



Midwest Symposium for Leadership in Behavior Disorders

SYMPOSIUM 2022

February 17, 18, & 19 | Sheraton Crown Center | Kansas City, Missouri

For the 40th year, the Midwest Symposium for Leadership in Behavior Disorders will address cutting-edge issues of interest to professionals working with students with emotional/behavioral disorders and autism spectrum disorders.

KEYNOTE

Friday

February 18

8:30-10:00 AM

Four Short
TED Talk-like
Keynote Speeches

Great Educators at Work: What Does it Take to Make the Grade as a Teacher of Students with EBD?



Dr. Kaye Otten



Dr. Kathleen Zimmerman



Joe & Dee Valenti



Dr. Rikeshia L. Fry Brown

- Traits and temperaments successful educators bring to the table
- Educator beliefs and behaviors that set the stage for success
- Educator skill sets that are most important to develop and hone
- Training and experiences that have the power to expand an educator's repertoire

Four professionals from the field will address these and other topics during this TED Talk-like session. Come learn from professionals who will share insights about supporting students with significant behavioral needs.

REGISTER BY JANUARY 21 FOR DISCOUNTED REGISTRATION

Register early for preferred workshops

No Walk-In Registrations

Visit our website
[https://mslbd.org/
symposium-conference/](https://mslbd.org/symposium-conference/)



MSLBD @MSLBD1



SYMPOSIUM AT-A-GLANCE

Thursday, February 17

7:30 a.m.	Conference Desk Opens
9:00 a.m.-12:00 p.m.	Pre-symposium Workshops
11:30 a.m.-5:00 p.m.	Exhibits
12:00 p.m.-1:30 p.m.	Lunch (on your own)
1:30 p.m.-4:30 p.m.	Pre-symposium Workshops

Friday, February 18

7:30 a.m.	Conference Desk Opens
8:00 a.m.-5:00 p.m.	Exhibits
8:30 a.m.-10:00 a.m.	Keynote Session
10:20 a.m.-11:20 a.m.	Concurrent Sessions, Set I
11:30 a.m.-12:30 p.m.	Concurrent Sessions, Set II
12:30 p.m.-2:00 p.m.	Lunch (on your own)
2:00 p.m.-3:00 p.m.	Concurrent Sessions, Set III
3:15 p.m.-4:15 p.m.	Concurrent Sessions, Set IV
4:15 p.m.-6:00 p.m.	Poster Session and Anniversary Celebration
8:00 p.m.-11:00 p.m.	Cash Bar and Complimentary Hors d'oeuvres Symposium Party

Saturday, February 19

8:00 a.m.	Conference Desk Opens
9:00 a.m.-11:30 a.m.	Saturday Concurrent Sessions
11:45 a.m.	Adjournment

PRE-SYMPOSIUM WORKSHOPS

Additional fee applies. Participants select one morning and one afternoon session to attend.

Thursday, February 17, 2022

MORNING SESSIONS | 9:00 a.m. – 12:00 p.m.

1. Remembering How to Fly a Kite: Using Resistance to Engender Compliance

How do we respond to a student who says “Make me!” Our authority has been threatened. Yet, we can’t make others do anything. Therefore, we want to set an example that shows other students they can’t get away with misbehaving. Unfortunately, most of the ways we set an example have the opposite effect and, consequently, increase our anxiety and fear of failure toward resistance. The solution is not to fear students’ resistance but to use it to obtain their compliance – a kite rises against the wind, not with it. In order to use student resistance to obtain compliance, we must first change our behavior – which, is even scarier. I will help you ease that transition and put you on the path for managing resistance. (Level: Intermediate)

John Maag, PhD, Professor of Special Education, University of Nebraska-Lincoln, Lincoln, NE

2. To Graduation and Beyond: Planning for Success

Despite the best efforts of schools and families, some autistic students do not experience the same degree of success and personal fulfillment in adulthood compared to their nondisabled peers or to students who are receiving services under IDEA categories other than ASD. What factors drive these differences? What variables lead to stronger adult outcomes? This workshop will offer valuable strategies for achieving independence, including interventions for self-regulation and mindfulness. Learn how to avoid missteps and resolve ongoing challenges using evidence-based practices and the steps to creating a comprehensive plan to implement these tools in the workplace, for transportation, and in after-work settings. (Level: Intermediate)

