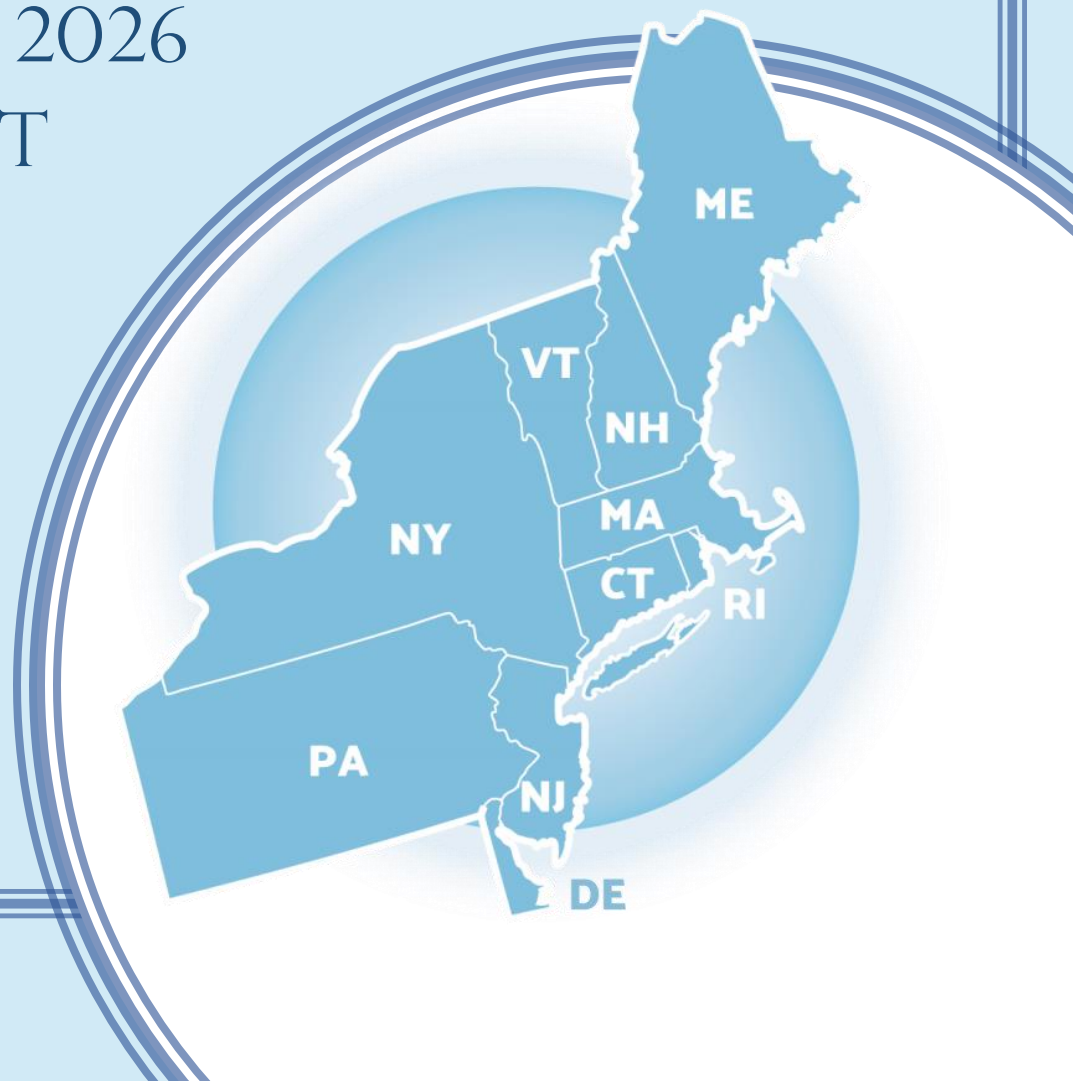


Northeast PBIS Network Leadership Forum

MAY 14-15, 2026
MYSTIC, CT



Thursday, May 14, 2026

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

Gold Level

Abington Heights School District (PA)
Boxford Public Schools (MA)
Clifton Public Schools (NJ)
Consolidated School District of New Britain CT)
Franklin Township (NJ)
Gardner Public Schools (MA)
Lenox Public Schools (MA)
MSAD #17 (ME)
North Allegheny School District (PA)
Northern Rivers Family of Services (NY)
Orleans Southwest Supervisory Union (VT)
Portland Public Schools (ME)
Portsmouth School Department (RI)
RSU #4 (ME)
Shaler Area School District (PA)
Southbridge Public Schools (MA)
Woonsocket Education Department (RI)

