



**MSL Midwest Symposium
for Leadership
in Behavior Disorders**



2025 Event Site

2025 SYMPOSIUM

**February 20, 21, 22, 2025
Sheraton Crown Center • Kansas City, Missouri**

*MSLBD is an ACE provider and offers Board Certified Behavior Analyst (BCBA)
Type 2 CEUs from the Behavior Analyst Certification Board.*

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

WELCOME

Welcome to the 43rd Annual Midwest Symposium for Leadership in Behavior Disorders. Universities, public schools, non-profits, and state agencies in Iowa, Kansas, Kentucky, Missouri, Nebraska, New Jersey, New York, Oklahoma, Pennsylvania, South Carolina, Texas, and Washington have once again joined in planning a forum to examine many of the important issues facing teachers and parents of students with Emotional and Behavioral Disorders (EBD) and Autism Spectrum Disorders (ASD). 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 behavioral needs.

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 audio or video recorded. Please silence your electronic devices while attending sessions.

MISSION STATEMENT

The Mission of the Midwest Symposium for Leadership in Behavior Disorders (MSLBD) 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.

PLANNING COMMITTEE

Reesha Adamson, Missouri State University
Mary Jo Anderson, Overland Park, KS
John Augustine, University of Missouri-Columbia
Anne Baptiste, Nebraska Educational Unit 7, Columbus, NE
Brenda Bassingthwaite, Munroe-Meyer Institute, UNMC, Omaha, NE
Lisa Bowman-Perrott, Texas A&M
Cathy Bullock-McCalley, Iowa State University
Michael Couvillon, Drake University, IA
Christopher Delap, Lakemary, Paola & Olathe, KS
Scott Eckman, NeMTSS Team, Milford, NE
Scott Fluke, Olathe Public Schools, KS
Heather Forbes, West Chester University, PA
Nicholas Gage, WestEd, Brooklyn, NY
Nicolette M. Grasley-Boy, WestEd, Bridgewater, NJ
Katherine Graves, University of Missouri-Columbia
Deborah Griswold, University of Kansas
Barbara Gross, Nebraska Education Service Unit 5, Beatrice, NE
James Hogan, Children's Institute for Learning Differences Renton, WA
Jeneé Vickers Johnson, University of Missouri-Kansas City
Antonis Katsiyannis, Clemson University, SC
Debra Knight, KIPP Oklahoma
Maura Linas, Leawood, KS
Shannon Locke, University of Missouri-Columbia
Marie Manning, Eastern Kentucky University
Sharon Maroney, Emeritus, Western Illinois University, Blue Grass, IA
Rose Osnaya, University of Missouri-Columbia
Lane Maxcy, University of Central Missouri
Matthew McNiff, Nebraska Education Service Unit 5, Beatrice, NE
Nichole Meritt, Kansas State University
Tracey Kenyon Milarsky, University of Missouri-Columbia
Lindsey Mirielli, Juniper Garden Children's Research Project, University of Kansas
Barbara Mitchell, Kansas State University
Jessica Nelson, Manhattan-Ogden USD 383, KS
Shari Beth Niemeyer, Bowling Green, MO
Regina Oliver, Crete Public Schools, NE
Kaye Otten, Advanced Behavior Collaborations Kansas City, MO
Cannon Ousley, Project ACCESS, Kansas City, MO
Mike Paget, Consultant, Overland Park, KS
Reece Peterson, Emeritus, University of Nebraska-Lincoln, Maple Grove, MN
Felicity Post, Manhattan-Ogden USD 383, KS
Angela Tuttle Prince, Iowa State University
Tyler Ré, The Chicago School of Professional Psychology
Chad A. Rose, University of Missouri-Columbia
Gretchen Scheibel, University of Kansas
Brian Sims, Pittsburg State University, KS
Carl Smith, Emeritus, Iowa State University, Ankeny, IA
James Teagarden, Kansas State University
Jason Travers, Temple University, Philadelphia, PA
Vanessa Tucker, University of Washington, Puyallup, WA
Howard Wills, Juniper Garden Children's Research Project, University of Kansas
Mitchell Yell, University of South Carolina
Keri Frey, MSLBD Manager, Hickman, NE
Tracy Riensche, MSLBD Registration Specialist, Firth, NE

Midwest Symposium for Leadership in Behavior Disorders
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402-792-3057 | www.MSLBD.org

WEDNESDAY, FEBRUARY 19, 2025

7:00 p.m. - SYMPOSIUM REGISTRATION/INFORMATION DESK OPEN
9:30 p.m.

