

Minnesota Presentations N= 9

Posters N=4

Network Session

Focus on what diversity and human rights in PBS means across different countries

Panel

A09 Gold Coast

Strand: Home and Community/IDD

Type: Skill Development

A Person Centered Approach Towards Better Health Outcomes for Adults with IDD

The healthcare system can be daunting for the general population, and for people with IDD, communication issues are seen as an

important aspect of this problem. This presentation will provide participants with person centered materials and strategies to

conduct interviews and present information on a One Page Health Profile which may be shared with medical staff in order to

promote greater health literacy and better health outcomes for people with IDD.

Molly Dellinger-Wray, Virginia Commonwealth University, Richmond, VA; Mariah Tricker, Minnesota Department of Human

Services, Cambridge, MN

A10

B08 Crystal C

Strand: Family/Home and Community/IDD/Mental Health

Type:

Collaboration Across Nonprofit Agencies to Support Family, School, Community Partnerships in PBS/APBS

Join members of the APBS Intellectual/Developmental Disabilities and Family committees and collaborative partners in an

interactive conversation and resource sharing of evidence-based practices in home-school-community partnerships across the life span.

Kiki McGough, APBS, Arvada, CO; Karen Gifford, APBS, Scottsdale, AZ; Rachel Freeman, University of Minnesota, Institute on

Community Integration, Minneapolis, MN; Michele Williers, PEAK Parent Center, Colorado Springs, CO

C08 Crystal C

Strand: Home and Community/IDD

Type: Policy

Scaling Up PBS With Advocate-Driven Leadership Statewide in Disability Services

Change occurs when people with disabilities are directly involved in the meetings where decisions are being made that impact them. Learn how one state is increasing the leadership-level contributions made by self-advocates in PBS related to training, evaluation, and long-term planning. Perceptions of PBS implementation will be shared from the perspective of self-advocates, and examples of how these advocates are taking on more leadership of PBS implementation statewide are discussed.

Rachel Freeman, Jessica Simacek, Danelle Dunphy, University of Minnesota, Institute on Community Integration, Minneapolis, MN;

Jennifer Jeffrey-Pearsall, Sheppard Pratt, Mid-Atlantic PBIS Network, MD

D10 Water Tower

Strand: Home and Community/IDD

Type: Conceptual

Acceptance and Commitment Therapy (ACT): Aligning our Work Towards Increasing Quality of Life

ACT gives the practitioner a means to transform and improve the effectiveness of data driven, behavior change towards more positive, antecedent based strategies. We will review ACT processes while relating them to behavioral principals. You will see how psychological flexibility is increased and learn to functionally sort through problems in ways that help people live harmoniously with their values. A mindfulness tool will be demonstrated so attendees can customize it for the people they support.

Jodi Cushman-Purcell, Larry Krog, State of Minnesota, St. Paul, MN

H02 Regency C

Strand: School-Wide Systems (Tier 1)

Type: Conceptual

An Implementation Science Lens on PBIS: Recent Applications Across Tiers and Implementers

Three researchers provide an overview of core implementation science concepts and share recent research that addresses patterns in initial implementation of advance tiers of PBIS, rural PBIS implementation variables across tiers, and a model for the measurement of staff commitment to implement PBIS.

Kevin Filter, Minnesota State University, Mankato, MN; Angus Kittelman, University of Missouri, Columbia, MI; Erin Chaparro,

University of Oregon, Eugene, OR

H09 Gold Coast

Strand: IDD

Type: Skill Development

Key Features of Tiered Positive Behavior Support Across the Lifespan

This presentation outlines the key features disability organizations need to implement tiered person-centered Positive Behavior Support. Learn more about how to start implementing tiered PBS in your organization using standards of practice across the lifespan and leveraging core implementation features. Participants will have the opportunity to share their experiences, and will get access to a MN Standard of Practice guide and other resources that can be used to get started implementing culturally responsive PBS.