Silver Level

Children's Center (ME)
Laconia School District (NH)
Ledyard Public Schools (CT)
MSAD #60 (ME)
RSU #24 (ME)

Bronze Level

Fox Chapel Area School District (PA)
Hamilton Township (NJ)
Highlands School District (PA)
Interboro School District (PA)
Pine-Richland School District (PA)
Rose Tree Media School District (PA)
Southeast Delco School District (PA)
Township of Union Public Schools (PA)
Wallingford Swarthmore School District (PA)
Waterford Township (NJ)
West Mifflin Area School District (PA)
West Springfield Public Schools (MA)

9:00 AM **Keynote Address: *Beyond Feedback: Leading with Student Voice in PBIS Schools*** Marriott Ballroom
Ruthie Payno-Simmons, RPS Educational Impact

Student voice is more than input or surveys; it's a spectrum of engagement that moves from simple expression to student leadership and systems influence. In this keynote, Dr. Ruthie Payno-Simmons will unpack the *Toshalis & Nakkula Student Voice Continuum*, guiding participants through the full range of student roles from expression, consultation, and participation to partnership, activism, and leadership. Participants will explore how authentic student voice strengthens PBIS implementation, deepens equity, and improves school climate. Through stories, data, and practical strategies, leaders will leave ready to move their schools beyond tokenism toward relationship-based, student-powered transformation.

10:15 AM **Break**

10:30 AM **Session Block A**

Concurrent Sessions

Schoolwide **PBIS 101: Essentials for Getting Started** Marriott Salon A
Are you new to PBIS and wonder how to get started? Are you working in a setting that already implements PBIS but could use an updated refresher on the basics? Join us to learn about the evidence, big ideas and critical features of the PBIS framework that support equitable access to academic and social-emotional learning for ALL students. Practical actions to center implementation around equity and cultural relevance are embedded throughout the session.
Tracey Lamothe & Nicole Peterson, University of Connecticut

Classroom **TFI in the Classroom: From Tool to Transformation** Marriott Salon B
Classrooms are where students spend the majority of their time, and educators are being asked to do more than ever—teaching social, emotional, and academic skills while also managing effective learning environments. In this session, participants will learn how a school-based team gathered data using the TFI walkthrough tool and incorporated educator voice through personal experiences and direct feedback. The session highlights how intentional use of walkthrough data and educator and student voice can strengthen classroom systems and support both staff and students.
Jennifer Brennan, Boston Children's Neighborhood Partnerships; Alyse Roy, Agawam Public Schools

