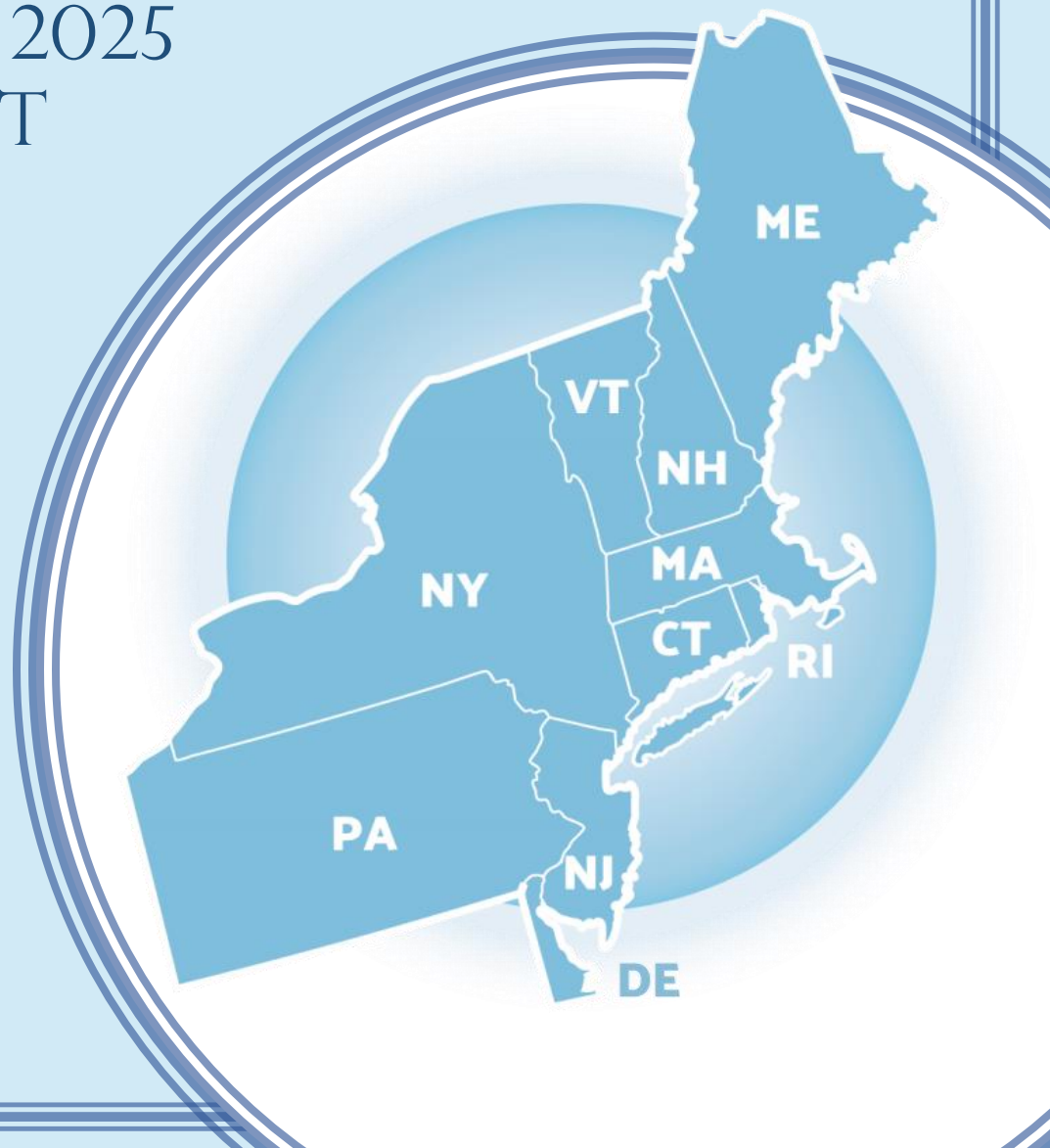


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# Northeast PBIS Network Leadership Forum

MAY 15-16, 2025  
MYSTIC, CT



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## Thursday, May 15, 2025

**8:30 AM** **Welcome and District Recognition**  
*Susannah Everett, University of Connecticut*

Marriott  
Ballroom

### Gold Level

Bangor School Department (ME)  
Boxford Public Schools (MA)  
Clifton Public Schools (NJ)  
Conewago Valley School Department (PA)  
Franklin Township Schools (NJ)  
Gardner Public Schools (MA)  
MSAD #17 (ME)  
Orleans Southwest Supervisory Union (VT)  
Portland Public Schools (ME)  
Regional School Unit 4 (ME)  
Regional School Unit 25 (ME)  
Southbridge Public Schools (MA)  
SAD #1 (ME)  
Woonsocket Education Department (CT)

