



MSLBD

MIDWEST SYMPOSIUM FOR LEADERSHIP
IN BEHAVIOR DISORDERS

SYMPOSIUM 2015

February 26-28, 2015

Sheraton Crown Center, • Kansas City, Missouri

CCBD-Endorsed Activity: A letter certifying attendance may be requested at the Registration Table For CEU's.

WELCOME

Welcome to the thirty-third annual Midwest Symposium for Leadership in Behavior Disorders. Universities, public schools and state agencies in Kansas, Nebraska, Iowa, Missouri, Arizona, Colorado, Florida, Rhode Island, North Carolina, South Carolina, Oklahoma, Illinois, Minnesota, Michigan, Texas and Montana have once again joined in planning a forum to examine many of the important issues facing teachers and parents of students with emotional/behavior and autism spectrum disorders. We hope that you will gain new insights, establish professional contacts, and obtain new perspectives to meet the ever-changing educational challenges of improving the lives of children and youth with EBD and ASD.

Speakers, topics, and exhibited materials do not necessarily represent the official viewpoints and positions of the Midwest Symposium for Leadership in Behavior Disorders (MSLBD), nor should any endorsement be inferred.

No part of the program may be videotaped; please turn off cell phones while attending a session as a courtesy to presenters and other participants

Mission Statement

The Midwest Symposium for Leadership in Behavior Disorders fosters professional and family leadership that improves the lives of children and youth with emotional/behavioral disorders or related behavioral challenges.

Planning Committee

Reesha Adamson, Missouri State University
 Mary Jo Anderson, University of North Carolina-Charlotte
 Marc Benedetto, Westside Schools, Omaha, Nebraska
 Terry Bigby, Kansas City Kansas Public School District
 Jill Buchan, Upper Iowa University
 Richard Carter, University of Kansas
 Michael Couvillon, Drake University
 Paris DePaepe, Missouri State University
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 Joyce Anderson Downing, University of Central Missouri
 Doug Eicher, Missouri Western State College
 Nicholas Gage, University of Florida
 Linda Garrison-Kane, Missouri State University
 Linda Geier, Tulsa, Oklahoma Public Schools
 Michael Goeringer, Missouri State University
 Deborah Griswold, University of Kansas
 Joan Johnson, Lee's Summit School District, Missouri
 Marilyn Kaff, Kansas State University
 Antonis Katsiyannis, Clemson University
 Paul LaCava, Rhode Island College
 Kathleen Lynne Lane, University of Kansas
 Tim Lewis, University of Missouri
 Maura Linas, Juniper Gardens Children's Project

Rick Lindskog, Pittsburg State University
 Mickey Losinski, Kansas State University
 Sharon Maroney, Western Illinois University
 Rose Mason, Juniper Gardens Children's Project
 Matt McNiff, Nebraska Education Service Unit 5
 Philip Nordness, University of Nebraska-Omaha
 Kaye Otten, Lee's Summit Public Schools
 Lisa Bowman-Perrott, Texas A&M University
 Reece Peterson, University of Nebraska-Lincoln
 Corey Pierce, University of Northern Colorado
 Jane Rhys, Topeka, Kansas
 Lisa Robbins, University of Central Missouri
 Chad Rose, University of Missouri
 Kelcey Schmitz, Kansas MTSS Core Team
 Richard Simpson, University of Kansas
 Carl Smith, Iowa State University
 James Teagarden, Kansas State University
 Howard Wills, Juniper Gardens Children's Project
 Mitch Yell, University of South Carolina
 Cheryl Young-Pelton, Montana State University
 Richard Van Acker, University of Illinois at Chicago
 Keri Frey, MSLBD Manager

Midwest Symposium for Leadership in Behavior Disorders

PO Box 202, Hickman, NE 68372

402-792-3057 • www.MSLBD.org

THURSDAY, FEBRUARY 26

7:30 a.m.- 4:30 p.m. Registration/Information Desk Open

CHICAGO FOYER

9:00 a.m.- 12:00 p.m. MORNING HALF-DAY PRESYMPOSIUM WORKSHOPS

- 1. Lessons Learned from 35 Years of Research on LEAP Preschool for Young Children with Autism** **EMPIRE**
Philip S. Strain, Ph.D., Professor, University of Colorado, Denver, CO
This video-enhanced session will provide an overview of single case and randomized trials that have led to important shifts in intervention practices specific to: a) inclusion from day one for all children, b) maintaining a ratio of three typically developing children to each child with autism, c) distributing adults in a “zone defense”, d) increasing the predictability of daily routines, and e) putting more emphasis on generalization promotion as opposed to rapid skill acquisition. Participants will be provided with both written and video examples illustrating the key procedural elements of practices outlined.
- 2. Building Interventions for Students with Serious Problem Behavior via a School-wide System of PBIS** **ATLANTA**
Lucille Eber, Ed.D., Statewide Director, Illinois PBIS Network, Westmont, IL
This session will provide descriptions of individualized interventions for students with chronic and intensive behavior problems and how these interventions can and should be positioned within a school-wide system of Positive Behavioral Interventions & Supports (PBIS). Layering up from Tiers 1 and 2 to build comprehensive interventions for students with the highest level of needs will be illustrated with case examples to include function-based behavior plans, person-centered wraparound plans and RENEW which is a specialized form of wraparound for older youth. System features and tools needed to ensure effective interventions are implemented accurately and effectively will be shared. Strategies for integrating more specialized mental health interventions across all 3 Tiers of a school-wide system of PBIS, including examples of integrated trauma-informed and restorative practices, will be included.
- 3. Trauma Informed Interventions** **SAN FRANCISCO**
Eric Rossen, Ph.D., NCSP, Director, Professional Development and Standards, National Association of School Psychologists, Bethesda, MD
Traumatic or adverse experiences can undermine students’ ability to learn, form relationships, and manage their feelings and behavior. This presentation will help busy educators understand the impact of trauma and how to apply practical, implementable strategies to support students with a history of trauma. Participants will learn how to provide instruction through a trauma-lens and apply evidence-based interventions and modifications in the classroom.
- 4. “I hate this sh_t!”: Dealing with Students Who Engage in Escape and Avoidance Behavior** **NEW YORK**
Richard Van Acker, Ed.D., Emeritus Professor, University of Illinois at Chicago, Chicago, IL
As schools across the nation require students to meet increasingly stringent academic demands we find greater numbers of students displaying challenging behaviors to avoid and/or escape. Efforts to prevent escape and avoidance often serve to simply exacerbate the behavior. This workshop will explore behaviors that serve the function of escape and avoidance from a needs-base perspective. Participants will be provided practical approaches to more effectively address these challenging behaviors.
- 5. The Cycle of Tantrums, Rage, and Meltdowns in Individuals with High-Functioning Autism Spectrum Disorder** **CHICAGO**
Brenda Smith Myles, Ph.D., Consultant and National and International Speaker affiliated with the Ohio Center for Autism and Low Incidence and The Ziggurat Group, Columbus, OH
Stress and anxiety are common in children and youth with high functioning autism spectrum disorder (ASD) and is one of the most frequently observed symptoms in these individuals. The stress experienced by individuals with ASD may manifest itself in many ways, but it sometimes leads to tantrums, rage, and meltdowns. This escalating sequence seems to follow a three-stage cycle: rumbling, rage, and recovery. This sequence can be problematic as many children and youth with ASD often endure the cycle unaware that they are under stress. This session will overview the cycle and discuss strategies that can be used at each stage. In addition, prevention strategies will be discussed. Because of the combination of innate stress and anxiety and the difficulty that children and youth with ASD have in understanding how they feel, it is important that those who work and live with them understand the cycle of tantrums, rage, and meltdowns as well as interventions that can be used during this cycle.