BALLROOM
FOYER

THURSDAY, FEBRUARY 20, 2025

7:30 a.m. - SYMPOSIUM REGISTRATION/INFORMATION DESK OPEN
5:00 p.m. Coffee and hot tea available until 10:30 a.m.

BALLROOM
FOYER

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

WS01. I Can't Make You: Attitude Shifts, Techniques, and Derailments for Managing Resistance

NEW YORK

How do we respond to a student that 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 try and set an example have the opposite effect and actually increase resistance. The solution is to change our responses to students' resistance rather than trying to force students to comply. By doing so, we are able to develop compliance momentum in others. In the presentation resistance will be reconceptualized and techniques for managing it will be presented. (Intermediate)

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

WS02. Behavior Data Made Easy: Less Time and Better Data!

ATLANTA

You know interventions. You know your kids. Yet it can still be hard to know where to start with behavior data! In this workshop, educators will learn how to match their data collection strategy to specific behaviors, with the goal of creating simple, practical data sheets that lead to effective decision making. Join this session if you ever get stressed or frustrated when trying to decide how to start an FBA or progress monitor a behavior goal. Come ready to think about specific students you support; you will walk away with data collection strategies and free templates you can use on Monday morning. (Basic, Introductory; Intermediate)

Scott Fluke, PhD, School Psychologist and **Cassie Barnett, MSE**, Resource Teacher, Olathe Public Schools

WS03. Trauma Responsive Techniques for Plan Development (FA/PBSP/BIP/other)

CHICAGO

Moving from trauma-informed to trauma-responsive requires a deeper understanding of how behavior is often a direct result of trauma triggers from the environment and interactions with other humans—understanding that the nervous system functions with an automatic response, not driven by cognition, but rather sensory in correlation with previous events (trauma triggers). Developing practices and techniques incorporating nervous system regulation at the forefront of any plan development results in decreased frequency, duration, and intensity of dysregulation. This session will include real-life scenarios and examples of both techniques and perspectives to consider as valuable takeaways that can be incorporated in various settings. (Basic, Introductory; Intermediate)

Torri Wright, MA-SPED, QMHP-R, CEO of Behavior Environmental Health Comparative Analysis/BEHCA, LLC, Portland, Oregon

WS04. Self-Regulated Strategy Instruction in Written Expression for Students with EBD

EMPIRE

This session provides K-12 educators with a highly practical step-by-step guide to cognitive strategy instruction, one of the most effective instructional techniques for struggling learners, specifically students with Emotional Behavior Disorders. Teachers will learn well-validated strategies that target self-regulated learning to improve written expression. Detailed classroom examples illustrate how to teach the strategies systematically and monitor student outcomes. (Basic, Introductory)

Torri Lienemann, PhD, Consultant, LMP, LCC, Princeton, NE and **Jessica Hagaman, PhD**, Consultant, Omaha, NE

