

# SYMPOSIUM



# 2019

**February 21, 22, 23, 2019**  
**Sheraton Crown Center**  
**Kansas City, Missouri**

For the 37th 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 22**  
**8:30-10:00 AM**  
**Four Short TED**  
**Talk-like Keynote**  
**Speeches**

## Sharing Perspectives on: Anger, Aggression, and Violence! Can we create civility in schools?



Matthew McNiff, PhD  
Educator  
Beatrice, NE



Tara Rinehart, PhD  
Administrator  
Indianapolis, IN



Dorothy Espelage, PhD  
Researcher  
Gainesville, Florida



Tammy Nyden, PhD  
Parent  
Iowa City, IA

- What are the causes of the apparent increases in anger and aggressiveness in students?
- What do we know about how to treat or address angry and defiant children?
- How do these things affect us in our families and community as well as schools?
- What should educators do to create and teach civility?

This MSLBD keynote will provide four short, intense, “TED Talk-like” responses to these and other questions about how anger, aggression and violence are affecting us in our communities, families and schools. Each speaker will examine these questions from their own personal as well as professional position.

**Each speaker will offer a follow-up breakout session to allow discussion, and answer questions.**

**REGISTER BY JANUARY 23 FOR DISCOUNTED REGISTRATION**  
**WORKSHOPS FILL QUICKLY / NO WALK-IN REGISTRATION**

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## SYMPOSIUM AT-A-GLANCE

### Thursday, February 21

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

### Friday, February 22

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: Cash Bar and Complimentary Hors d'Oeuvres
8:00 p.m.-11:00 p.m.	Symposium Party

### Saturday, February 23

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 Half-Day Workshops

Thursday, February 21 | 9:00 a.m.-4:30 p.m.

## MORNING (9:00 a.m. – 12:00 p.m.)

*(Extra Fee Applies, choose one to attend)*

### 1. Teacher Behaviors: Using Effective Instruction and the Basics of Management to Maximize Student Success

This session will focus on the interconnectedness of effective instruction and classroom management as a means of facilitating both academic and social success. Specific examples will highlight effective practices using video vignettes and real video representations. In addition, considerations for students with non-compliant, disrespectful, and disruptive behaviors.

**Terrance Scott, PhD**, Professor, University of Louisville, Louisville, KY

### 2. The Struggle Is Real, People! Toxic Stress, Well-Being, and Implications for Educators

Teachers and nurses tie for the highest rate of daily stress among all occupational groups. Additionally, adverse childhood experiences (ACEs) have been shown to negatively impact physical and mental health. The prevalence of ACEs indicates that many teachers who serve students with ACEs and are likely to have a personal history of ACEs as well, increasing their vulnerability to compassion fatigue and even secondary trauma. This session will outline four major sources of teacher stress that can lead to burnout and provide strategies that research shows to be effective for reducing teacher stress and improving well-being, including workplace wellness, social emotional learning, and mindfulness/stress management programs. Strategies for enhancing well-being within both a professional and personal context will be explored

**Cherie Blanchat, LSCSW**, Coordinator, State Trainer, Topeka, KS and **Christin Sheldon, LMSW**, State Trainer, Baldwin City, KS, Kansas Technical Assistance System Network (TASN) School Mental Health Initiative (SMHI)

### 3. Teacher, Caregiver, or Parent Implemented Functional Assessment to Guide Treatment of Problem Behaviors: Practical Assessment Procedures and Resources

Using a functional approach to assessment and treatment of problem behaviors is a hallmark of professional best practice for teachers and clinicians. This workshop will focus on practical suggestions for conducting functional assessment and treatment of problem behaviors exhibited in the classroom, community, and outpatient clinical settings.

**David Richman, PhD**, Professor, Texas Tech University, Lubbock, TX

### 4. Whose Future is it Anyway? Considering the Student-Directed IEP Process

Participants in this session will learn about the advantages of elementary level student-led IEPs. Specific teacher-friendly and teacher-tested activities to begin implementation of a student-led IEP program in their setting also will be covered along with strategies to support students in the writing and development of their IEP. Particular attention will be given to tools that increase self-advocacy and self-determination. Participants will receive links to resources, activities, and other “freebies” associated with student-led IEPs.