11:00 a.m. – 5:00 p.m. Exhibits

*Tables on both sides of the Atlanta/New York/San Francisco Foyer.
Spend time looking through current publications and products for children.
Visit school district and university information and recruiting tables.*

**ATLANTA/NEW YORK/
SAN FRANCISCO
FOYER**

12:00 p.m. - 1:30 p.m. Lunch (on your own)

Lunch Suggestions: Spectators Restaurant at the Sheraton, Crown Center's Milano and Crayola Café, The Brasserie located in the lobby of The Westin Kansas City at Crown Center and the many options available in the Crown Center Complex. Participants driving-in from the local area may receive three hours of free parking with a ticket validation from any Crown Center shop or restaurant.

1:30 p.m.- 4:30 p.m. AFTERNOON HALF-DAY PRESYMPOSIUM WORKSHOPS**6. On the Importance of Intensive Intervention: Why We Should Expect More from Special Education**

ATLANTA

Douglas Fuchs, Ph.D., Professor, Vanderbilt University, Nashville, TN; ***Mitchell Yell, Ph.D.***, Professor, University of South Carolina, Columbia, SC and ***Joseph Wehby, Ph.D.***, Associate Professor, Vanderbilt University, Nashville, TN

Mitch Yell will explain Free and Appropriate Public Education (FAPE), emphasizing how it has evolved from an emphasis on access to quality of services. He will argue that the Individuals with Disabilities Education Act (IDEA) now requires special education programs to have meaningful, documented educational benefits. Doug Fuchs will make the case that most schools have lost their capacity to provide intensive intervention. This may be inferred from relatively recent national assessments of Students with Disabilities (SWD) academic achievement (e.g., National Longitudinal Transition Study and National Assessment of Educational Progress). Schools no longer provide intensive intervention because they have put their faith in general education for far too long. Finally, Data-based Individualization (DBI) will be discussed as an evidence-based intensive intervention. Joe Wehby will discuss the current use of school-based multi-tiered systems of support and the degree to which these systems may delay access to appropriate special education services. Next, the feasibility of how those systems could be used to fast-track student to intensive, special education services will be overviewed.

7. Understanding Practice for Diverse Learners: Culture, Behavior, and Disproportionality

SAN FRANCISCO

Lisa Bowman-Perrott, Ph.D., Assistant Professor, Department of Educational Psychology, Texas A&M University, College Station, TX and ***Cathy Kea, Ph.D.***, Professor, Department of Curriculum and Instruction, North Carolina A&T State University, Greensboro, NC

This workshop will examine issues linked to over-representation and disciplinary exclusion for students with EBD. We will present recommendations and steps educators can take to proactively address these matters.

8. There is an App for That: Innovative Solutions for Individuals with Autism and/or EBD

CHICAGO

Sean J. Smith, Ph.D., Associate Professor, University of Kansas, Lawrence, KS

This session will feature an engaging half-day journey where we will discover new apps, discuss strategies for identifying and implementing the right app, and considering other innovative solutions for our students. Participants will gain access to app-based resources, tips for application, and next steps to assist them and their learners as they seek to support overall growth and development.

9. What Do I Do if They Don't? Behavior Strategies that Every Teacher Should Know

NEW YORK

Matthew McNiff, M.A., Behavior Consultant, Educational Service Unit #5, Beatrice, NE

Working in any field with children can be challenging. When that environment also includes defiant and oppositional students, the challenge can seem overwhelming. This session will provide participants with a variety of evidence-based tools that are not only effective but can be used quickly, easily and in a variety of settings. These multi-grade level strategies provide a positive approach to behavior management that encourages and teaches appropriate behaviors. Tiers 1, 2 and 3 will be addressed in this session but most of the tools will address students at the Tier 2 level of support. Strategies such as reinforcement schedules, inconvenience, overcorrection and many more strategies will be addressed and can be used on Monday morning with students.

FRIDAY MORNING, FEBRUARY 27

7:30 a.m.- 4:30 p.m. **Registration/Information Desk Open**

8:00 a.m.- 5:00 p.m. **Exhibits**

*Tables on both sides of the Atlanta/New York/San Francisco Foyer.
Spend time looking through current publications and products for children.
Visit school district and university information and recruiting tables.*

8:30 a.m.- 10:00 a.m. **KEYNOTE SESSION**

Resistance to Change: Overcoming Limitations Toward Addressing Students' Challenging Behaviors

JOHN W. MAAG, PH.D., Professor, Department of Special Education and Communication Disorders University of Nebraska-Lincoln, Lincoln, NE

Individuals working with children who display challenging behaviors encounter resistance on a regular basis – both from students and other professionals. For example, many educators have rigid, traditional paradigms about what constitutes “discipline” for students with challenging behaviors and resist adopting alternative more unconventional approaches even when what they are doing isn’t working. A variety of pretexts are responsible for teachers’ resisting change such as “not having the time,” “it wouldn’t be fair to other students,” or “I’ve tried everything and nothing works.” In this presentation, the role of paradigms in resistance is presented, an alternative conceptualization is suggested, and examples of responding to both student and teacher resistance are described.

10:00 - 10:20 a.m. **COFFEE BREAK & EXHIBITS**

10:20 - 11:20 a.m. **CONCURRENT SESSIONS**

ACADEMIC INSTRUCTIONAL STRAND 1

It's About Time: Closing the Opportunity Gap for Youth with Behavioral Disorders

Gregory Benner, University of Washington, Tacoma, WA

It is well documented that students with emotional/behavioral disorders (EBD) have severe deficits in their academic functioning that worsen over time. About 60% of these youth drop out and three out of four are arrested within two years of dropping out. Unfortunately, students with EBD often receive less than two hours of academic instruction per day and are often not provided full access to core instruction. In this session, we focus on closing achievement gaps experienced by students with EBD.

MASTER TEACHER STRAND 1

Clear, Concise and Consistent: Effective Tier 1 Interventions for All Students

Reesha Adamson, Missouri State University, Springfield, MO; Michael Persampieri, Norris Public Schools, Firth, NE; Joel Naaf, USD 364, Marysville, KS

This session will elaborate on specific strategies teachers can implement in the classroom in order to prevent the need for additional intervention and create a positive classroom climate. Discussion will be centered upon classroom procedures and routines, strategies to acknowledge appropriate behavior, strategies to respond to inappropriate behaviors and research based academic modifications.

SPECIAL TWO HOUR SESSION, PART 1

Behavioral Foundations for Academic and Social Success: Practical Strategies for Teachers

Timothy Landrum and Chris Sweigart, University of Louisville, Louisville, KY

Sound instruction and behavior management are based on a few simple principles that are key to engaging students in lessons and reducing disruptions. In this session we demonstrate applications of these principles at both the individual student and group or whole class levels. Examples include behavioral momentum, precision requests, the Good Behavior Game, and increasing opportunities to respond.