Advanced Tiers	<p>Know Your Tools: Building a Comprehensive Inventory of Supports</p> <p>Learn to evaluate your school’s system of targeted interventions to support equitable access. Explore a sample inventory, hear from a team successfully using targeted interventions, and begin creating an inventory of existing and anticipated supports.</p> <p><i>Cassandra Townshend, Amy Wheeler-Sutton & Lauralee Keach, University of Vermont; Sara Bailey & Caitlin Toleno, Thetford Elementary School</i></p>	Marriott Salon C
Safety and Wellness	<p>The Training No One Wants but Everyone Needs: Suicide Prevention Education Essentials</p> <p>Youth suicide deaths are rising in the U.S. This workshop explores educating school personnel within an MTSS framework, highlighting current research and the essential components of a school-based suicide prevention education program.</p> <p><i>Margaret Paccione-Dyszlewski & Kimberly LaFountain, Emma Pendleton Bradley Hospital</i></p>	Mystic Salon D
Equity	<p>Louder Than Words: From Speaking Up to Stepping Up</p> <p>Explore how high school ambassadors elevate student voice to transform school and district culture. From peer mentorship to leading an SEL Symposium, learn how these student leaders collaborate to create a supportive climate for their entire community.</p> <p><i>Monica Abbott, Typhanie Jackson, Johanna Samberg Champion, William Scott, Mary Sullivan, Meaghan Sheehan & Student Leaders, New Haven Public Schools</i></p>	Mystic Salon F
Training and Coaching	<p>Facilitating PBIS Capacity Across 42 School Districts</p> <p>Learn how countywide PBIS facilitators build sustainable systems across 42 school districts. This session offers tools, resources, and collaborative structures that enhance leadership, strengthen team capacity, and support fidelity of PBIS implementation.</p> <p><i>Crystal Vogtsberger & Katie McBroom-Stenger, Allegheny Intermediate Unit</i></p>	Conf Room 5
Family and Student Voice	<p>Equitable Partnerships Across Tiers and Home (E-PATH) in Action: Reflections from School-Based Implementation</p> <p>This session shares school-based insights and lessons learned from implementing Equitable Partnerships Across Tiers and Home (E-PATH), highlighting practical strategies, challenges, and successes that strengthen family-school partnerships within PBIS and MTSS frameworks.</p> <p><i>Paula Raigoza, Clifton Public Schools; Katherine Meyer, University of Connecticut</i></p>	Mystic Salon E
Special Topics	<p>Sustaining Teachers’ Well-Being, Commitment, and Capacity</p> <p>Come learn strategies to sustain teachers’ well-being, commitment, and effectiveness, by balancing teachers’ responsibilities with the social, logistical, and informational resources they need to fulfill those responsibilities well.</p> <p><i>Liz Bettini, Boston University</i></p>	Marriott Ballroom

11:45 AM Lunch

12:45 PM Session Block B

Concurrent Sessions

<i>Schoolwide</i>	<p>Implementation Matters: Leveraging Tier 1 Fidelity to Build Sustainable Tier 2 Supports</p> <p>Learn how Tier 1 implementation fidelity creates the foundation for sustainable Tier 2 supports. Hear one school's experience building Tier 1, navigating challenges, and applying lessons learned to launch Tier 2 implementation.</p> <p><i>Erin J. Brewer & Artie Tobia, University at Albany; Myra Cocolicchio-Diaz, Manhattan Regional Partnership Center; Melitina Hernandez & Melissa Malverty, Mahalia Jackson School P.S. 123</i></p>	Mystic Salon E
<i>Classroom</i>	<p>Designing Classrooms Where Every Child Thrives</p> <p>Participants will create a classroom management plan that is responsive to their students' diverse cultures and aligned with their individual teaching styles. The strategies explored are grounded in research demonstrating positive student outcomes. Time will also be provided for teachers to collaborate and share ideas.</p> <p><i>Lisa Powers, University of Missouri</i></p>	Mystic Salon D
<i>Advanced Tiers</i>	<p>From Intervention to Impact: Building Effective Tier 2 & Tier 3 Systems in PBIS</p> <p>This session explores how a Pennsylvania Intermediate Unit builds capacity to support 42 school districts in strengthening Tier 2 and Tier 3 PBIS data, systems, and practices. Participants will learn strategies for fostering collaboration, developing training protocols, and guiding teams in implementation. Interventions such as Check & Connect, RENEW, Prevent-Teach-Reinforce, CICO, small groups, and scheduled breaks will be highlighted with practical tools and examples of how to train teams to implement with fidelity.</p> <p><i>Crystal Vogtsberger & Katie McBroom-Stenger, Allegheny Intermediate Unit</i></p>	Conf Room 5
<i>Safety and Wellness</i>	<p>Making Universal Mental Health Screening Visible, Actionable, and Equitable</p> <p>Move beyond screening as an event. This session shows how districts can document each step of universal mental health screening within PBIS/MTSS using real tools, district examples, and data to strengthen equity and follow-through.</p> <p><i>Bethany Nichols & Ashley Aguiar, BIRCh Center; Sara Whitcomb, Boston Children's Hospital; Zachary Santana, West Springfield Public Schools</i></p>	Marriott Salon A
<i>Equity</i>	<p>Embedding School-Based Consultation to Strengthen Equitable PBIS Implementation Across MTSS Tiers</p> <p>Learn how an embedded, data-driven school-based consultation model strengthens equitable PBIS implementation across MTSS tiers by building educator capacity, improving fidelity, and reducing office discipline referrals through ongoing coaching and data-informed decision making.</p> <p><i>Alicia Ead, Kristen Petrarca & Mharlisse Baptista, The Bradley Learning Exchange</i></p>	Marriott Salon B
<i>Training and Coaching</i>	<p>Elevating Behavioral Supports Through Multi-Tiered PBIS: Pennsylvania's Collaborative Approach</p> <p>Pennsylvania's PBIS uses a coordinated, data-driven, multi-tiered framework supported by PaPBS, emphasizing fidelity, professional learning, and cross-system collaboration to equitably meet the academic, social, emotional, and behavioral needs of all learners statewide.</p> <p><i>Kelly Swartwood, Kathryn Poggi & Brynne Rice, PaTTAN - PA Training and Technical Assistance Network</i></p>	Marriott Salon C
<i>Family and Student Voice</i>	<p>Beyond Buy-In: Designing PBIS Systems with Students, Not for Them</p> <p>Building on the keynote, this interactive breakout session invites participants to move from understanding the Toshalis & Nakkula Student Voice Continuum to actively applying it within PBIS systems. Through guided reflection, collaborative activities, and real-world examples, participants will examine where student voice currently lives in their schools and identify concrete ways to shift practices toward partnership, leadership, and activism. Leaders will leave with practical tools, planning prompts, and next steps to authentically engage students as co-creators of school climate, discipline, and belonging.</p> <p><i>Ruthie Payno-Simmons, RPS Educational Impact</i></p>	Marriott Ballroom
<i>Special Topics</i>	<p>Building a Culture of Attendance Through a Tiered Approach</p> <p>Attendance is a key PBIS outcome and a supportable behavior. Learn how PBIS teams use shared structures, agendas, and data routines—plus tiered supports—from two exemplar schools to improve attendance.</p> <p><i>Kelly Thornhill, Dawn Girsch & Shirah O'Connell, East End Community School at Portland Public Schools; Hannah Stanley & Miranda Belcher, Miller School; Jess Anderson, Count Me In</i></p>	Mystic Salon F