Jennifer Jeffrey-Pearsall, Sheppard Pratt, Baltimore, MD; Rachel Freeman, Jessica Simacek, Dani Dunphy, University of Minnesota, Institute on Community Integration, Minneapolis, MN
J02 Regency C
Strand: Integration and Alignment
Type: Policy

PBIS and School Linked Behavioral Health (SLBH): Local Implementation and Alignment

Minnesota has a history of intentional alignment and collaboration across agencies to work toward increasing positive shared outcomes, including use of the PBIS framework to support and enhance evidence-based School Linked Behavioral Health (SLBH) practices. Strategies shared include using a Give/Get table to initiate and sustain partnerships, leveraging state agency support to increase and sustain the number of PBIS/SLBH schools and sharing examples of local PBIS/SLBH schools through a webinar series.

Angela Scott, Erin Farrell, Garrett Petrie, Kristin Lofgren, Whitney Lester, Minnesota Department of Education, Minneapolis, MN
K05 Plaza
Strand: School-Wide Systems (Tier 1)
Type: Conceptual

Considerations for an Adapted PBIS Coaching Model Targeting Buy-In

Insufficient staff buy-in is a commonly cited barrier to successful initial and sustained implementation of SWPBIS; however, there is limited research on ways to address such challenges. This session will walk through an adapted PBIS coaching model that incorporates implementation support for front-line implementers, specifically addressing insufficient fidelity related to staff buy-in. Further, the presentation will summarize the two studies that were conducted to develop the proposed model.

Sammi Cowger, Megan Denhof, Kevin Filter, Minnesota State University, Mankato, MN
Poster 109
Strand: Mental Health
Type: Research

A Systematic Review of the Programs and Practices that Influence School Connectedness

This poster will summarize the results of a systematic review aimed at identifying the programs and practices that are likely to increase school connectedness for secondary students. Implications for alignment with PBIS practices will be discussed.

Danielle German, Kevin Filter, Janet Bechtold, Taylor Ferrazzo, Whitney Sumihi, Minnesota State University, Mankato, MN

Poster 127

Strand: Families and Parent Supports

Type: Research

Inclusion of Social Validity Assessment in Autism Evidence-Based Practices

Practitioners must evaluate the social validity of evidence-based practices to guide decision-making. It is imperative that goals, procedures, and outcomes are acceptable to students, caregivers, educators, and other parties. The current study evaluated social validity reporting in manuscripts used to establish evidence-based practices for students with autism.

Amber Reilly, M.Y. Savana Bak, University of Minnesota, Minneapolis, MN

Poster 138

Strand: School-Wide Systems (Tier 1)

Type: Policy

“Logic of Logic Models” [In Real Life]: MN Statewide PBIS Blueprint Logic Model

“If you can’t understand [and] explain what the outcomes are... It’s really hard to talk about the interventions [and] improving the

efficiency of what you’re trying to accomplish.” – George Sugai, APBS 2015

Examine a real-life PBIS logic model with differentiated focus areas. Review our progress so far, and share your own

recommendations for improving Minnesota’s system-antecedents and practice-behaviors that may continue to improve

outcomes at larger, more equitable scales of social significance.

Minnesota PBIS State Leadership Team, Minnesota Department of Education and Regional Implementation Projects, Minnesota,

MN; Garrett Petrie, Sarah Sirna, Minnesota Department of Education, Minneapolis, MN

Poster 139

Strand: Individual Students and Tier 3

Type: Research

Addressing Trauma and Mental Health in Schools for Students with Disabilities: A Scoping Review

When traumatic experiences and mental health needs intersect with intellectual and developmental disabilities (IDD), gaps in effective screening, assessment, and intervention are clear. Through a comprehensive literature review, we will share what is known, and not known, about what school personnel can do to effectively identify and address the complex needs of students with IDD. Our goal is to explore how a trauma lens may be used to enhance positive behavior supports through interdisciplinary approaches.

Ashleigh Avina, University of Minnesota, Minneapolis, MN