Brenda Myles, PhD, Autism Consultant, Author and Editor, Olathe, KS

3. Creating Safer Spaces for LGBTQ+ Youth

This presentation provides an overview of GLSEN and the support we provide for LGBTQ students and educators. A review of statistics about LGBTQ student experiences around inclusive curriculum will focus participants on the climate for LGBTQ students in schools. Participants will learn terminology around gender and examine gender stereotypes and leave with strategies and resources for creating more gender expansive/inclusive school environments. (Level: Beginner)

Lindsay Buck, MA, Educator with Lawrence Public Schools and GLSEN Facilitator and **Andrew Schuerman, EdD**, Board Member and Professional Development Chair for GLSEN-GKC, Kansas City, MO



MSLBD

The 2022 Midwest Symposium for Leadership in Behavior Disorders is a CCBID approved regional activity. Participants who would like to submit contact hours to a professional development organization may request a letter certifying attendance at the conference. Board Certified Behavior Analysts Type 2 credits are available at the conference from the Behavior Analyst Certification Board. Information about obtaining a letter of attendance or BCBA credit is available on our website.

4. Understanding and Disrupting the School to Prison Pipeline

This workshop will explain the School to Prison Pipeline from an evidence-based perspective. We will discuss the components of the system and identify the places where effective intervention can effectively disrupt the pipeline. (Level: Beginner)

Monic Behnken, JD, PhD, Associate Professor of Sociology and Director of Leadership Studies Program, Iowa State University, Ames, IA

5. Engage to Learn: Multi-Tiered Systems of Classroom Behavior Support to Improve Student Engagement and Academic Outcomes

This session will present a series of practical classroom strategies to engage students to improve academic outcomes. The strategies will range from those appropriate for elementary and middle school teachers to use with their entire classes to targeted strategies and function-based individualized strategies. With an emphasis on prevention and positive approaches, teachers will have tools they can take back to their classrooms. (Level: All | 3.5 BCBA CEUs)

Howard P. Wills, PhD, Professor, Juniper Garden Children’s Project, University of Kansas, Kansas City, KS and **Kaye Otten, PhD, BCBA**, Behavior Coach and Analyst, Trainer, and Author, Summit Behavioral Services, Kansas City, MO

AFTERNOON SESSIONS | 1:30 p.m.- 4:30 p.m.

6. Behavior Management is Easy, But Managing Behavior is Hard: Creating Monday Morning Solutions Out of Complicated Research

Behavior management, from a theoretical standpoint, is relatively easy. Function, teach, reinforce, consequence, rinse, and repeat. If behavior programming is so easy, why does it always seem so hard to change behavior? Because in “theory”, everything is easy. In “theory”, we often don’t have 9-year-old girls in sundresses saying disparaging things about our mothers. That is why we need to take sound research practices and have some true practical application behind them. This session will provide session participants with real tools that they can take back to the classroom on Monday morning with an understanding of why they work and how to implement them effectively. (Level: Intermediate, Advanced | 3.5 BCBA CEUs)

Matthew McNiff, PhD, Special Education Director and **Regina Oliver, PhD, BCBA-D**, MTSS Coordinator, ESU 5 Beatrice, NE

7. Reducing Disproportionality by Implementing Alternatives to Exclusionary Practices

The session will begin by providing context around issues of inequity related to exclusionary practices and marginalized student groups. The remaining focus of the session will demonstrate how to use several selected evidence-based practices, revise discipline policies, and use data to routinely monitor and assess equitable access and implementation of services for student with disabilities. (Level: Intermediate, Advanced)

Ambra Green, PhD, Assistant Professor of Special Education, University of Texas at Arlington, Arlington, TX