2:00 PM Break

2:15 PM Session Block C

Concurrent Sessions

<i>Schoolwide</i>	One Framework, All Students: Integrating Academic and Behavior Supports This session will provide an overview of multi-tiered systems of support that integrate academic and behavioral supports in a comprehensive, equitable prevention framework to improve outcomes for ALL students. A review of research findings, examples from tier 1 and tier 2 supports, and practical PBIS tools to illustrate integrated instruction will be shared. <i>Nicole Peterson & Tracey Lamothe, University of Connecticut</i>	Marriott Ballroom
<i>Classroom</i>	Improving Classroom Behavior Support Practices: Classroom Support System This session will provide an overview of the Classroom Support System and its application across a school and in classrooms with students with disabilities. Case studies will be presented that demonstrate its effectiveness. <i>Bob Putnam & Mariangela Perrella, May Institute; Amber Casavant & Fina Robertson, Gardner Public Schools</i>	Marriott Salon A
<i>Advanced Tiers</i>	FBA-BIP as a Preventative Tool: State Laws and Implications for Practice FBA-BIPs are mandated in certain scenarios under federal law, though only as a reactive disciplinary approach. We review state laws and the evidence-base for FBA-BIPs as a preventative, not reactive approach to supporting student behavior. <i>Tobey Duble Moore, University of Connecticut; Laura Kern, University of South Florida</i>	Marriott Salon B
<i>Mental Health</i>	Integrated School Behavioral Health in MTSS: The Role of Community Mental Health This session overviews NH's experiences with community mental health integration in MTSS, including collaborative district-community mental health protocol development, an innovative School Liaison role, tools to support high-fidelity implementation, and lessons learned from evaluation data. <i>Megan Phillips, Keene State College</i>	Marriott Salon C
<i>Equity</i>	Creating Safe and Affirming Spaces: Tiered Strategies for Empowering LGBTQ+ Students This presentation will center on tiered strategies schools can implement to better support LGBTQ+ students. The presenters will explore current challenges faced by LGBTQ+ youth, outline actionable strategies for fostering inclusivity, and highlight valuable local and national resources. <i>Karen Robbie & Jen Freeman, University of Connecticut</i>	Conf Room 5
<i>Training and Coaching</i>	Reframing Tier 1: Coaching Universal PBIS Classroom Practices in Alternative Education Alternative education programs serve students with intensive needs. This session demonstrates how universal classroom coaching establishes adult PBIS systems that promote equity, improve implementation fidelity, and enhance outcomes in high-intensity settings. <i>Lisa Thomas, May Institute; Cassie Brennan, Chester County Intermediate Unit</i>	Mystic Salon D
<i>Family and Student Voice</i>	Ask the Kids! Elevating Multiple Voices Through Climate Surveys and Complementary Data Sources Explore how the School Climate Survey Suite elevates student voice to drive equitable school improvement, with a Massachusetts district exemplar showing how student feedback and other data sources can identify strengths, reveal needs, and guide changes that foster safety, inclusion, and belonging. <i>Danielle Triplett, University of Oregon; Meredith Derian-Toth, Southbridge Public Schools</i>	Mystic Salon E
<i>Special Topics</i>	This is How We Do It: How One District Used Data, Goals, and PD to Improve Outcomes Discover how one district used assessment, goal setting, and action planning to align professional development and coaching with Tier 1 PBIS practices, improving classroom consistency, staff confidence, and positive outcomes. <i>Courtney Angelosante, University of Maine; Karen Robbie, University of Connecticut; Stephanie Gray, Brenda Jordan, Shelly Schildroth & Lisa Skiff, Regional School Unit #24</i>	Mystic Salon F