WS05. Social Savvy: Empowering Teachers to Cultivate Connection!	This session will focus on social skills aimed to enhance participants' ability to teach and foster interpersonal skills among students. This session will cover essential topics for education and life beyond including effective communication, active listening, empathy, and conflict resolution. Interactive activities, group discussions, and case studies will provide educators with practical strategies to engage students in developing these skills. Attendees will also explore ways to create supportive classroom environments that promote social interaction and collaboration. As a result of attending this session, participants will gain valuable insights and resources to help students navigate social situations more confidently and effectively. (Basic, Introductory)	SAN FRANCISCO
11:00 a.m. – 5:00 p.m.	EXHIBITS We invite you to visit the exhibits and representatives who have joined us for the 2025 Symposium.	BALLROOM FOYER
12:00 p.m. – 1:30 p.m.	LUNCH, ON YOUR OWN Enjoy Spectators Restaurant and Link@Sheraton Café. The Crown Center Food Court, restaurants and shops, are easy to access from "The Link" walkway on the mezzanine level.	
1:30 p.m. – 4:30 p.m.	AFTERNOON HALF-DAY PRESYMPOSIUM WORKSHOPS	
WS06. Practical Program Design for Behavioral Classrooms: Addressing Intensive Behavioral Needs	In this workshop, we present best-practice strategies for building a positive and proactive self-contained special education classroom for students with intensive behavioral needs. Participants will engage in a variety of activities to build an environment that increases engagement, improves student outcomes (behavioral and academic), integrates evidence-based practices, and promotes generalizability of skills to less restrictive environments. Participants will work with presenters to develop a specific action plan for applying these strategies in their own classrooms. (Basic, Introductory; Intermediate; Advanced)	NEWYORK
Jessica Sprick, MS , Education Consultant, Safe & Civil Schools, Eugene, OR		
WS07. Comfortably Numb: Understanding the Roles of Medications in Managing Complex Behaviors	Students with complex behavior profiles often take medications as part of their overall treatment plans. It's imperative that educators and interventionists understand these medications, their role in behavioral treatment and the potential side effects that can influence health, learning and behaviors. We will overview common medications, how to ask for and receive information and what to look for in behavioral planning and treatment. In addition, participants will develop a method for ensuring consistent professional development and communication regarding students' medications for the best possible planning and outcomes. (Intermediate; Advanced; 3.5 BCBA CEUs)	ATLANTA
Vanessa Tucker, PhD, BCBA-D , Faculty, University of Washington, Puyallup, WA		
WS08. Beyond the Box: Teaching Students with IDD to Communicate in the Real World	There is no greater focus of education than on effective communication skills. In this engaging session, Dr. Pennington will provide guidance for implementing research supported strategies to promote meaningful social communication outcomes for students with IDD across educational settings. He will focus on pragmatic strategies for promoting generalization, embedded instruction within natural routines, and building inclusive environments for promoting skill acquisition. He will engage participants with humor and by relating concepts to his over 30 years of practical experience. (Basic, Introductory; Intermediate. 3.5 BCBA CEUs)	EMPIRE
Robert Pennington, PhD, BCBA-D , William T. Bryan Endowed Chair in Special Education Technology, University of Kentucky, Louisville, KY		
WS09. Implementing Tiered Prevention Models: Mapping your Professional Learning Journey	To implement tiered systems with fidelity, ongoing professional learning holds benefit for educators. In this workshop, we share a set of multi-media professional learning modules designed based on the priorities of and in collaboration	SAN FRANCISCO

with educators from four states implementing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention. Modules were created as part of the i-MTSS Network funded by the Institute of Education Sciences with school partners over the past 5 years and are now available for free-access, widescale use. Participants in this workshop will access the modules, preview the structures and content, and work together to create professional learning maps for themselves or others they serve. (Introductory, Basic; Intermediate)

Wendy Peia Oakes, PhD, Nadine Mathis Basha Professor in Early Childhood and Associate Director of Graduate Pathways, Mary Lou Fulton Teachers College, Arizona State University; **Kathleen Lynne Lane, PhD, BCBA-D, CF-L2**, Roy A. Roberts Distinguished Professor in the Department of Special Education and Associate Vice Chancellor for Research, University of Kansas; **Eric Alan Common, PhD, BCBA-D, LBA (MI)**, Associate Professor, University of Michigan-Flint; **Carrie L. Brandon, MA, NBCT**, Doctoral Student and Ci3T Research Project Coordinator, Mary Lou Fulton Teachers College, Arizona State University; **Allison M. Bernard, MEd**, Doctoral Student, Department of Special Education, University of Kansas; **Rebecca L. Sherod, MSE**, Doctoral Student and Ci3T Research Project Coordinator, Mary Lou Fulton Teachers College, Arizona State University

WS10. Prevention and Intervention Efforts to Address Bullying, Peer Aggression and School Violence

CHICAGO

This research-practice workshop will discuss two decades of research on bullying, aggression and school violence using a social-ecological analysis that frames these public health concerns. More specifically, this workshop will discuss what is known about the risk and protective factors of aggression and violence at the individual-, family-, peer-, school-, and policy-level. Meta-analytic results will be highlighted to demonstrate efficacy of school-based programs and their components. Innovative efforts to address youth violence will be summarized, including trauma-informed approaches, social-emotional learning, restorative practices, and equity-based practices. These innovative efforts involve developing apps for students to communicate both emotional and physical safety concerns, youth-led student campaigns to address mental health issues and school climate concerns, and professional development training programs for school police officers. (Basic, Introductory)

Dorothy Espelage, PhD, William C. Friday Professor of Education, University of North Carolina Chapel Hill, Chapel Hill, NC