8. Recognizing, Reducing, and Responding to Cyberbullying in the COVID Era

Bullying remains a pervasive problem among youth. However, as access to technology and electronic communication increases, and the social media landscape continues to evolve, the modalities by which students experience bullying expands. Therefore, bullying no longer begins and ends with school bells; it is now entrenched within students' physical and electronic environments. Recognizing, reducing, and responding to cyberbullying is an immediate concern for educational stakeholders, especially as reliance on virtual learning platforms become entrenched within learning activities. While the outcomes associated with the COVID era are still being examined, the rise in online social interactions among youth have demonstrated the urgent need to address socially appropriate digital citizenship within the academic curriculum. This workshop is designed to provide educators with the tools necessary to recognize, reduce, and respond to cyberbullying. (Level: Intermediate)

Chad Rose, PhD, Associate Professor and Director of the Mizzou Ed Bully Prevention Lab, University of Missouri, Columbia, MO

9. Bust Through Burnout! Using the Adult Resilience Curriculum to Support Well-Being

Are you tired? Do you wonder where your joy for teaching went? Have you considered leaving the education field? This workshop will introduce you to strategies that support your well-being and help to prevent long-term burnout. Education professionals will learn about the Adult Resilience Curriculum (ARC), a free modular program that builds upon empirically-supported practices to promote educator well-being. Facilitators will present strategies aimed at enhancing resilience and wellbeing in the context of working with students with challenging behaviors and discuss how strategies can be used to create a culture of well-being. Participants will begin to identify and practice strategies aligning with their personal and professional values, resulting in a "personal recipe for resilience." Would you believe it can start by planning your retirement party? (Level: All)

Brenda Bassingthwaite, PhD, BCBA, Associate Professor, **Erika Franta, PhD**, Licensed Psychologist, School Mental Health Program Director, Assistant Professor, and **Hannah West, PhD, BCBA**, Regional Trainer, Mid-America Mental Health Technology Transfer Center, Munro-Meyer Institute, UNMC, Omaha, NE

MISSION STATEMENT

The Mission of the Midwest Symposium for Leadership in Behavior Disorders is to foster leadership that advances equitable education opportunities and outcomes for students with behavioral needs, and to support the professionals and families with whom they are connected.

Saturday, February 19, 2022 9:00 a.m.-11:30 a.m.

1. Providing a Free Appropriate Public Education: Lessons from the Due Process Hearing Front

The essential obligation of school district administrators and teachers of students with disabilities who are eligible for special education services is to provide a free appropriate public education (FAPE). The development and implementation of a student's individualized education program (IEP) is the means by which a FAPE is conferred. It is estimated that 90% of all due process hearings and special education litigation involve FAPE-related issues. All three presenters are experts in special education law. Additionally, Dr. Smith was a due process hearing officer in Iowa and Dr. Yell is currently a state review officer in South Carolina. They will provide practical information from the due process hearing front on actions that special educator administrators and teachers should take to avoid the pitfalls that may lead to due process hearing and ensure that school-based IEP team members are crafting and implementing educationally meaningful and legally sound IEPs. Pertinent cases will be reviewed. (Level: All)

Mitchell L. Yell, PhD, Professor, University of South Carolina, Columbia, SC, **Carl R. Smith, PhD**, Professor Emeritus, Iowa State University, Ames, IA, and **Antonis Katsiyannis, EdD**, Professor, Clemson University, Clemson, SC

2. Systematic Small Group Instruction: Errorless Learning Procedures for Educators of all Students

This session will be a hands-on exploration of how to implement constant time delay (CTD), an errorless learning strategy, in small group instruction. Using behavioral skills training, attendees will learn how to implement the procedure with students with and at-risk for disabilities. Freely accessible resources will be shared as well as planning guides for immediate implementation. Procedures are feasible for paraprofessionals and teaching staff from early childhood to secondary settings. After learning the CTD procedure, attendees will be introduced to tips and tricks for (a) group behavior management, (b) embedding social skills goals, and (c) embedding occupational therapy goals into small group instruction to maximize student engagement across a variety of skills and content areas. (Level: Intermediate)

Kathleen Zimmerman, PhD, BCBA-D, Assistant Professor and **Gretchen Scheibel, MS, OTR, BCBA**, Doctoral Student, University of Kansas, Lawrence