3:30 PM Break

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

Bridging Universal and Advanced Tiers Through Strategic Coaching, Teaming, and Data Use

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

Creating a Culture of Success: PBIS and Inclusive Education

Sarah Vickers, Bangor School Department

Equity Mythbusters: Data vs. Assumptions

Alan Cook, University of Oregon - PBISApps

Fostering STEM Identity in Marginalized Groups: The Role of Early Education and Inclusive Teaching Practices

Ellie Lessard, University of Connecticut

From Avoidance to Re-Engagement: School-Based Approaches to School Refusal

Scarlett S. Xiong, University of Connecticut; Amy M. Briesch, Northeastern University

From Design to Delivery: Schoolwide SEL Implementation in a Redesigning Middle School

Molly Morales, The Bradley Learning Exchange; Jennifer Vorro, Samuel Slater Middle School

Improved Tier 2 Teaming: Evaluating the Impact of TIPS Online Training

Erin Chapparo, University of Oregon

KMO Factors Influencing the Culturally Responsive Implementation of PBIS: A Mixed-Methods Study

Daniel Russell, Advocates for Cultural and Linguistic Responsiveness for Underserved Students

Nomophobia and Adolescent Academic Outcomes

Paige Rondeau, University of Connecticut

PTSD and Autism: Hidden in Plain Sight

Daniel DeVault & Emily O'Brien, University of Connecticut

Ready, Set, Wait... What? Unpacking Preservice Teachers' PBIS Misconceptions

Sarah A. Rosati, St. Thomas Aquinas College

Resources to Support Teams to Select and Install Universal SEB Screeners

Sarah Hearn, University of Delaware

Strengthening SEL to Improve Behavior and Climate in Kindergarten

Leslie King & Jessica Brown, Teaneck Schools

Tale of Two Districts: Using TFI 3.0 for School/District System Decision Making

Sara Whitcomb, Boston Children's Hospital; Jennifer Brennan, Nate Harris, & Kate Tetuan Parent, Boston Children's Neighborhood Partnerships

Teacher Well-Being Impact on Self-Efficacy in Responding to Diverse Children's Emotional Needs

Tinuade McClish, University of Connecticut

A Ten Year Review of Trauma-Informed PBIS Implementation: Implications for Future Practice

Lucie Lopez, University of Connecticut

Gold Level Districts of Distinction:

Boxford Public Schools (MA)

Clifton Public Schools (NJ)

Consolidated School of New Britain (CT)

Northern Rivers Family of Services (NY)

Portsmouth School Department (RI)

Southbridge Public Schools (MA)

Woonsocket Education Department (RI)