AUTISM STRAND 1

Integrating Evidence Based Practices into the Daily Schedule of Learners with ASD

Brenda Smith Myles, Ohio Center for Autism and Low Incidence and The Ziggurat Group, Columbus, OH

This session will briefly overview evidence based practices (EBP) for learners with ASD identified by three major organizations, the Centers for Medicare and Medicaid Services, National Autism Center, and National Professional Development Center on ASD. In addition, a model that ensures integration of these EBP into the learners’ daily schedule at school, home, community, work, and university will be introduced. This model integrates not only EBP, but includes instructional objectives and data collection procedures and ensures consistency of programming across the learners’ environments.

CHICAGO Foyer
ATLANTA/
NEW YORK/
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FOYER

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SAN FRANCISCO
FOYER

ATLANTA

NEW YORK

CHICAGO A

CHICAGO B/C

Supporting Teacher Use of Evidence-based Practices by Incorporating Coaching into Evaluation

EMPIRE A

Allison Gilmour and Joseph Wehby, Vanderbilt University, Nashville, TN

New teacher evaluation systems depend on school leaders to provide coaching to improve teacher effectiveness but many leaders have little experience with coaching teachers. This session reviews the research on using coaching to support teacher use of evidence-based practices for students with or at-risk for BD and reviews models of coaching that can fit within the framework of new teacher evaluation systems. Participants will leave this session with recommendations for how to use coaching as a part of teacher evaluation.

Functional Communication Training: What is it and How is it Used in the Classroom?

EMPIRE B

Kristi Morin, Texas A&M University, College Station, TX

Functional Communication Training (FCT) has been shown to be a successful intervention for decreasing challenging behavior by providing students with a more socially appropriate means to communicate their wants and needs. By implementing FCT in the classroom, teachers can reduce challenging behavior and increase the amount of time that students spend on task and engaged in instruction.

Where Should We Start? A Roadmap to Selecting and Implementing Group Contingencies in Your Classroom

EMPIRE C

Ashley MacSuga-Gage, University of Florida, Gainesville, FL; Shanna Hirsch, University of Virginia, Charlottesville, VA; Kristy Lee Park, George Mason University, Fairfax, VA

In this session we review three types of group contingencies: (a) independent, (b) dependent, and (c) interdependent. For each, we provide detailed descriptions, information about the research-base/rationale, and recommendations for quality implementation. We detail a road map to guide practitioners in choosing and implementing each contingency and discuss common issues/problem solving strategies. Participants will be provided with take-home materials to guide classroom interventions and future professional development.

BULLYING AND STUDENTS WITH DISABILITIES STRAND 1

CHOUTEAU A/B

Bullying and Students with Disabilities: Legal Requirements in Identifying, Investigating, and Responding*Mitchell L. Yell, University of South Carolina, Columbia, SC; Antonis Katsiyannis, Clemson University, Clemson, SC; Mickey Losinski, Kansas State University, Manhattan, KS*

Bullying is a serious problem in America's schools. An additional level of complexity is added to the problem when the student being bullied has a disability. For example, if a student with a disability is bullied because of his or her disability that may be a violation of Section 504, which triggers a school district's duty to respond. Additionally, disability-based bullying or a school district's inadequate responses to such bullying may result in the denial of a free appropriate public education (FAPE), thereby violating the Individuals with Disabilities Education Act (IDEA). In this presentation we first discuss disability-based bullying with respect to Section 504 and the IDEA. Second, we present Letters of Findings, administrative and court decisions regarding disability-based bullying. Third, we present implications for school district personnel in developing policies that address the identification, investigation, and responses to instances of disability-based bullying.

11:30 a.m. - 12:30 p.m. CONCURRENT SESSION 2**ACADEMIC INSTRUCTIONAL STRAND 2**

ATLANTA

Empowering Teachers with Low-Intensity Supports to Improve Students' Academic Engagement: Choice and Self-monitoring*Kathleen Lynne Lane, University of Kansas, Lawrence, KS; Wendy Peia Oakes, Arizona State University, Tempe, AZ; Robin Ennis, Clemson University, Clemson, SC*

We present preliminary findings of a new project - Empowering Teachers with Low-Intensity Strategies to Support Instruction - developed to design, implement, and evaluate low-intensity strategies to support instruction in local schools. Each low-intensity strategy - in this case instructional choice and self-monitoring - is a regular educational practice, with demonstrated evidence to support its utility in the school setting.

MASTER TEACHER STRAND 2

NEW YORK

Miley Cyrus, Kim Kardashian, and THAT Kid: Tier II Interventions for Spotlight Seekers*Felicity Balluch, Megan Rees, and Jessica Nelson, Manhattan-Ogden Public Schools, Manhattan, KS*

This session will focus on Tier II interventions for attention seeking students unresponsive to Tier I supports who demonstrate attention seeking behaviors. Presenters will focus on research based interventions that can be used to reduce problem behaviors. Providing solid supports for students displaying a need for more structure and guidance than the "typical student" will be explored in detail. Educators will walk away from this session with a description of interventions to address attention seeking behaviors.

SPECIAL TWO HOUR SESSION, PART 2

CHICAGO A

Behavioral Foundations for Academic and Social Success: Practical Strategies for Teachers*Timothy Landrum and Chris Sweigart, University of Louisville, KY*

Sound instruction and behavior management are based on a few simple principles that are key to engaging students in lessons and reducing disruptions. In this session we demonstrate applications of these principles at both the individual student and group or whole class levels. Examples include behavioral momentum, precision requests, the Good Behavior Game, and increasing opportunities to respond.

AUTISM STRAND 2

CHICAGO B/C

Technology Delivered Self-Monitoring for Adolescents with Autism*Stephen Crutchfield and Rose Mason, Juniper Gardens Children's Project, Kansas City, KS*

Self-monitoring has effectively impacted a variety of outcomes for students with autism. However, traditional paper-pencil versions are cumbersome and often stigmatizing. Technology may be one mechanism to increase the acceptability and efficiency of self-monitoring. Yet little empirical evidence exists regarding how technology can be utilized to provide prompts and collect self-monitoring data. The purpose of this presentation is to provide practitioner-friendly information regarding the results of original research evaluating the effectiveness of a technology delivered self-monitoring intervention. Information provided to practitioners will include a) implementation guidelines for similar interventions, b) scaffolding procedures for students who do not respond to the self-monitoring intervention, and c) other technology interventions that can be packaged with self-monitoring to achieve maximum benefit to the student.

Listen up: Language, Behavior, and Communication in EBD Classrooms

EMPIRE A

Alexandra Hollo, University of Louisville, Louisville, KY; Jason Chow, Vanderbilt University, Nashville, TN

The majority of students with emotional/behavioral disorders have unidentified language deficits that interfere with academic, social, and behavioral success in schools. Teachers will learn how to prevent classroom conflicts by a) understanding how language deficits affect behavior, b) recognizing common types of language problems, and c) increasing instructional clarity, communication, and comprehensible input.