3. Behavior Support Strategies: A Must for Every Educator

Building a solid foundation of behavior supports is vital to classroom success for both students and educators. It is this foundation that allows for meaningful instruction, student productivity, as well as the potential for lasting relationships and peak performance. In this session, attendees will be presented evidence-based behavior support strategies that can be implemented Monday morning upon their return to the classroom. (Level: Beginner, Intermediate)

Felicity Post, EdD, Associate Professor, Peru State College, Peru, NE and **Megan Rees, MS**, Resource Teacher, USD 383, Manhattan, KS

MSLBD PARTY!
Friday, Feb. 18 | 8:00-11:00 p.m.
**LIP SYNC
BATTLE**
Individuals and Groups
Win Cash & Prizes
Come to cheer on your favorite act,
dance, and party the night away!
A free beverage ticket is provided to each attendee.

Hotel Reservations

Sheraton Kansas City Hotel at Crown Center 2345 McGee St. • Kansas City, MO 64108

Reservations online: <https://mslbd.org/symposium-conference/hotel-information.html>
Reservations by Phone: (866) 932-6214
Group Code: "2022 MSLBD Annual Convention"

The room block fills quickly in January! Make your reservation as **EARLY AS POSSIBLE** for the best selection of rooms type at the special rate! The "cut-off date" for reserving rooms in the Room Block is **January 21, 2022, by 5:00 p.m.** (Central Standard Time), **subject to availability.** Reservations requested after the cut-off date will be based on availability at the Hotel's prevailing rates.

Rate / per night + tax	Occupancy / Room Type
\$169.00	Single or Double / Standard King
\$169.00	Double, Triple or Quad / Standard Double

2022 Symposium Registration

Easy online registration for groups and individuals paying with a credit card.

<https://mslbd.org/symposium-conference/registration.html>

Registrations accepted by mail with check payment.

Purchase orders will be accepted if received before January 21. All payments must be received by February 17.

Name _____

Address _____

City _____

State _____ Zip _____

Daytime Telephone (_____) _____

E-mail _____

Position _____

Assistant's Name _____

Assistant's E-mail & Phone _____

PAYMENT

Include name, phone number and email of the individual coordinating payment:

_____ Credit Card Payment, register online

_____ Check payable to Midwest Symposium and mailed with completed registration form

_____ Purchase Order, when received before January 21. Fax or email PO & Registration forms to the contact listed at the bottom of this form. Payment terms, all payments must be received by February 17.

REGISTRATION OPTIONS

(Circle One Option)

	Early Bird Discount	Regular Registration Rate
_____ Presymposium Workshop & Symposium (Thurs, Fri & Sat, please pre-register for Thursday & Saturday Workshops)	\$195.00*	\$220.00
_____ Symposium Only (Fri & Sat, please pre-register for Saturday Workshop)	\$180.00*	\$205.00
_____ Pre-symposium Workshop Only (Thurs Only, please pre-register for Thursday Workshops)	\$165.00*	\$190.00

*Discounted registration rate available through January 21. If you must cancel your registration, please notify the MSLBD Office at manager@mslbd.org, by January 21, to receive a refund less a \$35 processing fee. No refunds after January 21. Registrations may be transferred to another individual at no cost.

Parking Information

Parking may be found in the parking facility immediately to the north of the Sheraton Crown Center. Self and valet parking are available in the covered garage. Self-parking fee \$22 per day. Valet parking fee is \$28 per day.

Please note that parking spaces are limited and offered on a first come, first served basis. To enjoy unlimited in/out privileges be sure to charge parking to your guest room. A height restriction of six feet, eight inches applies. (From the Sheraton Kansas City Hotel at Crown Center Website, September 2021).

Special Accommodations

For questions about accessibility or to request accommodations please contact Keri Frey at 402-792-3057 or by email, manager@mslbd.org. Requests should be made as soon as possible but three weeks advance notice of need for accommodations is requested.

All registrations are processed on a first-come, first-served basis. Seating in Presymposium Workshops is limited! REGISTER EARLY! No walk-in registration.