### Silver Level

Consolidated School District of New Britain (CT)  
MSAD #60 (ME)  
Regional School Unit 22 (ME)  
Regional School Unit 24 (ME)  
Regional School Unit 67 (ME)

### Bronze Level

Agawam Public Schools (MA)  
Dayton Consolidated (ME)  
Dennis-Yarmouth Regional (MA)  
Ledyard Public Schools (CT)  
Lenox Public Schools (MA)  
Marie H. Katzenbach School for the Deaf (NJ)  
Portsmouth School Department (RI)  
Township of Union Public Schools (NJ)  
West Springfield Public Schools (MA)

**9:00 AM** **Keynote Address: *Where Do We Go From Here: Apathy or Advocacy?***  
*Clynita Grafenreed, University of Washington*

**10:15 AM** **Break**

**10:30 AM** **Session Block A**

Concurrent Sessions

*Schoolwide*

### **Getting Past the Slump: Reignited and It Feels So Good!**

This session will offer strategies to the most common reasons why we experience inconsistency with Tier 1 implementation and staff buy-in. Attendees will learn multiple evidence-supported strategies that can re-energize implementation and sustain efforts.

*Gizem Tatarer, Michelle Mead, & Karen Paulvin, New Jersey Positive Behavior Support in Schools (NJ PBSIS)/ Rutgers University*

*Classroom*

### **A Universal Function-Informed Intervention in General Education Classrooms**

We will discuss how information about why students engage in patterns of contextually inappropriate behaviors can help us develop a class-wide behavior support plan that increases engagement and decreases disruptions.

*Ashley Plumb, University of Connecticut*

*Advanced Tiers*

### **Enhancing and Expanding Targeted/Tier 2 Interventions Within the PBIS Framework**

Teams will learn how to prioritize universal features while refining and developing targeted/Tier 2 systems, data, and practices using function-based and restorative approaches. Examples from a Vermont school district will be provided.

*Amy Wheeler-Sutton & Sherry Schoenberg, University of Vermont; Jayme Gaudet, Colchester School District*

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*Mental Health*

**The CSDE Behavioral Health Pilot and Norwalk: Integration of Systems – Technical and Adaptive Shifts**

This presentation explores the integration of behavioral, attendance, and mental health systems in Norwalk, emphasizing both technical and adaptive shifts. It will highlight how aligning these systems supports student success, focusing on strategies to improve outcomes through data-driven decision-making, cross-department collaboration, and proactive interventions. Participants will gain insights into fostering a cohesive approach to addressing challenges and promoting well-being in educational environments.

*Kimberly Traverso, CT State Department of Education; Sandra Faoes & Robert Pennington, Norwalk Public Schools*

*Equity*

**Leveraging Success for All: Implementing Tier 1 MTSS for Behavior**

Participants will learn how the empirically supported components of MTSS-B create an equitable framework for general and special education students that effectively structures the educational environment to improve academic engagement and minimize exclusionary discipline practices.

*Erin Brewer & Alyssa Rodriguez, University at Albany, SUNY*

*Training and Coaching*

**Supporting Staff to Try New Practices: The Mindset, Fidelity, Investment Connection**

This session will stretch our understanding of capacity building and provide practical strategies that you can use. Join me as we consider how a ‘brokerage’ approach shifts the way in which we support our colleagues to engage in implementation.

*Sharon Lohrmann, NJ PBSIS/Rutgers University*

*Family, Student and Community Voice*

**Fresh Perspectives, Relevant Practices and Inspiring Leadership: Guide Implementation by Engaging Student Voice**

Come learn how two schools leverage student voice to build resilient systems by co-creating school-wide expectations, data-driven problem-solving processes, and action plans for improved outcomes. Elementary and high school examples will be shared through school-based coaches and student feedback.

*Courtney Angelosante & Sarah Wilkinson, Maine PBIS; Whytne Crabtree, RSU #24; Shelly Morin, Bangor School Department*

*Special Topics*

**A Tier 1 Approach to Improving Attendance**

This session will illustrate how PBIS can be incorporated into an approach to improve attendance with Tier 1 supports. A rationale will be provided along with strategies and examples for improving attendance through practice, data, and systems.