FRIDAY, FEBRUARY 21, 2025

<p>7:30 a.m. – 5:00 p.m.</p>	<p>SYMPOSIUM REGISTRATION/INFORMATION DESK OPEN Coffee and hot tea available until 10:30 a.m.</p>	<p>BALLROOM FOYER</p>
<p>8:00 a.m. – 5:00 p.m.</p>	<p>EXHIBITS We invite you to visit the exhibits and representatives who have joined us for the 2025 Symposium.</p>	<p>BALLROOM FOYER</p>
<p>8:30 a.m. – 10:00 a.m.</p>	<p>KEYNOTE SESSION A Story of Resilience with Ricky Kidd Ricky Kidd shares an inspiring message of resilience with practical tools for navigating personal and professional challenges. After enduring over two decades of wrongful imprisonment, Ricky's journey from despair to victory exemplifies the power of resilience and determination. Now a national keynote speaker, he offers strategies to foster a positive mindset, tap into inner strength, and create partnerships to support our youth. Ricky Kidd, National Keynote Speaker and Mindset Coach, Resilience Mode, Kansas City, MO</p>	<p>SHERATON GRAND BALLROOM</p>
<p>10:00 a.m.– 10:20 a.m.</p>	<p>COFFEE BREAK & EXHIBITS</p>	<p>BALLROOM FOYER</p>

10:20 a.m.-
11:20 a.m. **CONCURRENT BREAKOUT SESSIONS – SET 1**

- 1.1 A Simple and Effective Framework for Managing Behavior & Building Relationships with Your Students** **ATLANTA**
Participants will learn a framework for implementing strategies that improve student behavior and support the formation of positive student-teacher relationships. This presentation will describe a total of eight strategies that are supported by research and are easy to implement. We will provide resources for implementation and real-world examples from our own classrooms. (Basic, Introductory; Intermediate)
Lauren W. Collins, PhD, San Diego State University, San Diego, CA; **Timothy J. Landrum, PhD**, University of Louisville, Louisville, KY; **Chris. A. Sweigart, PhD**, Ohio Valley Educational Cooperative, Shelbyville, KY
- 1.2 What Can We Do to Help Children with Anxiety?** **NEWYORK**
As we see an increasing population of students with anxiety coming into our schools, it is critical that we learn to recognize some of the warning signs that children may be exhibiting and the strategies that we as educators can utilize to support them and make the classroom a more comforting and supportive environment. (Basic, Introductory)
Beverley H. Johns, MS, Learning and Behavior Consultant, Former Professional Fellow, MacMurray College, Jacksonville, IL
- 1.3 Transforming Student Support: Building Comprehensive School Mental Health Teams within an MTSS Framework** **CHICAGO A**
Schools are in a unique position to assist students in developing positive social, emotional, and behavioral skills, as well as to identify and treat mental and behavioral health concerns when they emerge. However, the majority of schools report they are currently unable to meet demands of students. Therefore, developing our school-based mental health teams with intention and aligning our school-based mental health supports within existing structures can increase access to best practice interventions for students. This session will highlight: best practices in school-based mental health, how to integrate mental and behavioral health supports into existing systems, strategies for effective teaming, and the opportunity to practice skills in teaming and function-based intervention with scenarios of mental health referrals in schools across various tiers of support. (Intermediate)
Hannah West, PhD, BCBA, Sunflower Pediatric Behavioral Health, Lenexa, KS; **Erika Franta, PhD**, Munroe-Meyer Institute, University of Nebraska Medical Center, Omaha, NE
- 1.4 Work Smarter, Not Harder: Using Generative AI to Develop Individualized Behavior Goals** **CHICAGO B**
Discover how the integration of advanced generative AI technology can streamline the process of goal creation, freeing up valuable time and resources for educators. Gain practical insights into leveraging AI-driven solutions to enhance student success and foster positive behavioral outcomes in the classroom. Don't miss this opportunity to explore innovative approaches to maximizing productivity and effectiveness in educational settings. (Basic, Introductory)
Angela Tuttle Prince, PhD and **Sihan Wu, MA**, Iowa State University for Science & Technology, Ames, IA
- 1.5 Using Self-Regulated Strategy Development to Improve Mathematics Competency of Students With and At-Risk for EBD** **CHICAGO C**
BCBA CEUs
This presentation will provide an overview and demonstration of self-regulated strategy development (SRSD) Math to teach a variety of mathematics skills to students with and at-risk for EBD. Free-access lesson plans and materials will be shared for the mnemonics FILMS, CUT, EDIT, FDSS, and LSRA which guide students in adding/subtracting fractions, simplifying fractions, converting improper fractions to mixed numbers, and computing long division. (Basic, Introductory; Intermediate; 1.0 BCBA CEU)
Ashley Shaw, EdD, Pittsburg State University, Pittsburg, KS; **Robin Parks Ennis, PhD, BCBA-D**, University of Alabama, Tuscaloosa, AL
- 1.6 MASTER TEACHER STRAND** **CHOUTEAU**
It's All About That Base: Tier-One Interventions That Turn Classroom Chaos Into No Trouble
Budgets are low, and paras are scarce. Teachers who implement strong preventative and proactive interventions with integrity see significant behavior gains within the general classroom environment. This presentation will review tier-

one intervention strategies that support students with behavior needs in the classroom without breaking the bank or adding additional manpower. These strategies help support inclusivity, increase engagement, build connectedness, promote positive relationships, and empower teachers. There will be take-home and research-based strategies to apply to your classroom practices on Monday. (Basic, Introductory; Intermediate)