**Carrie Fairbairn, MEd**, Structured Behavior Skills Special Educator, Sallye Vanderplas-Lee, BA, Resource Teacher, Millard Public Schools, and **Jodie Tagel, MEd**, Behavior and Autism Specialist, Westside Community Schools, Omaha, NE

### 5. Information Overload? How to Understand and Use Evidence-based Practices for Students with Autism

The identification and use of Evidence-Based Practices (EBPs) for learners with Autism Spectrum Disorder (ASD) have become increasingly important over the past two decades. While educators understand the ethical imperative to use effective practices with their students, practical challenges make application difficult. Despite significant advances in research and teaching methods, due to the complexities of scientific findings, differences in EBP terminology and reviews, as well as a number of other factors, implementing EBPs for students with ASD can be confusing. The presenter will provide an overview of EBPs, including definitions and components, identify the guiding questions that should be asked about EBPs, discuss a process to choose, use and evaluate EBPs, and share how to locate and use free web-based EBP resources.

**Paul LaCava, PhD**, Associate Professor, Rhode Island College, Providence, RI

## AFTERNOON (1:30 p.m.-4:30 p.m.)

*(Extra Fee Applies, choose one to attend)*

### 6. Personalizing Interventions to Students with Social, Emotional and Behavioral Needs to Optimize Outcomes

A one-size-fits-all approach to intervention programming for students with social, emotional, and behavioral difficulties (SEBD) results in limited success and is wasteful of educators' precious time and resources. This presentation will discuss an approach to personalizing interventions to students with SEBD that has been shown to significantly increase the probability of achieving successful outcomes. The process involves determining the root cause underlying the student's SEBD to inform the selection of an intervention. Attendees will learn about a specific approach to organizing intervention programming from beginning to end – intervention matching, mapping, monitoring, and meeting. Attendees will also be provided with free resources to guide and support successful implementation in their schools.

**Clayton Cook, PhD**, Associate Professor, University of Minnesota, Minneapolis, MN

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

## 7. Behavioral Interventions Through a Trauma-Informed Lens: Strengthening Interventions for “Hard to Reach Kids”

Interventions for challenging behaviors are generally effective at reaching most students if done with fidelity in all environments, but sometimes don't work. This may be related to student difficulties forming healthy and trusting relationships with professionals dedicated to helping them. This interactive workshop will focus on the effects of adverse childhood experiences (ACEs) on the behaviors that students demonstrate in classrooms and other school areas. Participants will explore the behaviors that are often exhibited by children who have been exposed to trauma and will work through several case studies looking at the role of trauma in behavioral interventions. Behavioral interventions that include the lens of trauma-informed practices will be discussed and applied to both case studies and participants' own situations.

**Vanessa Tucker, PhD, BCBA-D, LBA**, Assistant Professor, Pacific Lutheran University, Tacoma, WA

## 8. Operation Behavior: Making an Impact

In order to intervene effectively, educators must be able to identify antecedents and consequences to determine the perceived functions of displayed behavior. Simple data collection is a must considering the wealth of expectations being placed upon educators, and a need exists for a basic understanding of the vital role of functional behavioral assessments for providing appropriate supports to students with varying needs. Educators must also recognize the benefits of providing positive and constructive feedback in order to guide students' behavior as well as the critical importance of a proactive approach to teaching social behaviors. This workshop will include strategies to help teachers implement reasonable interventions and supports. Additional emphasis will be on consistent, organized, and respectful learning environments that allow for student growth in the social, emotional, academic, and behavioral realms.

**Felicity Balluch, EdD**, Assistant Professor, Peru State College

## 9. Strategies for Success: Addressing Executive Functioning in Students with Challenging Behavior

Executive functioning (EF) deficits have been associated with several behavioral challenges common in children including restricted interests, repetitive behaviors, stimulus overselectivity, generativity, and deficits in cognitive flexibility. This session will present instructional strategies targeting EF deficits commonly experienced by students with challenging behavior

**Kaye Otten, PhD, BCBA**, Consultant, Summit Behavioral Services, Kansas City, MO and **Lisa Robbins, PhD**, Associate Professor, University of Central Missouri, Warrensburg, MO



**The 2019 Midwest Symposium for Leadership in Behavior Disorders is a CCBBD-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. Permission is being sought for Board Certified Behavior Analysts type 2 credits from the Behavior Analyst Certification Board. Information about obtaining a letter of attendance, BCBA credit and sessions available for BCBA credit will be posted on our website closer to the conference.**