*Cecelia Leong, Attendance Works; Steve Goodman, University of Connecticut*

**11:45 AM Lunch**

**12:45 PM Session Block B**

*Concurrent Sessions*

*Schoolwide*

**Improving Meaningful School and District Level Outcomes With PBIS**

Interested in supporting equitable outcomes, family-school partnerships, mental and behavioral health or understanding the cost-effectiveness of PBIS? Learn from our experiences supporting schools’ PBIS implementation and identify innovative ideas to bring back to your school.

*Chelsea Salvatore, Emily Baton, Alex Utley & Erik Maki, May Institute*

*Classroom*

**Accommodations for Students with Disabilities: Addressing Behavioral and Academic Connections**

This session addresses how accommodations for behavior booster or hinder academic success. We will look at different definitions, types of accommodations, share strategies and lived experience for IEP teams on ways to improve practice.

*Laura Kern, University of South Florida; Kathryn Dooley, University of St. Joseph; Ryan Bird, Landmark College*

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*Advanced  
Tiers*

**Designing an Interconnected Advanced Tier System**

Learn how to design an interconnected advanced tier system that seamlessly integrates academic, social emotional behavioral, and mental health supports. This session explores data-driven decision-making, collaboration across disciplines, and evidence-based interventions to create a responsive, student-centered framework that strengthens early intervention and support within a Multi-Tiered System of Supports (MTSS).

*Bob Putnam, May Institute; Amber Casavant, Gardner Public Schools*

*Mental  
Health*

**Aiming High: Adapting the Aim Curriculum for Emotional Support Classrooms**

This session will explore the implementation of the Accept, Identify, Move (AIM) curriculum in a high school emotional support program, including a description of consultation support and outcomes.

*Jen Francisco & Laura Rutherford, Devereux Center for Effective Schools*

*Equity*

**Amplifying Voice to Advance Equity: Farmington Public Schools**

Discover how Farmington Public Schools embeds equity, voice, and agency to create empowering learning environments and foster meaningful connections. Gain practical, data-driven strategies that equip students as change agents and advance district-wide equity initiatives rooted in core values.

*Natalie Simpson, Kathy Greider, Lisa Kacpinski & Veronica Ruzek, Farmington Public Schools*

*Training  
and  
Coaching*

**Essential Data, Systems, and Practices from the State to the School Level**

Discover how data, systems, and practices interconnect across state, district, and school levels. Gain insights into their alignment and leave with actionable strategies to enhance implementation in your unique educational context.

*Ellen Reinhardt; MTSS-RI, Michele Walden-Doppke, MTSS-RI; Kristen Petrarca, Brown Health; Jason Masterson, Portsmouth School Department*

*Family,  
Student and  
Community  
Voice*

**Enhancing Self-Regulation Interventions for High School Students Using Student Voice**

This session will include an overview of how student voice can enhance student outcomes such as classroom behavior, self-determination, and student-teacher relationships when embedded into self-regulation interventions. Practical implementation suggestions and resources for further reading will be provided.

*Sara Estrapala, University of Missouri*

*Special  
Topics*

**School Personnel Suicide Prevention Training: Best and Promising Practices**

Youth deaths from suicide have been increasing in the U.S. Educating school personnel, using the MTSS framework, is a key component of successful school-based suicide prevention. This workshop will provide an overview of best and promising practices and available research.

*Margaret Paccione-Dyszlewski, Emma Pendleton & Kimberly LaFountain, Bradley Hospital*

**2:00  
PM**

**Break**

**2:15  
PM**

**Session Block C**

*Schoolwide*

**Integrating the Whole School, Whole Child, Whole Community Model within MTSS**

Discover how to integrate the Whole School, Community, Child model into MTSS to enhance academic, behavioral, and social-emotional outcomes. Gain actionable strategies for fostering collaboration, maximizing resources, and creating equitable, whole-child-focused school environments.

*Rosemary Reilly-Chammat & Samantha BrinzRhode Island Department of Elementary and Secondary Education; Amy Burns, North Smithfield High School; Kristin Murray, Warwick Public Schools*

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Concurrent Sessions

Classroom

**Why Are they Doing That? Behavior 101: Understanding Student Behavior**

As an educator, have you ever wondered “why are my students doing that”? If so, attend this session to receive an overview of behavioral principles, functions of behavior and the keys to successfully addressing student classroom behaviors.

*Clynita Grafenreed, University of Washington*

Advanced  
Tiers

**Policy and Practice for FBA-BIPs: Interpreting the New Federal Guidance on FBAs**

This session will review the Office of Special Education Program (OSEP)'s new guidance on FBAs. Expanded policy recommendations, implications for practice, and further gaps between policy and best practice will be discussed.