Megan Rees, MS, Manhattan-Ogden School District, Manhattan, KS; **Barbara Gross, MS**, Educational Service Unit 5, Beatrice, NE

1.7 Bridging the Gap: Creating Systems to Support Teachers in Implementing Evidence-Based Practices for Student Success **EMPIRE A**

Ever wonder how evidence-based practices can lead to direct student benefit? Hear from district coaches, teachers, and students on how strong systems of support foster a nurturing environment for evidence-based practices and lead to improved student outcomes. Practitioners will explore how to adapt proven strategies to their own educational contexts, paving the way for enhanced student success. (Intermediate; Advanced)

Rhianna Penner, MEd, Will McDowell, EdD, Leslie McKinley, MC, Scott Fluke, PhD, Olathe Public Schools, Olathe, KS; **Jacky Williams, MEd**, Arizona State University, Tempe, AZ

1.8 Understanding and Addressing Common Functions of Behavior in School Settings **EMPIRE B**

This presentation explores behavior functions prevalent in school environments and offers evidence-based strategies for effective intervention. Drawing from existing research, we identify and analyze the most common functions of behavior exhibited by students, going on to explore the underlying motives driving these behaviors and provide practical methodologies for educators and professionals to address them proactively. Our presentation emphasizes the importance of a comprehensive, multi-tiered approach that integrates behavioral assessment, targeted interventions, and ongoing monitoring to create supportive learning environments conducive to student success. (Basic, Introductory)

Candace Schell, PhD, BCBA-D, Oklahoma State University, Stillwater, OK; **Rebecca Hartzell, PhD, BCBA-D**, University of Arizona, Tucson, AZ; **Christian Sabey, PhD, BCBA-D** and **Cade Charlton, PhD, BCBA-D**, Brigham Young University, Provo, UT; **Leonard Troughton, PhD**, University of Southern Mississippi, Hattiesburg, MS

1.9 Empowering Communication: AI & XR in Middle School Education **EMPIRE C**

This session explores a mixed methods study using Artificial Intelligence (AI) and Extended Reality (XR) to enhance social communication for middle school students. It will discuss AI frameworks, best practices, and ethical considerations in education, focusing on privacy. Attendees will learn safeguards and ways to use AI for engaging effective interventions. (Intermediate)

Maggie A. Mosher, PhD, Lisa Dieker, PhD, Amber L. Rowland, PhD, and Sean Smith, PhD, University of Kansas, Lawrence, KS; **Adam C. Carreon, PhD**, Georgia Southern University, Statesboro, GA

11:30 a.m. - 12:30 p.m. CONCURRENT BREAKOUT SESSIONS - SET 2

2.1 Success Beyond the Session: Strategies for Promoting Maintenance and Generalization of New Behavioral Skills **ATLANTA**

Our field is quite good at teaching students new behavioral skills. However, educators commonly cite concerns that these skills do not last (maintenance) and do not transfer to across settings or to other providers (generalization). In this session, we will outline common reasons why these challenges occur and provide practical strategies to promote maintenance and generalization, with an emphasis on students with significant developmental disabilities and emotional and behavioral disorders. (Intermediate)

Scott Fluke, PhD and **Jessie Fluke, MTBC, RBT**, Olathe Public Schools, Olathe, KS

2.2 From Trauma-Ignorant to Trauma-Invested: Implementing Everyday Classroom Strategies for ALL Students that Improve Student Behavior **NEW YORK**

Understanding and addressing the behavior needs of every student is paramount for creating inclusive and supportive learning environments. This session aims to equip educators with practical strategies to transition from being trauma-

ignorant to trauma-invested, fostering resilience and academic success for all students. Attendees will reflect on where they are situated on the trauma-invested continuum (the work of Kristen Souer and Pete Hall) and discover how everyday classroom strategies can be tailored to meet the diverse needs of all students. (Basic, Introductory; Intermediate)