Co-teaching and Students with EBD: Practical Strategies

EMPIRE B

Kimberly McDuffie-Landrum, University of Louisville, Louisville, KY; Katherine Robbins-Hunt, Edinboro University, Cambridge Springs, PA; Maria Herbst, Clemson University, Clemson, SC

This session will begin with a brief overview of co-teaching, including definitions, essential components, and various models. More importantly, we will discuss and provide examples of evidence-based instructional strategies for students with emotional/behavioral disorders, emphasizing how they can be infused into co-taught settings. Strategies will include explicit instruction, classwide peer tutoring, opportunities to respond, and ways to use a co-teacher to enhance behavioral interventions.

An Update of Policy, Practice and Data on Physical Restraint and Seclusion

EMPIRE C

Reece Peterson, University of Nebraska-Lincoln, Lincoln, NE; Joseph Ryan, Clemson University, Clemson, SC; Michael Couvillon, Drake University, Des Moines, IA

Law or policy changes related to physical restraint and seclusion over the preceding two years will be reviewed. Information about the Office of Civil Rights data gathering requirements for schools, the over representation of minorities and students with disabilities will be discussed along with solutions. Changes in some state policies, and the most recent federal and state data on these topics will be reported. Information about recommended changes in practice will be provided.

BULLYING AND STUDENTS WITH DISABILITIES STRAND 2

CHOUTEAU A/B

Exploring the Impact of a Middle School Program to Reduce Aggression and Victimization Among Students with and without Disabilities*Dorothy L. Espelage, University of Illinois at Urbana-Champaign, Urbana-Champaign, IL; Chad A. Rose, University of Missouri-Columbia, Columbia, MO*

Involvement in bullying is based on complex interactions between an individual and the larger social systems that surround the individual. Unfortunately, involvement in bullying has been associated with adverse mental health, social, and academic outcomes. Recently, scholars have suggested that individuals with disabilities may be at increased risk for bullying involvement, where this escalated risk may be associated with social and communication skill deficits. Therefore, interventions that directly address social and emotional learning may be more germane for students with disabilities. In this presentation, we will address the impact of Second Step: Student Success Through Prevention (SS-STP) Middle School Program, which is a social and emotional learning program, on reducing youth violence, including peer aggression and peer victimization among a sample of students with and without disabilities. Results suggest that over a three-year period, SS-STP was successful in reducing bullying behaviors among students with disabilities. Given these results, implications for incorporating social and emotional learning programs within schools will be discussed.

12:30 - 2:00 p.m.

LUNCH (on your own)

Lunch Suggestions: Spectators Restaurant at the Sheraton, Crown Center's Milano and Crayola Café, The Brasserie located in the lobby of The Westin Kansas City at Crown Center and the many options available in the Crown Center Complex. Participants driving-in from the local area may receive three hours of free parking with a ticket validation from any Crown Center shop or restaurant.

2:00 - 3:00 p.m.

CONCURRENT SESSION 3**ACADEMIC INSTRUCTIONAL STRAND 3****NEW YORK A****Empowering Teachers with Low-Intensity Supports to Improve Students' Academic Engagement: Increasing Opportunities to Respond and Instructional Feedback**

David Royer and Emily Swogger, University of Kansas, Lawrence; KS; Wendy Oakes, Arizona State University, Tempe, AZ; Ashley Quell and Kathleen Lynne Lane, University of Kansas, Lawrence, KS

In this session we feature two strategies used to support students' academic engagement – increased opportunities to respond and instructional feedback, offering practical applications of these teacher-delivered strategies for the classroom teachers.

MASTER TEACHER STRAND 3**NEW YORK B****Run, Run as Fast as You Can; You, Me and the Gingerbread Man: Tier II Interventions for Students who like to Escape**

Sherry White, USD 320 Special Services Cooperative of Wamego, KS; Seth Piro, Green Hills Area Education Agency, Creston, IA

Have you ever had a student who has run out of the room, out of the school, or out of the bathroom? Does your student avoid specific tasks, people, or directives? Learn how to recognize the behaviors of escape and how to respond. Attendees will leave with practical ideas, handouts, and examples of material-based strategies, data gathering, and student-based examples.

Function-based Choice Making: A Classroom-based Intervention to Improve the Behavior of Students with EBD**CHICAGO A**

Lauren Evanovich, University of Louisville, Louisville, KY; Robin Ennis, Clemson University, Clemson, SC; Kristine Jolivette, Georgia State University, Atlanta, GA

Choice making is an antecedent-based intervention that involves providing students with one of over 10 different types of choices. Choice making can be easily implemented in a variety of classroom settings across the grade span. In this session we will explore how to match choice delivery to the function of a student's behavior to improve outcomes for students with and at-risk for E/BD.

AUTISM STRAND 3**CHICAGO B/C****ASD-tech: Implementation of Evidence-based Practices for People with Autism Spectrum Disorders via Mobile Technology**

Jennifer B. Ganz, Whitney Gilliland and Stephanie Gerow, Texas A&M University, College Station, TX

The purpose of this presentation will be to provide an overview of the use of current mobile devices and apps as a vehicle to implement evidence-based practices for individuals with autism spectrum disorders. The presenters will provide descriptions and video examples of these tools and techniques. Interventions reviewed will include video modeling, visual scripts, augmentative and alternative communication, reinforcement, and others. Practitioners and faculty and graduate students who have experience using current technologies are encouraged to attend to share their own insights.

SPECIAL TWO HOUR SESSION, PART 1**EMPIRE A****A Bridge to Successful Teacher-consultant Collaboration: Behavioral Data Collection in the Classroom**

Johanna Staubitz and Casey Bateman, Vanderbilt University, Nashville, TN

Students with and at risk for behavioral disorders, intellectual disabilities, and Autism Spectrum Disorders often engage in severe problem behavior and are supported by teacher-consultant teams. Such collaboration has potential to support students, provided valid data are available for informing assessment and treatment decisions. Attendees will learn how, within the context of consultation, to collect, graph, and analyze data to document goal-aligned, meaningful behavior change.

Effective Use of Data From Behavioral Screening and Strengths-focused Assessments

EMPIRE B

Corey Pierce and Hussain Alamer, University of Northern Colorado, Greeley, CO

This session will detail how to efficiently collect behavioral screening data and ways to use this data to inform instructional and intervention decisions. The session will also demonstrate how results from strengths-based assessment of behaviors can guide intervention decision making to improve student behavior outcomes and overall classroom climate.

Hocus Focus and the Impact on Executive Function and Social Skill Development

EMPIRE C

James Teagarden and Marilyn Kaff, Kansas State University, Manhattan

Hocus Focus is a groundbreaking approach to instruction that integrates simple magic tricks into the learning process. This session will present the preliminary findings of a summer program featuring magic and the dramatic arts on the development of executive function & social skill, of children with ASD, ADHD, and those who are typically developing.