# Concurrent Sessions Saturday, February 23, 2019 9:00 a.m.-11:30 a.m.

*(Choose one session to attend)*

### 1. Bully Prevention: Everything You Need to Know and More

**Chad Rose, PhD**, Associate Professor, University of Missouri, Columbia, MO

### 2. Building a Better SPED Team: Tips to Train and Supervise Your Paraprofessionals

**Jessica Nelson, MS, BCBA, LBA**, Instructor, Kansas State University, Manhattan, KS and **Scott Fluke, PhD**, Emotional Disturbance Program Facilitator, Olathe Public Schools, Olathe, KS

### 3. Update on Legal Developments in Special Education: What Special Education Teachers Need to Know and Why they Need to Know it

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

### 4. I Swear, I had No Idea He was Going to Melt Down

**Lee Stickle, MSED**, Director, TASN Autism and Tertiary Behavior Supports and Director, School Mental Health Initiative, Kansas State Department of Education, Lenexa, KS and **Linda Wilkerson, MEd**, Co-Director, Kansas MTSS, Kansas Department of Education, Kansas City, MO

**Don't Miss the  
MSLBD PARTY!**  
**Friday, Feb. 22 8:00-11:00 p.m.!**  
**LIP SYNC  
BATTLE**  
**Win CASH and PRIZES**  
**DJ from Kahuna Sound Productions**  
**Dancing! Cocktails!**  
**We provide everyone registered a free  
drink ticket and then cash bar.**

### 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.

# 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: "2019 MSLBD Annual Convention"

The room block fills quickly in January! We encourage those who guest rooms to 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 31, 2019, 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
\$155.00	Single / Standard King
\$155.00	Double / Standard King or Double
\$180.00	Triple / Double Room
\$205.00	Quad / Double Roo

## 2019 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 only be accepted for groups of 10 or more and must be submitted on or before the early registration deadline.

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

\_\_\_\_\_ Agency purchase order for groups of 10 or more, received by the MSLBD Office on or before the early registration deadline.

Payment terms, 30 days, all payments for purchase orders must be received before or at the time of check-in at the 2019 Symposium.

## REGISTRATION OPTIONS

(Circle One Option)

	Early Bird Discount	Regular Registration Rate
_____ Presymposium Workshop & Symposium (Thurs, Fri & Sat, please pre-register for Thursday & Saturday Workshops)	\$180.00*	\$205.00
_____ Symposium Only (Fri & Sat, please pre-register for Saturday Workshop)	\$165.00*	\$190.00
_____ Pre-symposium Workshop Only (Thurs Only, please pre-register for Thursday Workshops)	\$150.00*	\$175.00

\*Discounted registration rate available through January 23. If you must cancel your registration, please notify the MSLBD Office at [manager@mslbd.org](mailto:manager@mslbd.org), by January 23, to receive a refund less a \$35 processing fee. No refunds after January 23. 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 \$18.00 per day. Valet parking fee is \$26 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, October 2018) Find parking near Crown Center at SP+ Parking Website.

## Special Accommodations

Sign language interpreters provided with advance arrangement. Contact Midwest Symposium Office, Keri Frey, [manaer@mslbd.org](mailto:manaer@mslbd.org), or 402-792-3057.

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. Teacher Behaviors: Using Effective Instruction and the Basics of Management to Maximize Student Success
- \_\_\_\_\_ 2. The Struggle Is Real, People! Toxic Stress, Well-Being, and Implications for Educators
- \_\_\_\_\_ 3. Teacher, Caregiver, or Parent Implemented Functional Assessment to Guide Treatment of Problem Behaviors: Practical Assessment Procedures and Resources
- \_\_\_\_\_ 4. Whose Future is it Anyway? Considering the Student-Directed IEP Process
- \_\_\_\_\_ 5. Information Overload? How to Understand and Use Evidence-based Practices for Students with Autism Unable to Attend

Afternoon – Please indicate first selection and alternate

- \_\_\_\_\_ 6. Personalizing Interventions to Students with Social, Emotional and Behavioral Needs to Optimize Outcomes
- \_\_\_\_\_ 7. Behavioral Interventions Through a Trauma-Informed Lens: Strengthening Interventions for "Hard to Reach Kids"
- \_\_\_\_\_ 8. Operation Behavior: Making an Impact
- \_\_\_\_\_ 9. Strategies for Success: Addressing Executive Functioning in Students with Challenging Behavior