Rebecca Carlson, MS and **Anne-Marie Bixler-Funk, PhD**, Olathe Public Schools, KS

2.3 Need an Intervention for Students with Internalizing Concerns? Look No Further!

CHICAGO A

Developed by researchers at the University of Wisconsin-Madison the Resilience Education Program (REP) is an intervention for children and youth (grades 4-8) who show early indicators of internalizing problems. Designed for use in school settings, typical school staff can learn to implement the program. This session describes components of the intervention, shares example lesson topics and targeted skills, discusses pre-requisites for successful implementation, and shares how to access additional information. (Basic, Introductory)

Barbara S. Mitchell, PhD, Kansas State University, Manhattan, KS

2.4 Beyond Disruption at Tier 2: Supporting Students with Varied Needs

CHICAGO B

This presentation moves beyond typical Tier 2 interventions for disruptive behavior by addressing the growing need for effective targeted supports for students with hyperactivity, inattention, peer problems, or internalizing issues. We will share how (a) empirically-validated screening tools such as the SAEBRS and SDQ can be used to identify student needs and (b) Tier 2 teams can use these data to match students to an appropriate intervention such as self-monitoring, social skills instruction, or cognitive-behavioral therapy. (Intermediate)

Allison Bruhn, PhD, University of Iowa, Iowa City, IA

2.5 Tools for Tough Decisions: Supporting Educators with Decision Making Models to Adapt Common Behavioral Interventions

CHICAGO C

Come explore how behavioral interventions are adapted in inclusive elementary classrooms to support learning in whole group, small group, and student-led activities. Attendees will leave with four decision-making guides to support behavioral intervention adaptation decisions next week in your classrooms! (Basic, Introductory; Intermediate; 1.0 BCBA CEU)

Kathleen Tuck, PhD, BCBA-D, Kelsey Smith, MEd, BCBA, and **Elisabeth Malone, MEd, BCBA**, University of Kansas, Lawrence, KS

2.6 MASTER TEACHER STRAND

CHOUTEAU

It Takes Tier Two to Tango: Tier Two Interventions CICO and Beyond

Even when Tier 1 interventions are in place with fidelity and producing effective results, some students will need more support to be successful. Tier two represents the fork in the road for behavior management for these students. A common and effective Tier two intervention is the use of check in/check out (CICO) when implemented with fidelity. Yet, there is a wide variety of tier two interventions available beyond CICO. These interventions include but are not limited to small group instruction, creative scheduling and grouping, self-monitoring, mentoring, as well as many other problem-solving strategies. (Basic, Introductory; Intermediate; Advanced)

Jan Burgess, MME, MAEd, North Kansas City Schools, Liberty MO; **Andrew Morton, EdS, MAEd**, Willard Public Schools, Willard, MO; **Josh Wikler, ME, RBT**, Piper School District, Kansas City, KS

2.7 Using Behavior Progress Monitoring for Individualized Instructional Planning

EMPIRE A

This session focuses on behavior progress monitoring within the context of the data-based individualization (DBI) process. In this session, participants will learn (a) approaches and tools for behavior progress monitoring, and (b) considerations for using progress monitoring data to set goals and make instructional decisions for individual students, including the development and monitoring of behavioral IEP goals. (Basic, Introductory; Intermediate)

Janice Motta, MEd, Lee's Summit R-7 Schools, MO; **Stacy M. Hirt, PhD**, National Center on Intensive Intervention, Washington DC

2.8 Peers Can Praise One Another! A Student-Driven Strategy for Improving Student Outcomes

EMPIRE B

Behavior-specific praise is a keystone strategy for increasing appropriate behaviors in the classroom, but have you ever tried teaching students to praise one another? Peer-to-peer behavior-specific praise has been widely researched as a

strategy to improve outcomes for students with and at-risk for EBD. In this session, we will highlight three separate research-based approaches for facilitating peer-to-peer praise: positive peer reporting, peer praise notes, and tootling. (Basic, Introductory; Intermediate; 1.0 BCBA CEU)

Robin Parks Ennis, PhD, BCBA-D, University of Alabama, Tuscaloosa, AL; **David James Royer, PhD, BCBA-D**, University of Louisville, KY

2.9 Supporting Children and Families in the Foster System

EMPIRE C

This session offers an overview of the foster care system and an understanding of the characteristics of children, foster families, and biological families involved. It aims to provide a foundation for effectively supporting these students and the adults in their lives. This session introduces a range of evidence-based teaching practices tailored to the needs of children who come from hard places. It emphasizes trauma-informed practices, fostering positive relationships, creating safe, predictable, and supportive environments, and linking evidence-based behavior management practices to trauma-informed care principles. (Basic, Introductory; Intermediate)

Wendy L. Cornell, MEd, University of Missouri, Columbia, MO

12:30 p.m.- LUNCH, ON YOUR OWN

2:00 p.m. Enjoy Spectators Restaurant and Link@Sheraton Café. The Crown Center Food Court, restaurants and shops, are easy to access from "The Link" walkway on the mezzanine level.