BULLYING AND STUDENTS WITH DISABILITIES STRAND 3

CHOUTEAU A/B

Exploring the Impact of a Middle School Program to Reduce Aggression and Victimization Among Students with and without Disabilities**Bullying and Students with Disabilities: The Longitudinal Impact of Involvement***Chad A. Rose, University of Missouri—Columbia, Columbia, MO; Nicholas A. Gage, University of Florida, Gainesville, FL*

Bullying involvement among students with disabilities has received increased research attention in recent history. Research suggests that students with disabilities may be at escalated risk for involvement as both victims and perpetrators. Additionally, some scholars have suggested that roles associated with bullying are relatively fluid, where students move through roles (perpetrator, victim, bystander) based on time and context. However, little is known about the longitudinal involvement among students with disabilities, including specific disability categories. In this presentation, we will discuss bullying involvement (perpetration, victimization) among approximately 500 students with disabilities and 4,000 students without disabilities from grades 3 through 12 over a three-year timeframe. Preliminary results suggest that involvement trajectories are similar between students with and without disabilities, yet students with disabilities report higher levels of perpetration and victimization over time. Therefore, we will discuss implications associated with the study, as well as evidence-based practices for addressing bullying and victimization among students with disabilities.

3:15 - 4:15 p.m.

CONCURRENT SESSION 4**What do Teachers Really Need to Know to Make a Difference for Students with Behavioral Disorders?**

NEW YORK A

Panel Members: *Sharon Maroney, Western Illinois University - Quad Cities, Moline, IL; Catherine DeSalvo, Boys Town, NE; Linda Geier, Tulsa Public Schools, Tulsa, OK; Marilyn Kaff, Kansas State University, Manhattan, KS*

This question will be answered by a panel representing a wide range of expertise and experience working with teachers, students, and districts. The primary goal of this panel is to provide information on increasing the effectiveness of teacher efforts in an honest and open discussion.

MASTER TEACHER STRAND 4

NEW YORK B

When It Hits the Fan ... Tier III Interventions to Help You Clean it Up!*Kaye Otten, University of Central Missouri, Warrensburg, MO; Jodie Tagel, Green Hills Area Education Agency, Creston, IA*

This session will provide a framework for implementing data driven function based tier three interventions that address individual student needs. Topics will include frequent and targeted skill instruction, structural analysis, rich reinforcement strategies, alternatives to suspension, restorative practices, crisis/safety plans, and wraparound services. Ready to use forms that contribute to ongoing functional behavior assessment and programming will be provided.

Digital and Media Literacy as UDL for the Inclusive Classroom

CHICAGO A

Yonty Friesem, University of Rhode Island/Rhode Island College, Kingston, RI; Jeannine Chartier, VSA Arts, Pawtucket, RI

Today, digital media allow us to address students' needs more than ever. However, technology can challenge students' behavior in the classroom. Our presentation will address the challenges and advantages of using digital and media literacy pedagogy as UDL to support students' positive behavior. We will share the process of implementing our evidence-based method. The interactive presentation will showcase best practices of digital media in K-12 inclusive classrooms focusing on students with EBD.

The Tacoma Whole Child Initiative: A Roadmap for a Sustainable Multi-Tiered System of Supports

CHICAGO B/C

Gregory Benner, University of Washington, Tacoma, WA; Jennifer Kubista, Tacoma Public Schools, Tacoma, WA

The focus on the Tacoma Whole Child Initiative (TWCI) is sustainable, systemic change so every child is a whole child – safe, healthy, understood, engaged, and challenged. The TWCI offers a roadmap for school district transformation that leads to student success. The eight-year TWCI roadmap is built upon implementation science and organizational change processes. The purpose of this presentation is to provide a step-by-step walk through of the TWCI and offer guidance to create sustainable change in your city or district.

SPECIAL TWO HOUR SESSION, PART 2

EMPIRE A

A Bridge to Successful Teacher-consultant Collaboration: Behavioral Data Collection in the Classroom*Johanna Staubitz and Casey Bateman, Vanderbilt University, Nashville, TN*

Students with and at risk for behavioral disorders, intellectual disabilities, and Autism Spectrum Disorders often engage in severe problem behavior and are supported by teacher-consultant teams. Such collaboration has potential to support students, provided valid data are available for informing assessment and treatment decisions. Attendees will learn how, within the context of consultation, to collect, graph, and analyze data to document goal-aligned, meaningful behavior change.

Intensive Teaching and Verbal Behavior: Replication of PaTTAN Programming for Students on the Autism Spectrum

EMPIRE B

Stacey Martin and Mary Beth Patry, Lee's Summit R7 School District, Lee's Summit, MO; Michelle Hass, Autism From the Start, Overland Park, KS

This session will review first year efforts to implement interventions for students with autism derived from the science of applied behavior analysis and incorporating an analysis of verbal behavior. The efforts undertaken in the Lee's Summit School District replicate many aspects of the model utilized through PATTAN's Autism Initiative ABA Supports. The presenters will review critical elements of achieving effective instructional practices for students with autism. Outcomes will be discussed in terms of changes in students' skill levels.

CCSS Success: Employing Technology to Collaborate and Communicate to Meet the Standards

EMPIRE C

Melissa Jones-Bromenshenkel and Rebecca Cook, Eastern Illinois University, Charleston, IL; Shawn Huisinga, Indiana State University, Terre Haute, IN; Frank Mullins, Stephen F. Austin State University, Nacogdoches, TX

The new standards focus heavily on collaboration and communication, skills that oftentimes challenge students with emotional/behavioral disorders. Technology (web 2.0 tools and apps) can provide a possible avenue to build the aforementioned skills while making students more digitally literate and allowing them to experience greater levels of overall classroom success. This presentation will demonstrate some practical applications of a number of these tools and also invite participants to share their own suggestions and favorites.

Publish not Perish. How to prepare your work for CCBD Journals "Beyond Behavior" and "Journal of Behavioral Disorders"

CHOUTEAU A/B

Kimberly Vannest, Texas A&M University, College Station, TX; Timothy J. Landrum, University of Louisville, Louisville, KY; Joseph B. Ryan, Clemson University, Clemson, SC

This session will present advice and guidelines for preparing manuscripts to receive positive reviews from Beyond Behavior and Behavioral Disorders. Come learn suggestions for ideal write ups of evidence-based practices for practitioners and guidelines for high quality research studies.

4:15 – 6:00 p.m.

POSTER SESSION

ATLANTA

1. A Strength and Interest-based Intervention to Expand and Generalize the Language Functions of Children with Autism*Jennifer Ninci, Texas A&M University, College Station, TX*

Children with autism often develop requesting skills prior to other expressive language functions, as requests capitalize on reinforcer strength that helps to establish early language abilities. Three children with autism who made requests using picture-exchanges participated in this study. This study evaluated a procedure to transfer picture-exchange requesting skills to receptive language functions, and it isolated the effects of child preferences on the speed of acquisition and generalization of receptive identification targets.

2. Assessing Maintenance and Generalization of Parent Treatment Fidelity Following Parent Training*Stephanie Gerow, Mandy Rispoli, Leslie Neely and Jennifer Ninci, Texas A&M University, College Station, TX*

The poster will present a case study assessing the generalization and maintenance of parent treatment fidelity following parent training. One parent-child dyad participated in the study. The child was a 4-year-old female with autism. The parent was trained on procedures to teach and increase requesting (mands). The training consisted of written instructions, verbal instructions, and performance feedback. Results indicated parent treatment fidelity and child requesting generalized to the home setting and maintained over time.