*Tobey Duble Moore, University of Connecticut*

Mental  
Health

**Integrating Mental Health Supports Using a Data-Driven Tier 2 Framework**

Tier 2 is not always the highlight of the show! Let’s look at how focusing on Tier 2 resources both within the school and through community partnerships can assist in building a pathway to access mental health services.

*Jennifer Brennan & Nate Harris, Boston Children's Hospital Neighborhood Partnerships; Marlene DeJesus, Agawam Public Schools; Elizabeth Doncaster, Somerville Public Schools*

Equity

**Rigor, Relevance, and Responsibility: Teaching with High Expectations and High Support**

Join us to learn how to (a) create an educational culture rooted in high expectations, cultural understanding, and empathy and (b) provide meaningful support and create a learning environment that empowers all students to thrive.

*Sonya Pratt-Massó & Laura Edouard, City on a Hill Charter School*

Training  
and  
Coaching

**Free-Access Professional Learning Resources to Support Implementation Across Tiers: You’ve Got This**

We share a recently released library of free, online professional learning modules developed as part of Project ENHanCE, an IES-funded project aimed at enhancing professional learning to support implementation of integrated tiered systems of support.

*Elise Sarasin, Kathleen Lynne Lane, & Jenna Raad, University of Kansas; Kathleen M. Williamson & Kimmia Lyon, University of Connecticut*

Family,  
Student and  
Community  
Voice

**Effective Practices to Strengthen, Monitor, and Measure Home-School Partnerships**

This session will model how PBIS teams can increase knowledge and use of equitable family engagement practices to develop and strengthen home-school partnerships. The E-PATH model demonstration project and associated fidelity tool will be presented as a framework to guide school team actions.

*Nicole Peterson, University of Connecticut; Emily Baton, May Institute*

Special  
Topics

**Addressing the Elephant in the Room: Youth Substance Use and the NH Alternative Peer Group Model**

Youth who use drugs or alcohol often experience exclusionary discipline, partly due to limited resources, and lack of knowledge of supports available. We explore how to address challenges, partner with community resources and action plan to improve support for youth 12-25 with substance use challenges.

*Heidi Cloutier, University of New Hampshire; Michelle Lennon, Archways Family Resource Center & Recovery Community Organization*

3:30  
PM

Break

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**3:45  
PM** **Poster Session**

**Effects of Elevating Student Voice on the Behaviors of Students with Dis/abilities**

*Sarah A. Rosati, St. Thomas Aquinas College*

**Factor Structure of the ESSY Whole-Child Screener**

*Audrey Scudder, Kevin Melecio, Jacqueline Caemmere, Jessica Koslouski, Sandra Chafouleas, University of Connecticut; Amy Briesch, Northeastern University*

**College and Career Readiness for Students with EBD: What Do We Know?**

*Sarah Sinnott & Jennifer Freeman, University of Connecticut; Samantha Shera, Lee Kern & Chris Liang, Lehigh University; Sarah Rosati, St. Thomas Aquinas College*

**Transforming Academics and Culture in a Large District: Clifton's Tier 1 PBIS Success Story**

*Paula Raigoza, Tracy Morigi & Amanda Rhodes, Clifton Public Schools*

**Correspondence Analysis within the Development of the ESSY Whole-Child Screener**

*Kevin Melecio, Audrey Scudder, Jaqueline Caemmerer, Jessica Koslouski & Sandra Chafouleas, University of Connecticut*

**Feel Your Best Self: Crosswalking Across State SEL Standards**

*Lucie Lopez, Kimmia Lyon, Sandra Chafouleas & Jessica Koslouski, University of Connecticut*

**A Meaningful Minute: Mindfulness Strategies Across the MTSS Triangle**

*Carolyn Bryan & Christopher Olson, Northeastern Educational Intermediate Unit 19*

**You R.O.C.K. (Represent Our Community with Kindness)**

*Matt Baker & Mackenzy Ryan, Agawam Public School; Teresa Dooley-Smith, TDS Center for Communication and Social Learning*

**Proactive PBIS: Building Actionable, Student-Centered Systems that Strengthen Trust**

*Courtney Mackey, South Hadley Public Schools; Chassity K. Coston, Harvard University/ Newton Public Schools; Francisco Castillo-Fierro, Nativity Preparatory School*