2:00 p.m.- CONCURRENT BREAKOUT SESSIONS – SET 3

3:00 p.m.

3.1 From Surviving to Thriving: Transforming Your Classroom with 8 Effective Classroom Practices

NEWYORK A

Are you ready to transform your classroom into a thriving learning environment? Join us as we unlock the full potential of MO-PBIS 8-effective classroom practices, empowering educators to create environments where every student can thrive. Novice and experienced educators will leave with actionable insights and resources to seamlessly integrate these proven practices into their teaching toolkit. (Basic, Introductory; Intermediate; Advanced)

Margaret Helwig, EdD, North Kansas City Schools, Kansas City, MO; **Howard Wills, PhD** and **Jacky Williams, MEd**, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS

3.2 MASTER TEACHER STRAND

NEWYORK B

BCBA CEUs

I Won't Back Down: How to Handle Oppositional and Defiant Behaviors with Style and Humor

Developing an understanding of oppositional defiant disorder and learning strategies for teaching students affected improves job satisfaction for teachers and improves outcomes for students. We will be sharing evidence-based practices with direct-from-the-classroom examples. These strategies can be incorporated into general or special education classrooms and will be presented with opportunities to interact and role play the practices described. (Basic, Introductory; Intermediate; 1.0 BCBA CEU)

Jodie Tagel, MEd, BCBA, Educational Service Unit 8, Ewing, NE; **Anne Baptiste, MA**, Educational Service Unit 7, Columbus, NE

3.3 A Path Toward Just Schools or Just Another School Reform? Considering PBIS Through an Equity-Centered Trauma-Informed Lens

CHICAGO A

This session will explore the historical impact of school reform on marginalized students. PBIS framework and components will be examined through an equity-centered, trauma-informed lens. A new paradigm of equity-driven "street data" and data collection tools will be introduced. This is an ideal session for educators looking to disrupt school norms and advance justice and equity for all students. (Basic, Introductory; Intermediate; Advanced)

Valerie Broderick, MAE and **Patrika Brown, Ed.D**, Columbia Public Schools, MO

3.4 In-School Solutions: Restructuring ISS with Restorative Practices

CHICAGO B

In-school-solutions is an alternate, restorative structure for traditional in-school-suspension that keeps the students within the school community and helps them to understand their behavior and how it serves them. It helps students to investigate and develop alternative strategies to get their needs met without causing harm and damaging

relationships. This structure also allows for students to repair the harms caused and lay the groundwork for a successful return to the classroom. (Basic, Introductory; Intermediate; Advanced)