Friday, May 15, 2026

8:30 AM	<p>Keynote Address: Beyond Thoughts and Prayers: Enhancing School Safety and Facilitating Recovery through MTSS</p> <p><i>Jen Freeman, University of Connecticut</i></p> <p>This keynote will focus on lessons learned from crisis recovery efforts in schools and detail proactive actions educators can take to increase school safety.</p>	Marriott Ballroom
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9:45 AM	Break	
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Concurrent Sessions	10:00 AM	<p>Planning for Crisis Recovery</p> <p>This session will describe lessons across phases of recovery from crisis incidents in schools and explore how the MTSS framework can be applied to improve crisis preparation and facilitate recovery. We will share examples of state and district capacity building and preparation efforts, and orient teams to available crisis response resources.</p> <p><i>Jen Freeman, University of Connecticut</i></p>	Marriott Ballroom
		<p>Tiering it up! Using Data for Decision Making at All Three Tiers</p> <p>Learn how to use behavioral data to inform Tier 1, Tier 2, and Tier 3 supports, improving outcomes through data-driven decision-making across a multi-tiered framework. Exemplars from the state, district, and school levels in CT will highlight resources and support action planning.</p> <p><i>Alan Cook, University of Oregon; Eben McKnight, Connecticut State Education Resource Center</i></p>	Mystic Salon D
		<p>Improving Outcomes for Secondary Students Utilizing an MTSS Framework in Full-Service Community Schools</p> <p>Learn how capacity and fidelity assessments inform implementation plans, strengthen collaborative leadership, and promote continuous improvement. Lessons from a multi-year implementation of Full-Service Community Schools using a MTSS framework across three secondary schools.</p> <p><i>Megan Garton, Cornell University; Maren Farney & Andrea Lomber, Jefferson Lewis BOCES</i></p>	Marriott Salon A
		<p>PBIS Starts at Birth: Connecting the Pyramid Model and PBIS Systems</p> <p>Learn how PBIS principles—evidence-based practices, tiered supports, data systems, and coaching—appear in the Pyramid Model, illustrated through one school's integration of the Pyramid Model into its PBIS program.</p> <p><i>Molly E. Reilly & Tobey Doble Moore, University of Connecticut; Allison Darigan & Mackenzie Racine, Killingly Central School</i></p>	Conf Room 5
		<p>Integrating Restorative Practices in PBIS: Building Capacity from the State to the Classroom</p> <p>Learn how Restorative Practices can be implemented and embedded as a Tier 1 PBIS strategy in the classroom, and supported by systems including coaching, capacity building and scale up at the statewide level. The session will highlight SEL alignment, and participants will come away with actionable steps and meaningful resources.</p> <p><i>Dennis Poirier & Alicia Ead; The Bradley Learning Exchange; Eva Allen & Melissa Klug, PaTTAN</i></p>	Mystic Salon E
		<p>SEL Screening: The Why, The How, and The What Happens Next?</p> <p>Explore how trauma and adverse childhood experiences shape student behavior, learn to spot social-emotional needs through screening, decode the data, and select meaningful interventions that fuel student growth and well-being through MTSS.</p> <p><i>Heather Godwin & Kenny Oates, Red Clay Consolidated School District; Sarah Hearn, University of Delaware</i></p>	Marriott Salon B
		<p>Meeting Makeover: An Introduction to Team-Initiated Problem Solving (TIPS)</p> <p>In this session you'll learn how PBIS teams can save time in their meetings while using data efficiently to develop aligned solutions. The three core components of TIPS will be shared along with the meeting minute template and fidelity checklist.</p> <p><i>Erin Chaparro, University of Oregon</i></p>	Mystic Salon F
		<p>Using District Support to Promote Implementation: An NEPBIS Districts of Distinction Panel</p> <p>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!</p> <p><i>NEPBIS Gold Districts; Susannah Everett & Katie Meyer, University of Connecticut</i></p>	Marriott Salon C

11:15 Break
AM

11:30 Closing Keynote Address: MTSS Musing

AM

Brandi Simonsen, University of Connecticut

This closing highlights updated lessons learned from MTSS research and practice, with a call for data-informed innovation and ongoing advocacy.

Marriott
Ballroom