CHOICE OF PRESYMPOSIUM WORKSHOP ON THURSDAY (If applicable to registration type)

HALF-DAY WORKSHOPS ON THURSDAY

Morning – Please indicate first selection and alternate

- _____ 1. Remembering How to Fly a Kite: Using Resistance to Engender Compliance
- _____ 2. To Graduation and Beyond: Planning for Success
- _____ 3. Creating Safer Spaces for LGBTQ+ Youth
- _____ 4. Understanding and Disrupting the School to Prison Pipeline
- _____ 5. Engage to Learn: Multi-Tiered Systems of Classroom Behavior Support to Improve student Engagement and Academic Outcomes
- _____ Unable to Attend

Afternoon – Please indicate first selection and alternate

- _____ 6. Behavior Management is Easy, But Managing Behavior is Hard: Creating Monday Morning Solutions Out of Complicated Research
- _____ 7. Reducing Disproportionality by Implementing Alternatives to Exclusionary Practices
- _____ 8. Recognizing, Reducing, and Responding to Cyberbullying in the COVID Era
- _____ 9. Bust Through Burnout! Using the Adult Resilience Curriculum to Support Well-Being
- _____ Unable to Attend

FRIDAY KEYNOTE AND BREAKOUT SESSIONS

All sessions are general seating, pre-registration is not required.

SATURDAY MORNING WORKSHOPS

Please choose one session to attend.

- _____ 1. Providing a Free Appropriate Public Education: Lessons from the Due Process Hearing Front
- _____ 2. Systematic Small Group Instruction: Errorless Learning Procedures for Educators of all Students
- _____ 3. Behavior Support Strategies: A Must for Every Educator
- _____ Unable to attend any Saturday Workshop

Hotel Reservation and Parking Information

<https://mslbd.org/symposium-conference/hotel-information.html>

REGISTER ONLINE WITH A CREDIT CARD OR RETURN YOUR REGISTRATION WITH PAYMENT TO:

Midwest Symposium for Leadership in Behavior Disorders • P.O. Box 202, Hickman, Nebraska 68372

registration@mslbd.org • Phone 402-792-3057 • Fax 402-313-4702

CONCURRENT SESSIONS | FRIDAY, FEBRUARY 18, 2022

KEYNOTE STRAND

The Keynote Presenters will each share an expanded one-hour breakout presentation based on the topic presented at the Keynote Session.

MASTER TEACHER STRAND

Merging ABA and Trauma-Informed Care: Practical Strategies for Educators Serving EBD Students Who Have Experienced Trauma

Anne Baptiste, MA, Educational Service Unit 7, Columbus, NE; Malinda Forsberg, MAEd, University of Wisconsin-Madison, WI

Rethinking Social Emotional Learning Adapting Social Emotional Learning Curricula to the Virtual Learner

Stacy Hirt, EdS, University of Missouri, Columbia, MO; Sherry White, EdD, Kansas State University, Manhattan, KS

A Service Not a Sentence: Providing a Full Continuum of Services to ALL Students with Challenging Behavior

Kaye Otten, PhD, BCBA, Summit Behavioral Services, Kansas City, MO; Carrie Fairbairn, MEd, Sallye Lee, BA, Papillion-LaVista Schools, NE; Jodie Tagel, MEd, BCBA, Westside Schools, Omaha, NE

Reinforce This: Use of Positive Reinforcements and How to Fade Them

Jan Burgess, MME, MAEd, North Kansas City Schools, Kansas City, MO; Barb Rieken, MEd, Educational Service Unit #5, Beatrice, NE; Megan Rees, MS, USD 383 Manhattan/Ogden, KS

BREAKOUT SESSIONS

Understanding the Use of Crisis Intervention Programming in School Settings

Reesha Adamson, PhD and Jessica Nelson, EdD, Missouri State University, Springfield, MO

The Use of Group Contingencies in School Settings

Brittany Beaver, MA, BCBA, LBA and Tyler Re, PhD, BCBA, LBA, The Chicago School of Professional Psychology, Chicago, IL