- 3. Effective Behavior Management in Tier 2 Reading Interventions**
Nicholas Gage and Ashley MacSuga-Gage, University of Florida, Gainesville, FL
 Behavior management is a prerequisite for effectively delivering academic instruction and is defined here as specific teacher behaviors that increase the likelihood students will be (a) engaged in instruction and (b) respecting their peers in order to increase learning. This presentation will describe results from a study assessing the effects of evidence-based behavior management practices in a tier 2 reading intervention and provide direct instruction on how to implement those practices.
- 4. Publishing in CCBD Journals “Beyond Behavior” and “Journal of Behavioral Disorders”**
Kimberly Vannest, Texas A&M University, College Station, TX; Nicholas Gage, University of Florida, Gainesville, FL
 This poster will review editorial guidelines and offer some advice for publishing classroom practices and research studies. Two types of publications will be discussed: Practitioner friendly pieces for “Beyond Behavior” and high impact research in “Behavioral Disorders”. Bring your ideas or abstracts for an interactive session on how to disseminate your work for teachers, or use quality indicators to check your research manuscript for readiness.
- 5. Increasing On-task Behaviors During Math Activities for a Student with Autism**
Gina Brahm, Elizabeth Donaldson and Linda Garrison-Kane, Missouri State University, Springfield, MO
 A functional behavioral assessment (FBA) was implemented with a third grade student diagnosed with autism, who displayed on-task behaviors only 28.2% of the time during math instruction. A single-subject ABAB design was implemented to assess the effects of a multicomponent intervention that taught to the function of escape and attention. A token economy and the CRA (concrete-representational abstract) math strategy, was employed with the student. The student’s on-task behaviors increased to an average of 89.6%.
- 6. Creating a Positive Classroom Environment by Increasing Opportunities to Respond and Praise During Small Group Reading**
Jordan Politte, Mary Elizabeth Ortman, Wayne Mitchell, Michael Goeringer, Linda Garrison-Kane, Missouri State University, Springfield, MO; Joseph Wehby, Vanderbilt University, Nashville, TN
 Increasing academic praise and opportunities to respond in the classroom are considered essential components of effective instruction for students with behavioral challenges (Sutherland & Wehby, 2001; Conroy et al., 2007). The findings of a multi-year, multi-site ABAB study that assessed the effects of a self-monitoring training program for paraprofessionals working with students with autism in a resource room will be discussed. Participants will be provided with examples, practice opportunities, and the tools needed to increase OTR and praise.
- 7. The Effects of I-Connect on Student Engagement with Three High School Students with Autistic Characteristics**
Lachelle Clemons, Linda Garrison-Kane, Missouri State University, Springfield, MO; Howard P. Wills, Juniper Gardens Children’s Research Project, University of Kansas, Kansas City, KS; Wayne Mitchell, Missouri State University, Springfield, MO
 A single-subject, ABAB design was used to evaluate the effectiveness of the I-Connect self-monitoring intervention on the on-task behaviors of three high school students with autistic characteristics. All three participants demonstrated an increase in their on-task behavior when utilizing the I-Connect device. Student One increased on-task behavior from an average of 45% to 96.6%; Student Two increased on-task behavior from an average of 58% to 97.4%; and Student Three increased on-task behavior an average of 35.6% to 92%.
- 8. Educating Students with ASD in the Age of Evidence-based Practice**
Paul LaCava, Rhode Island College, Providence, RI
 The investigation and promotion of evidence-based practice (EBP) for individuals with autism spectrum disorders (ASD) has increased dramatically over the last decade. Numerous stakeholders have published EBP reviews and/or guidelines. Despite these efforts there remains a research to practice gap as well confusion surrounding EBP. This poster will present the many components that make up EBP as well as a process for choosing and using EBP for individuals with ASD.
- 9. Employment for Individuals with Developmental Disabilities: An Analysis of 2012 RSA Data**
Whitney Gilliland Texas A&M University, College Station, TX
 Employment for individuals with disabilities is an emerging topic for people with disabilities and vocational rehabilitation counselors. This study examined the Rehabilitation Services Administration data from the year 2012 to analyze, interpret and compare outcome variables between individuals with disabilities and people without disabilities. An ANOVA, in addition to a Games-Howell test for comparisons, was used to examine differences between disability categories. Results, limitations, and areas of future research are discussed.
- 10. The Past, Present, and Future of Seclusion and Physical Restraint in Schools**
Kimberly Knackstedt, University of Kansas, Lawrence, KS
 Seclusion and restraint are occurring at alarming rates in today’s schools. The media has brought the deaths and injuries of students into the light resulting in a federal and local response from legislature. The presentation reviews historical findings, quantitative studies analyzing the amount of seclusion and restraint procedures, policy papers, and current legislation.

11. An Examination of Behavioral and Emotional Strengths of Youth in Lithuania.

Philip Nordness, University of Nebraska at Omaha, Omaha, NE; *Renata Geležinienė*, Siauliai University Lithuania; *Patricia Finks*, Elkhorn Public Schools, Elkhorn, NE

The purpose of this study was to examine the convergent validity of the Behavioral and Emotional Rating Scale2 (BERS2) as translated into Lithuanian and comparing it with the Lithuanian version of the Strengths and Difficulties Questionnaire. In addition, we conducted analysis to determine if there was a significant difference in the ratings between students who received supports for learning or behavioral problems and those who did not. The rating scales were completed by 300 teachers and 300 students in Lithuania.

12. Strategies for Dropout Prevention and Discipline Reform in Schools

Reece Peterson, Ana Cathcart, Scott Fluke, Natalie Hoff, Elizabeth Kane, Amber Olson, and Shir Palmon, University of Nebraska-Lincoln, Lincoln, NE

This poster session will identify strategies for schools to use to reduce their rate of school dropout and exclusionary discipline for students with EBD as well as for other students. The session is the result of extensive literature review where strategies schools might use were identified and the research behind these strategies examined and classified using a three-tiered model. School resource assessment procedures and individual student risk indicators related to dropout will be identified.

13. Teaching Special Educators to Conduct Functional Analyses of Challenging Behavior in the Classroom

Emily Gregori, Texas A&M University, College Station, TX

We evaluated a training procedure to teach special educators to conduct functional analyses of challenging behavior. Six teachers were taught two models of functional analysis: traditional and trial-based. A multiple baseline design across teachers was utilized to measure acquisition, maintenance and generalization of functional analysis implementation. All teachers mastered both functional analysis models quickly.

14. The Janus Project: Looking Back to Move the Field Forward

James Teagarden and Marilyn Kaff, Kansas State University, Manhattan, KS

The Janus Project: Looking Back to Move the Field Forward uses video excerpts of conversations of many of the pioneers and current leaders of the field of education of students with emotional-behavioral disorders to reexamine the historical experiences of these pioneers. In addition these leaders share their reflections on future of the field and suggestions for people entering the field.

15. Academic, Social and Behavioral Outcomes Associated with Peer Tutoring

Lisa Bowman-Perrott, Texas A&M University, College Station, TX

Peer tutoring is a widely-used intervention with a research base spanning more than 40 years. The literature points to its efficacy in helping students learn academic content. A smaller, yet promising, body of research suggests that it has positive effects on students' behavioral and social outcomes. While the relationship between achievement and behavior problems remains unclear, interventions that address both are needed. Two meta-analyses of single-case research will be presented with a focus on students with or at risk for EBD.