### 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. Bully Prevention: Everything You Need to Know and More
- \_\_\_\_\_ 2. Building a Better SPED Team: Tips to Train and Supervise Your Paraprofessionals
- \_\_\_\_\_ 3. Update on Legal Developments in Special Education: What Special Education Teachers Need to Know and Why they Need to Know it
- \_\_\_\_\_ 4. I Swear, I had No Idea He was Going to Melt Down Unable to attend

## 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:**

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# CONCURRENT SESSIONS – FRIDAY, FEBRUARY 22, 2019

## 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

### All That and a Bag of Tricks: Oldie But Goodie Strategies with a Twist

*Carrie Fairbairn, MEd*, Concordia University, Portland, OR; *Megan Rees, MS*, Kansas State University, Manhattan, KS; *Sallye Vanderplas-Lee, BA*, Bethany College, Lindsborg, KS

### You Want Me to Do What? Cheap, Easy Online Data Collection Tools for Behavior Tracking

*Janice Motta, MSE*, Park University, Parkville MO; *Barb Reiken, MSE*, University of Nebraska-Lincoln, Lincoln, NE; *Malinda Forsberg, MSE*, University of Kansas, Lawrence, KS

### To School and Beyond: Getting Kids with Challenging Behavior Back on Track

*Janice Motta, ME*, Lee's Summit School District, Lee's Summit, MO; *Josh Winkler, MA*, Kansas City Kansas Public Schools, Kansas City, KS; *Jodie Tagel, MA*, Westside Community Schools, Omaha, NE

### Breaking the Pattern of Exclusion: Supporting At-risk Students Through Instruction and Relationships

*Jan N. Burgess, MAED, MME*, North Kansas City Schools, Kansas City, MO; *Kaye L. Otten, PhD, BCBA*, Kansas City, MO; *Seth A. Piro, EdS, NCSPP*, Northwest Area Education Agency, Harlan, IA

## SESSIONS FOR BCBA CREDIT

### Using Antecedent Strategies to Support Students' Behavior in the Classroom

*Timothy J. Landrum, PhD*, University of Louisville, Louisville, KY; *Robin Parks Ennis, PhD, BCBA-D*, University of Alabama at Birmingham, Birmingham, AL

### Keeping it Simple: Low Effort Interventions to Improve Outcomes for Diverse Learners in General Education Settings

*Kathleen N. Zimmerman, PhD, BCBA-D*, University of Kansas, Lawrence, KS; *Jason C. Chow, PhD*, Virginia Commonwealth University, Richmond, VA

### Empowering Teachers with Low-Intensity Strategies to Support Instruction: A Model for Professional Development and Training

*Robin Parks Ennis, PhD, BCBA-D*, University of Alabama at Birmingham, Birmingham, AL; *Kathleen Lynne Lane, PhD, BCBA-D*, University of Kansas, Lawrence, KS

### The Roles of BCBA's in Providing Behavior Supports in Schools: Uncovering the Complexities

*Vanessa Tucker, PhD, BCBA-D, LBA*, Pacific Lutheran University, Tacoma, WA

### Published and True Are Not Synonyms: Standards of Evidence in Special Education

*Leslie Ann Bross, MS, Jason C. Travers, PhD, BCBA-D*, University of Kansas, Lawrence, KS

### Using Intensive Teaching Card Sort to Increase Verbal Behavior Milestones - A District Case Study

*Shannon Follis, MSED*, University of Kansas, Lawrence, KS; *Jessica Hodges, MSED*, Arizona State University, Phoenix, AZ

### Increasing Planning and Calendaring Skills of Adolescents and Young Adults with Autism Through Instructional Modules and Telecoaching

*Leslie Ann Bross, MS, Jonathan M. Huffman, MA*, University of Kansas, Lawrence, KS; *Emma Watson, BA, Howard P. Wills, PhD, BCBA*, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS

### Effects of Practice Based Coaching on Teachers use of Pyramid Model Practices

*Alana Schnitz, PhD, BCBA*, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS

## BREAKOUT SESSIONS

### Implementation of Research Based Behavior Supports: From the Lab into the Classroom

*Joseph Wehby, PhD, Alyssa Van Camp, MEd, Caitlyn Majeika, MEd*, Vanderbilt University, Nashville, TN