Improving Behavior and Building Student-Teacher Relationships: Connecting with Students with EBD

Lauren W. Collins, PhD, San Diego State University, San Diego, CA; Timothy J. Landrum, PhD and Dana Page, MA, University of Louisville, Louisville, KY

Social Problem-Solving Strategies to Address the Behavioral and Mental Health Needs of Youth

Michael Couvillon, PhD, Drake University, Des Moines, IA

Collecting Behavior Data You Can Actually Use

Scott Fluke, PhD, Olathe Public Schools, Olathe, KS

Graphing Student Data: Tips and Tricks

Nicolette Grasley-Boy, PhD, BCBA, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS; Skyler McCain, MA, BCBA, University of Florida, Gainesville, FL

After the Pandemic: Practical Strategies for Reaching Students with Anxiety

Beverly H. Johns, MS, Special Education, Southern Illinois University, Carbondale, IL

Good Morning Kids . . . Wait, is that a Squirrel?!?!? Improving Executive Functioning Skills for Teachers

Barb Gross, MS and Matthew McNiff, PhD, Educational Service Unit #5, Beatrice, NE

African American Students With Disabilities: When Law Enforcement Becomes a Part of Their Behavior Intervention Plan (My Son's Story)

Debra Knight, MSE, University of Kansas, Lawrence, KS

A Review of FBA-BIP Plans: Implications for Research & Practice

Shanna Hirsch, PhD, Clemson University; Tim Lewis, PhD, University of Missouri, Columbia, MO; Alex Carlson, MEd and Antonis Katsiyannis, EdD, Clemson University, Clemson, SC

Utilizing Behavior Skills Training with Educators to Increase Implementation Fidelity of Behavior Intervention Plans

Erica B. McClure, MAT and Tim Landrum, PhD, University of Louisville, Louisville, KY

Write On! Packaging Academic and Behavioral Strategies to Improve Writing

Elizabeth Michael, PhD, Sara Sanders, EdD, Kristine Jolivet, PhD, Allyson Pitzel, MA, and Aimee Hackney, MA, The University of Alabama, Tuscaloosa, AL

Social Skill Development for Middle School Students with ASD and LD through Virtual Technology (VOISS)

Maggie A. Mosher, MSSW, University of Kansas, Lawrence, KS; Adam C. Carreon, PhD, Georgia Southern University, Statesboro, GA

Tiered Model of Support: Training Paraeducators to Increase Student Outcomes

Jessica Nelson, EdD, BCBA, LBA and Reesha Adamson, PhD, Missouri State University, Springfield, MO

Keeping My Cool: Supporting the Self-Regulation Skills of Students in the Classroom

Sara Sanders, EdD, University of Alabama, Tuscaloosa, AL; Lauren Hart Rollings, PhD, University of West Georgia, Carrollton, GA; Kristine Jolivet, PhD and Olivia Hester, PhD, University of Alabama, Tuscaloosa, AL

There's a Thin Line Between a Numerator and Denominator: Using SRSD to Teach Fractions Computation to Students with EBD

Ashley Shaw, EdD, Pittsburg State University, Pittsburg, KS; Robin Parks Ennis, PhD, University of Alabama at Birmingham, Birmingham, AL

Advocacy Efforts for Students with Emotional, Behavioral or Mental Health Needs

Carl R. Smith, PhD, Professor Emeritus, Iowa State University, Ames, IA

Addressing Diversity, Equity, Inclusion and Social Justice through Self-Identify and Positionality

Maria L. Manning, PhD, Eastern Kentucky University, Richmond, KY; Brenda Bassingthwaite, PhD, BCBA, University of Nebraska Medical Center, Omaha, NE; Angela Tuttle Prince, PhD, Iowa State University, Ames, IA

SESSIONS FOR BCBA CREDIT

Building Video Models to Support Individuals with Disabilities - Strategies for Educators

Adriano Barboza, PhD BCBA-D, Munroe-Meyer Institute for Genetics and Rehabilitation, UNMC, Omaha, NE

