



2014 Annual Delaware Positive Behavior Support Celebration

APRIL 29, 2014
9:00 am - 3:30 pm EST

PowerPoints available at www.delawarepbs.org

Bullying and SW-PBS: Exploring Evidence-Based Practices



This three-part keynote address will explore bullying interventions within multi-tiered systems of support, including school-wide positive behavior supports. In the first session, participants will be provided with a foundational background of bullying, including defining characteristics, participant roles, and current myths associated with bullying involvement. The first session will continue with Tier I and Tier II interventions for addressing bullying at the school and classroom/group levels. In the second and third sessions, participants will be introduced to state and federal legislation regarding gender, race, and disability-based harassment, as well as Tier III intervention and prevention strategies for students who engage in chronic bullying behaviors and students who experience chronic victimization.

9:10 – 10:30 Bullying Interventions within a SW-PBS Framework: Exploring the Overlap Between SEL and MTSS

1:15 – 1:45 Bullying and Marginalized Populations: Understanding State and Federal Legislation

1:45 – 2:40 Selecting and Implementing Evidence-Based Interventions for Addressing Bullying Among Students with Disabilities

CONTACT INFORMATION:

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academia.edu or researchgate.net*

Chad A. Rose, Ph.D., is an assistant professor of special education in the Department of Special Education at the University of Missouri. Over the past seven years, Dr. Rose has established himself as an expert in the field of bullying among students with disabilities. His literature review, *Bullying Perpetration and Victimization in Special Education: A Review of the Literature* (Rose et al., 2011), has been cited as the “seminal literature review of bullying in children and adolescents with disabilities” (Blake et al., 2012, p. 211). Since 2009, Dr. Rose has published over 30 manuscripts, including nine empirical evaluations of bullying and/or challenging behaviors. In addition to his immediate focus on bullying and students with disabilities, he has a strong background in quantitative methods, including advanced training in structural equation modeling and multivariate analyses. At the present time, Dr. Rose is a co-investigator on a NICHD grant exploring the longitudinal influence of online racial discrimination and general victimization on adolescent adjustment, and principal investigator on a large-scale, cross-sectional study investigating the predictive nature of social-ecological factors on the involvement of students with disabilities in the bullying dynamic.