**Bridging Gaps with Secondary Interventions: Check-in/Check-out Therapy Dogs, and Chronic Absenteeism Support**

*Paula Raigoza, Clifton Public Schools*

**Supporting Implementation Across Tiers: Free-Access Professional Learning Resources for Your Toolkit**

*Kimmia Lyon & Kathleen Williamson, University of Connecticut; Kathleen Lynne Lane & Elise Sarasin, University of Kansas*

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## Friday, May 16, 2025

**8:30 AM** **Keynote Address: *Creating Positive, Productive Learning Environments: Data-Informed Instruction in Tiered Systems to Meet Students Multiple Needs***  
*Kathleen Lynne Lane, University of Kansas*

Marriott  
Ballroom

**9:45 AM** **Break**

**10:00 AM** **Session Block D**

**Practical Strategies for Enhancing Engagement and Limiting Challenging Behavior: This Is How We Do It!**

In this session, we introduce practical strategies for enhancing engagement and limiting challenging behavior: behavior specific praise, precorrection, and instructional choice. We explain how to use these strategies during instruction using Ci3T Integrated Lesson Plans, providing free-access resources to support teachers in getting started.

*Kathleen Lynne Lane, University of Kansas*

**Are We Doing It Yet? Using the New TFI 3.0 to Guide and Enhance Your Tier 1 Implementation**

Join us to learn how the new TFI 3.0 can help your team gather relevant data for decision-making, identify effective and responsive practices to strengthen, and create representative and durable systems so everyone achieves equitable positive outcomes. This new tool prompts us to dig deeper and strive for continuous improvement.

*Karen Robbie & Nicole Peterson, University of Connecticut*

**Building PBIS From the Ground Up: A Roadmap to Sustainable School-Wide Implementation**

Learn how Mansfield Elementary School unified three distinct school cultures into a brand new school with a cohesive, student-centered PBIS system. Gain strategies to overcome challenges, and a practical roadmap to guide your PBIS journey.

*Kate McCoy, Rebecca Granatini, Annie MacLachlan, Jack Irvine & Heather Lasky, Mansfield Elementary School*

**Utilizing A Cohort Model to Build Advanced Tiers in Multiple Districts**

PBIS Advanced Tiers Systems are complex and time-consuming to build. Through a cohort training model, Independent Facilitators met the needs of a variety of sites ranging K-12 in districts across three counties in Pennsylvania.

*Tera Moran & Jennifer Oswald, Lincoln Intermediate Unit #12*

**From Screening to Support: Integrating SEBH and Academic Systems**

Discover how to transform social-emotional and behavioral health (SEBH) screening data into actionable, personalized support plans by integrating behavioral and academic data within MTSS frameworks, addressing challenges, and fostering equitable outcomes for all students.

*Christine Downing, New Hampshire School Districts: Cornish (SAU 100), Grantham (SAU 75), and Plainfield (SAU 32); Essie Sutton, Branching Minds*

**Embedding Proactive Restorative Practices Within Tier 1 PBIS: A Practical Approach**

Are you ready to implement Restorative Practices (RP) into your PBIS framework? If so, this is a great session for you! Come learn how to embed proactive RP into a Tier 1 PBIS framework.

*Lauren Evanovich, University of South Florida*

**Bridging Academics and Behavior: Leveraging the Integrated MTSS Fidelity Rubric (IMFR)**

This session, "Bridging Academics and Behavior," explores using the Integrated MTSS Fidelity Rubric (IMFR) to align academics, SEL, and behavior supports, fostering positive learning environments through data-driven strategies, fidelity, and real-world applications.

*Kelly Swartwood, Eva Allen & Melissa Klug, PaTTAN*

Concurrent Sessions

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**Creating Safe and Supportive Schools: Tiered Strategies for Empowering LGBTQ+ Students and Staff**

This presentation will center on tiered strategies schools can implement to better support LGBTQ+ students and staff. The presenters will explore current challenges faced by this population, outline actionable strategies for fostering inclusivity, and highlight valuable local and national resources.

*Erik Maki & Emily Baton, May Institute*

**Using District Support to Promote Implementation: An NEPBIS Districts of Distinction Panel**

District support is critical for effective and sustainable implementation. Come learn how NEPBIS Gold Level Districts of Distinction support their district and school communities to achieve positive, equitable outcomes!

*NEPBIS Gold Districts; Susannah Everett & Katie Meyers*

**11:15 Break**

**AM**

**11:30 Closing Keynote Address: *Prioritize Positive***

**AM**

*Brandi Simonsen, University of Connecticut*



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