Enhancing Ci3T: Designing Professional Learning to Support Implementation of Comprehensive, Integrated, Three-tiered Models of Prevention

Mark M. Buckman, PhD and Kathleen Lynne Lane, PhD, BCBA-D, CF-L1, University of Kansas; Wendy Peia Oakes, PhD, Arizona State University, Gilbert, AZ; Paloma Perez-Clark, EdS, Katherine S. Austin, MEd, and Rebecca Sherod, MEd, University of Kansas, Lawrence, KS; David J. Royer, PhD, University of Louisville, Louisville, KY; Eric A. Common, PhD, University of Michigan-Flint, Flint, MI

Self-Management Skills for Young Adults with Behavior Challenges? There's an App for That!

Kathleen B. Cook, PhD, Augustana University, Sioux Falls, SD

Do Behavior Analysts Deserve a Seat at the Table? A Look at an Interdisciplinary Collaboration Decision Making Model

Elizabeth A. Fitter, MS, MEd, BCBA and Tyler Re', PhD, BCBA-D, The Chicago School of Professional Psychology – Online

Low-Intensity Strategies to Support Engagement and Minimize Disruption: Practical Strategies that Work!

Kathleen Lynne Lane, PhD, BCBA-D, CF-L1 and Mark Matthew Buckman, PhD, University of Kansas, Lawrence, KS; Wendy Peia Oakes, PhD, Arizona State University, Gilbert, AZ

Systematic Screening with the SRSS-IE: Additional Evidence on Reliability

Wendy Peia Oakes, PhD, Arizona State University, Tempe, AZ; Kathleen Lynne Lane, PhD, BCBA-D, CF-L1, Rebecca Lee Sherod, MSE, and Jamie S. Jones, University of Kansas, Lawrence, KS; Sarah Jane Schonour, MA, Arizona State University, Tempe, AZ; Mark Matthew Buckman, PhD, University of Kansas, Lawrence, KS

Know When to Say No: A Decision Making Model and Call to Action Regarding Chemical Restraint in Schools.

Vanessa Tucker, PhD, BCBA-D, LBA, Pacific Lutheran University, Tacoma, WA; Scott Fluke, PhD, Olathe Public Schools, Olathe, KS

"I Want To Do Better, But Where Do I Start?" Self-Assessment and Evaluation of Classroom Management Strategies

Sarah Wilkinson, PhD, University of Wisconsin-Parkside, Kenosha, WI; Nicolette Grasley-Boy, PhD, Juniper Gardens Children's Project, University of Kansas, Kansas City, MO

Managing Elementary and Middle School Classroom Behavior With Positive Reinforcement: The CW-FIT Program

Jacky Williams, MEd, Arizona State University, Tempe, AZ, Juniper Garden Children's Project, University of Kansas; Amanda Williams, MA and Howard Wills, PhD, BCBA, Juniper Garden Children's Project, University of Kansas, Kansas City, KS

Visit our website for session descriptions and updates: www.MSLBD.org



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How to GET THERE

DRIVING IN:

The Sheraton Crown Center is located at 2345 McGee Street in Kansas City, Missouri. The following are directions to the hotel from:

I-70 Eastbound: Take I-35 South exit to 20th Street exit. Turn left on 20th Street. Right on McGee Street to hotel entrance.

I-70 Westbound: Take I-35 South exit to 20th Street exit. Turn left on 20th Street. Right on McGee Street to hotel entrance.

I-35 Southbound: Take I-35 South to 20th Street exit. Turn left on 20th Street. Right on McGee Street to hotel entrance.

I-35 Northbound: Take I-35 North to Broadway exit. Turn right on Broadway. Turn left on 20th Street. Right on McGee Street to hotel entrance.

PARKING:

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FLYING IN:

To get to the Sheraton Crown Center from MCI: Book online at www.supershuttle.com. Cost is approximately \$39 each way. Cab fare is approximately \$60.00 each way.

CONTACT INFORMATION:

Keri Frey, Manager
P.O. Box 202, Hickman, Nebraska 68372
402-792-3057; fax 402-313-4702
manager@mslbd.org