16. Are Special Education Teachers Satisfied Employees?

Jill Buchan, Upper Iowa University, Ankeny, IA

Results of a non-experimental quantitative study that examined the relationship between special education teachers' perceived satisfaction with coworkers, pay, opportunities for promotion, and building level supervision will be presented. Data for the study were collected through the Job Descriptive Index. The results of the study indicated that there is a relationship between special education teacher job satisfaction and coworkers and special education teacher job satisfaction and supervision.

17. The Conditions, Interactions, and Consequences of Seclusion: What Educators Need to Know

Jennifer Connolly, University of Rhode Island, North Kingstown, RI

In the last several years there has been growing concern about the use of restraint and seclusion in schools. Little is known about the use of seclusion. This presentation will review the results of a grounded theory analysis of 26 due process hearings containing a complaint about the use of seclusion. The study identified 7 conditions that lead to the use of seclusion, the circumstances around the seclusion event, and the short and long term outcomes for students who have experienced seclusion events.

18. Project EMPOWER: A Professional Development Series to Introduce Comprehensive, Integrated, Three-tiered Models of Prevention

Emily Swogger, Kathleen Lynne Lane, University of Kansas, Lawrence, KS; *Wendy Peia Oakes*, Arizona State University, Tempe, AZ and *David Royer*, University of Kansas, Lawrence, KS

This poster describes a professional development series to support local schools in identifying and supporting K-12 students' multiple needs within comprehensive, integrated, three-tiered (CI₃T) models of prevention. Five independent sessions provided practitioners research-based methods to increase student success in schools. Trainings included: (a) behavior screening tools, (b) data informed tiered intervention efforts, and (c) validated low-intensity strategies to increase student motivation and engagement.

- 19. Building Comprehensive, Integrated, Three Tiered Models to Address Students' Academic, Behavioral, and Social Needs**
Wendy Peia Oakes, Arizona State University, Tempe, AZ; Kathleen Lynne Lane and David Royer, University of Kansas, Lawrence, KS
 We present a professional development model used with school-site teams to develop comprehensive, integrated, threetiered models of prevention –with academic, behavior, and social components. Participants will learn: a model to include full faculty and staff participants in the design process; screening to monitor progress; and one model of service delivery.
- 20. Supporting Educators in Designing, Implementing, and Evaluating Functional Assessment-based Interventions**
Eric Common, Kathleen Lynne Lane, University of Kansas, Lawrence, KS; Wendy Peia Oakes, Arizona State University, Tempe, AZ
 This poster describes a systematic approach to designing, implementing, and evaluating functional assessment-based interventions developed by Umbreit et al. (2007). Three illustrations of how we teach, coach, and facilitate applied practice are provided: (a) 15-week on-ground course for pre-service teachers (b) 8-week online course for pre-service teachers, and (c) 4-day on-ground professional development series for in-service teachers. Unique features of the Umbreit model are also described.
- 21. Video-modeling for Students with EBD in a Self-contained Classroom**
Mickey Losinski, Nicole Wiseman, Felicity Balluch and Sherry White, Kansas State University, Manhattan, KS
 A defining characteristic of students with emotional and behavioral disorders (EBD) is a deficiency in social skills. This study will examine the effectiveness of video modeling as an intervention for students with EBD. Although there is little research to be found on the effects of video modeling for students with EBD, research does show that video modeling has been an effective intervention for students with other disabilities, such as Autism.
- 22. The Effect of Disability, Race, and SES on the Length of Time until Suspension, and What to Do About It**
Mickey Losinski, Kansas State University, Manhattan, KS; Antonis Katsiyannis, Clemson University, Clemson, SC; Sherry White, Kansas State University, Manhattan, KS
 This presentation presents survival, and hazard rates of disciplinary exclusions of students with and without disabilities. These results provide information on the amount of time that passes within a school year for certain groups to receive a suspension. These results are then used to inform times necessary to screen students within a multi-tiered system and planning interventions.
- 23. Mentoring Interventions in Schools: Matching Resources to Choices**
Benjamin Mason and Howard P. Wills, Juniper Gardens Children's Research Project, University of Kansas, Kansas City, KS; Megan Terry and Bethany Foster, Canyons School District, Sandy, UT
 Mentoring interventions implemented in school settings have demonstrated efficacy for a variety of behavioral difficulties but differ in training, frequency of contact, and mentoring structure. The session will describe the commonalities and differences between three commonly implemented mentoring interventions and discuss measured results for each in order to allow attendees to make informed implementation decisions.
- 24. Digital Empathy: Enhancing Empathic Practices of Students with EBD via Digital Media**
Yonty Friesem, University of Rhode Island/Rhode Island College, Kingston, RI
 We examined the relationship between digital media literacy and empathic practices of students with EBD. We looked at the relationship between the development of four empathic practices (problem solving, perspective taking, collaboration, civic engagement) and media literacy skills (access, analyze, create, reflect, act). The preliminary findings suggested using a concept of digital empathy to promote positive behavior interventions and services to students with EBD.

8:00 – 11:00 p.m.

PARTY

ATLANTA

Karaoke, DJ, Dancing, Games, Competition, Cash & Prizes, Cash Bar and Snacks

Join us for MSLBD's Friday Night Social. Yes, that's right! Here is your chance to show off your karaoke talents and win fabulous prizes! Individuals and groups, talented and otherwise, are encouraged to participate! Bring your drink coupon from your conference "take home bag" for a free beverage. **DON'T MISS THE FUN!**

SATURDAY, FEBRUARY 28

8:00 – 11:30 a.m.

Registration/Information Desk Open

CHICAGO FOYER

9:00 – 11:15 a.m.

CONCURRENT TWO HOUR SESSIONS

1. **Violence Directed Toward Teachers: Exploring Results from a National Survey**
Dorothy Espelage, Ph.D., Professor, University of Illinois–Champaign, Urbana-Champaign, IL;
Chad Rose, Ph.D., Assistant Professor, University of Missouri-Columbia, Columbia, MO;
Kathleen Lynne Lane, Ph.D., Professor, University of Kansas, Lawrence, KS

SAN FRANCISCO

Reducing violence and victimization within the nation's schools is paramount to fostering a more accepting and inclusive school climate. However, few studies have investigated violence that is directed toward teachers. This workshop will detail results from a national study initiated by the American Psychological Association Classroom Violence Directed Against Teachers Task Force, which includes approximately 3,000 k-12 teachers from 48 states. Preliminary results suggest that 80% of teachers reported at least one episode of victimization, including 73% experiencing verbal harassment, 54% property offenses, and 44% physical offenses. In each domain (harassment, property, physical), the majority of teachers reported experiencing victimization by students. In addition to highlighting the results from the study, teacher, community, and school characteristics will be addressed. The workshop will conclude with implications for teacher training, school interventions, and public policy.

2. **Current Legal Issues for Students with Behavior Disorders**

ATLANTA

Susan Etscheidt, Ph.D., Professor, University of Northern Iowa, Cedar Falls, IA
 This session will feature several legal issues of interest to educational leaders serving students with behavior disorders – including student discipline and behavior intervention plans, IEP compliance, progress monitoring, and transition services. Several recent administrative and judicial decisions will be highlighted. The session will include small group activities as well as discussion forums.