### Early Writing, Assessment and Behavior

*Carol Garman, EdD, Kim Moore, EdS, Laura Browning, MA, Lizzie Tipton, MAT, Lizzie McCollom, BS, Jessica Simpson, MEd*, University of Missouri, Columbia, MO

### Analyzing Risk: When is Physical Restraint and Seclusion Warranted in Schools?

*Eryn Y. Van Acker, MA*, University of Illinois at Chicago, Chicago, IL; *Elisabeth J. Kane, MA, Nicole Bricko, MA, Reece Peterson, PhD*, University of Nebraska-Lincoln, Lincoln, NE

### Promoting Health Literacy in Students with Behavior Disorders through Web-Based Learning: An Interactive Demonstration of HealthyU

*Jacqueline D'Angelo, PhD, Alexandra Trout, PhD*, University of Nebraska-Lincoln, Lincoln, NE

### Trauma: The Impact on the Mind, Body, and Behavior

*Cheryl Turner, MA*, Center on Children, Families, and the Law, University of Nebraska-Lincoln, Lincoln, NE

### Increasing Innovative Practice in the Classroom: Creating and Implementing Augmented Reality

*Adam Carreon, MSED, Sean Smith, PhD*, University of Kansas, Lawrence, KS

### Essential Classroom Components: Programming Considerations for Students with Autism

*Jena Randolph, PhD, Karen O'Connor, PhD, BCBA, LBA*, University of Missouri, Columbia, MO

### Promoting Parental Engagement in the Special Education Process

*Jennifer Farely, PhD, Jacqueline Huscroft-D'Angelo, PhD, Alex Trout, PhD, Kristin Duppong Hurley, PhD*, University of Nebraska-Lincoln, Lincoln, NE

### Examining the Feasibility and Effects of the CARE Program on the Symptoms of Elementary Children with or At-risk for E/BD

*Mickey Losinski, PhD, Sara A. Sanders, EdD, Ashley Shaw*, Kansas State University, Manhattan, KS

### There is More to Life Than Just Apps: Improving Classroom Behavior Through the Use of Technology

*Matthew T. McNiff, PhD*, Educational Service Unit #5, Beatrice, NE

### Common Mistakes with Common Behavioral Interventions: Getting Behavioral Interventions Right, Not Wrong

*Beverly H. Johns, MS*, Southern Illinois University, Carbondale, IL

### Redefining Education: Mental Health Identification and Intervention in the School Setting

*Kelli Watson, EdD, Farhad Jadali, PhD, Pam Warmbrodt, MS*, 501 labs, St. Louis, MO

### Restorative Practices: Teaching Behavioral Expectations With Student

*Tom Kolbe, PhD, Mike Renn, LMHP, CPC*, Lincoln Public Schools, Lincoln, NE

### Taking Care of Our Collective Mental Health: A Story and Lessons

*Carl R. Smith, PhD*, Iowa State University, Ames, Iowa

### School-Based Support for Internalizing Problems: Checking in on Check-in/Check-out

*Barbara S. Mitchell, PhD*, University of Missouri, Columbia, MO

### Teacher Voices: Culturally Responsive Practices within Positive Behavioral Interventions and Supports

*Jeanne Connelly, MA*, Iowa State University, Ames, IA

### Effective Technology Solutions to Personalize the Learning Experience

*Sean J. Smith, PhD, Adam Carreon, MEd*, University of Kansas, Lawrence, KS

### Taking the BS Out of Classroom Management: REAL Classroom Management

*Raina Martin, EdD, Claire Slama, LCSW*, Columbia Public Schools, Columbia, MO

### Back to Basics: Collecting Behavioral Data You Can Actually Use

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

# 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:

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 \$18.00 per day. Valet parking fee is \$26 per day.

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## FLYING IN:

To get to the Sheraton Crown Center from MCI, go to the Super Shuttle Booth in the terminal and state that you "want transportation to Sheraton Crown Center." Cost is \$18.00 one way; \$31.00 roundtrip. Book online at [www.supershuttle.com](http://www.supershuttle.com). Cab fare is approximately \$50.00 one way.

## CONTACT INFORMATION:

Keri Frey, Manager  
P.O. Box 202, Hickman, Nebraska 68372  
402-792-3057; fax 402-875-6545  
[manager@mslbd.org](mailto:manager@mslbd.org)



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