Consultation at the National Autism Center. He has published extensively and regularly presents at national, regional, and local conferences on these topics.

Fina Robertson, M.Ed, LABA, BCBA, is primarily an elementary-level based BCBA for Gardner Public Schools. Fina is a doctoral student for a Ph.D. in Behavior Analysis through Endicott College. Fina’s research interests are primarily within public education settings with a focus on systems and high-leverage classroom practices.

Chelsea Salvatore, M.A., BCBA, is a pre-doctoral intern with the PBIS team at May Institute. She has a master’s in school psychology from the University of South Florida and is a BCBA. Her research interests include increasing equity within PBIS.

Brandi Simonsen, Ph.D., is a tenured professor of Special Education in the Neag School of Education at the University of Connecticut. She is also a Co-Director of the National Center on Positive Behavioral Interventions and Supports (PBIS; www.pbis.org), Co-Principal Investigator of the National Multi-Tiered System of Supports Research Network (MTSS-RN; www.mtss.org), and a Senior Advisor to the National Center on Intensive Interventions (NCII; www.intensiveintervention.org). Dr. Simonsen’s scholarship focuses on supporting educators’ implementation of PBIS practices across a continuum of settings.

Stephanie St. Joseph, Ph.D., is a technical assistance PBIS consultant at May Institute. She has been a nationally certified school psychologist since 2008. She has spent much of her career working with state and district leaders on the implementation of Multi-Tiered Systems of Supports (MTSS), as well as being a leader in her school district for working with children with autism spectrum disorder, and special education law. She has experience working with the National PBIS Technical Assistance Center and is continuing research with the National Technical Assistance Center regarding PBIS and equity.

Alex Utley, M.S., LABA, BCBA, is the Assistant Program Director of the School Consultation Program at May Institute. She completed her doctoral degree in School Psychology at Mississippi State University. Her interests include applied behavior analysis, school consultation, and PBIS.

Sarah Weddle, Ph.D., BCBA-D, LP (MA), is the Divisional Director of Clinical Services and Training for Adult Services at May Institute. She serves as the Chair of the Adult Services PBS Leadership Team at May Institute. Her role is to develop and oversee service standards for the division, design and implement training, and monitor key metrics to achieve systems-level goals.

Kelly A. Williamson, Ed.D., has served as Director of Social Emotional Learning for Southbridge Public Schools since February of 2021, and was appointed Director of Elementary Education for the district in September of 2023. Dr. Williamson has 22 years of experience in education and holds a Doctor of Education from Northeastern University. Her program of research includes social-emotional learning and development, school readiness programming, and caregiver engagement.

Megan Wilson, CAGS, NCSP, is a licensed school psychologist currently in the role of Multi-Tiered Systems of Support (MTSS) Administrator at Gardner Elementary School. She also serves as an on-site supervisor for graduate students attending the school psychology program at Worcester State University.

/PBIS CONFERENCE ACTIVITIES/

1/ Individual Team Member Note-Taking Worksheet

Team Member Name: __________________________

/ACTION PLAN PRIORITY AREA/

Breakout Session Number & Title: __________________________

Supporting Research: __________________________________________________________________________________________

Operationally define the presentation topic/intervention? __________________________

Ideas to Incorporate Within my School(s): __________________________

Essential Features: __________________________________________________________________________________________

Key Points to Presentation: __________________________

/TAKE BACK POINTS/

Share This Information With: __________________________

Key Points of Session: __________________________
### Individual Team Member Note-Taking Worksheet

Team Member Name: __________________________

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### Individual Team Member Note-Taking Worksheet

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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, the University of Connecticut, the University of Missouri, and the University of South Florida.