3. **Making Smarter Classrooms: How to Collect and Graph Behavior Data**

CHICAGO

Nicholas A. Gage, Ph.D., Assistant Professor of Special Education and *Ashley S. MacSuga-Gage, Ph.D.*, Visiting Assistant Professor of Special Education, University of Florida, Gainesville, FL
 The term “data-based decision making” has become pervasive in education, referring to the use of data to inform and assist decision-making at all levels of schooling including the classroom. However, rarely do calls for data-based decision making come with guidance and training on how to do it, particularly with regards to collecting and displaying behavior data for individual students or a whole class (e.g., classroom management). To address this gap, we will provide (a) an overview of data-based decision making, (b) a four-step framework on how to efficiently (i.e., quickly and easily) collect behavior data, graph your data, and use the data for decision making. In addition, we will provide a hands-on tutorial/training on how to use Microsoft Excel to create beautiful graphs for displaying your data. As a result of attending this workshop, you will be able to both easily collect data and create high quality graphs using data collected. Attendees are encouraged to bring their laptops or iPads and will receive a digital handbook with step-by step instructions for collecting behavior data and creating elegant graphs. Finally, participants will create their own data collection tools during this workshop that can be used immediately in the classroom!

4. **“I Have this Kid Who . . .” Real Solutions for Reducing Difficult but Common Behaviors**

NEW YORK

MSLBD Master Teachers – Matthew McNiff, Kaye Otten, Reesha Adamson, Felicity Balluch, Joel Naaf, Jessica Nelson, Michael Persampieri, Seth Piro, Megan Rees, Michalla Schartz, Jodie Tagel, Sherry White

This session will address several nuisance behaviors that are common in schools but difficult to solve. Behaviors of interest will involve student elopement (running), stealing, disruptions, and power and control. The focus of this session is to give evidence-based interventions with real life suggestions from the MSLBD Master Teacher group on how to solve these troublesome issues. In addition to solutions, the session will address how to find the right intervention to fit the behavior that you are addressing.

11:15 a.m.

Adjournment and Hotel Checkout

2015 AWARD AND STIPEND RECIPIENTS

MSLBD annually recognizes individuals for several awards related to outstanding service to individuals with emotional/behavioral disorders. The organization also seeks to encourage outstanding scholarship in doctoral or master's training, and provides a one-time stipend to assist students pursuing a doctoral or master's in special education with a program emphasis in behavioral disorders or closely related field. We would like to congratulate the recipients of this year's awards.

Outstanding Leadership Award

Debra Kamps, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS
Kathleen Lynne Lane, University of Kansas, Lawrence, KS

Doctoral Degree Stipend Recipients

Jason Chow, Vanderbilt University, Nashville, TN
Shanna Hirsch, University of Virginia, Charlottesville, VA

Master's Degree Stipend Recipient

Emily Swogger, University of Kansas, Lawrence, KS

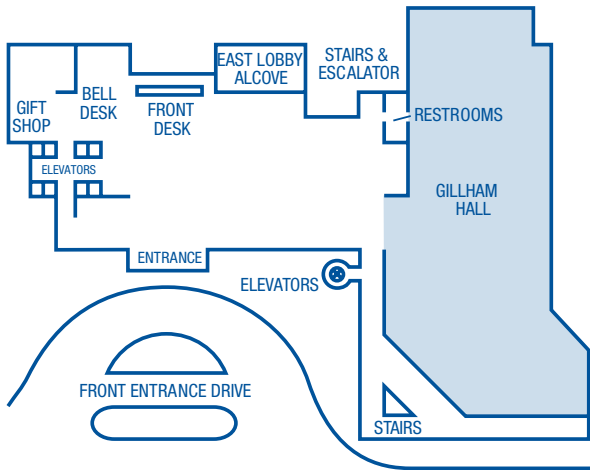
Stipend Applications and individual Award Nominations are due each year on November 1. Nominations for the Outstanding Building Leadership Award, recognized at the MSLBD Conference on Behavior Issues for School Leaders, due May 1. A complete list of available awards, due dates and nomination forms may be viewed on our website: www.mslbd.org.

PRESENTERS

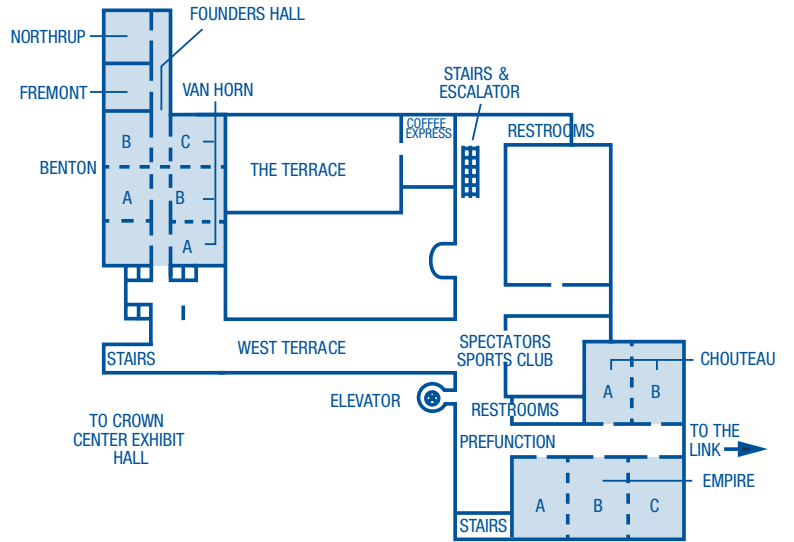
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HOTEL MAP

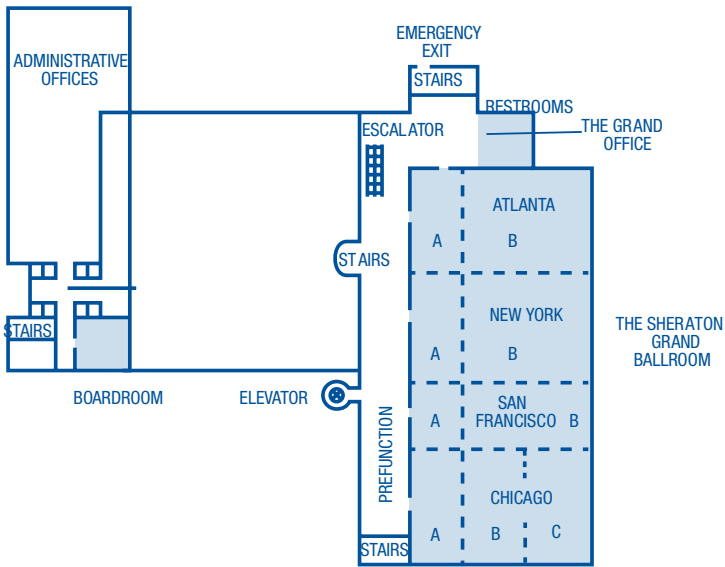
LOBBY LEVEL



MEZZANINE LEVEL



BALLROOM LEVEL



CROWN CENTER EXHIBIT HALL