Jan Burgess, MME, MAEd, North Kansas City School District, MO

- 3.5 Instructional Control Without Coercion: Avoiding Countercontrol in the Classroom** **CHICAGO C**
BCBA CEUs Instructional control is a necessary component for managing problem behavior, however it can feel coercive, resulting in the student/client engaging in countercontrol. Countercontrol is a functional class of behavior that is part of B.F. Skinner's analysis of social behavior. In this session, I will discuss the importance of balancing the steps to earning instructional control while planning for unintended side-effects. (Intermediate; Advanced; 1.0 BCBA CEU)
Susan H. Robichaud, MA, BCBA, Piper Unified School District, Kansas City, KS
- 3.6 Strategies to Impact Student Success through MTSS Implementation** **CHOUTEAU**
This session will describe how multiple school districts had a positive impact on improving prosocial behavior, increasing reading and math achievement, and reducing chronic absenteeism through implementing a Multi-Tiered System of Supports (MTSS). We will share three strategies that districts used to achieve positive results across those areas. Participants will be able to utilize these strategies upon returning to their schools. (Intermediate)
Beth Clavenna-Deane, PhD, WestEd, Shawnee, KS; **Tori Ballew, EdS**, WestEd, Ashland, MO; **Nicholas Gage, PhD**, WestEd, Brooklyn, NY; **Paula Hough, PhD**, WestEd, Lawrence, KS
- 3.7 Adopting the SRSD Instructional Approach to Improve Persuasive Writing for Youth in a Residential Treatment Facility** **EMPIRE A**
This presentation will describe how a special education classroom teacher adopted the SRSD instructional approach and POW TREE mnemonic to support persuasive writing in a residential treatment facility. This session will review the effects for students with and at-risk for EBD and explore the barriers and facilitators of implementing evidence-based practices in alternative education settings. Future directions and implications for teaching will be emphasized in our discussion. (Basic, Introductory; Intermediate)
Aimee J. Hackney, PhD, University of New Mexico, Albuquerque, NM; **Lauren Hart Rollins, PhD**, The University of Alabama, Tuscaloosa, AL; **Molly Quinn, MA**, University of New Mexico, Albuquerque, NM; **Allyson Pitzel, PhD**, Kent State University, Kent, OH
- 3.8 Oh \$#!%! Students are Falling Through Gaps in Our Process!** **EMPIRE B**
BCBA CEUs Special education policy and law is crucial for public school systems to follow. To ensure the success for all students, equity is critical for disadvantaged and high-needs students. All students are to be taught to high standards and it is expected there is accountability and action to effect positive change for students not making progress (ESSA, 2016). There is a need for a system for educational leaders to follow when identifying supports for students to access evidence-based instructional practices and behavioral interventions that meet individual needs. Educational leaders and schools need a mechanism to address issues and problem solve the use of evidence-based interventions (Nese et al., 2021). One way for a school system or school building to evaluate or audit their processes is through process mapping (Rummler & Brache, 2013). Defining a process is critical and often misunderstood on how to define the necessary tasks and interconnection between staff and departments. In this presentation, we will provide a step-by-step overview of how to develop a process map. Defining a process is critical and often misunderstood on how to define the necessary tasks and interconnection between staff and departments. In this presentation, we will provide a step-by-step overview of how to develop a process through process mapping. (Intermediate; 1.0 BCBA CEU)
Alison Lovelace, PhD, BCBA and **Tyler Ré, PhD, BCBA-D**, The Chicago School Online
- 3.9 Special Education Placements and Disproportionality: A National and State-Level Overview** **EMPIRE C**
Students with disabilities receive educational services in a variety of settings across a continuum of support and services provided. In this presentation, we will summarize national data on educational placements for students with disabilities, with a particular focus on those with emotional/behavioral disorders and autism. We will also summarize placement data across states in the Midwest and discuss disproportionalities that exist among disability categories and student characteristics along with steps to move the field forward in reducing disproportionality. (Basic, Introductory)
Nicolette Grasley-Boy, PhD, BCBA, WestEd, Bridgewater, NJ; **Nicholas Gage, PhD**, WestEd, Brooklyn, NY

3:15 p.m. – CONCURRENT BREAKOUT SESSIONS – SET 4
4:15 p.m.

4.1 Integrating Social and Emotional Competencies: A Beginner's Guide to Explicitly Teaching Self-Awareness and Self-Management NEWYORKA

Curious about how social-emotional competencies fit in your tiered behavior framework? In this session, presenters will first explain the connection between social-emotional development and students meeting behavioral expectations. Then, they will provide specific examples and practical recommendations for explicitly teaching two key competencies, self-awareness and self-management, within a multi-tiered system of support framework. (Basic, Introductory)

Mary Rose Sallesse, PhD, University of Alabama at Birmingham, Birmingham, AL; **Robin Parks Ennis, PhD, BCBA-D**, University of Alabama, Tuscaloosa, AL

4.2 Smooth Sailing: Low-Intensity Strategies for a Well-Managed Classroom NEWYORK B

In this session, we discuss how low-intensity strategies can foster safe, predictable learning environments for students. These research-based strategies fit naturally within tiered systems and are effective and efficient across the tiers. When used with fidelity, they may increase students' academic engagement and decrease disruptions (Lane et al., 2022). We will describe low-intensity strategies, engage participants in selecting strategies based on scenarios, and provide tools and tips to create an implementation plan that provides reinforcement and support. (Basic, Introductory)

Carrie Brandon, MA, Arizona State University, Tempe, AZ; **Kathleen Lynne Lane, PhD, BCBA-D, CF-L2**, University of Kansas, Lawrence, KS; **Rebecca Sherod, MA**, Arizona State University, Tempe, AZ

4.3 Successful Writing Instruction: Considerations for Planning, Implementation, and Intensifications Along the Way CHICAGO A

Writing is a complex task for students, so it's no surprise that identifying and implementing successful writing instruction for students with and at-risk for EBD also includes multiple considerations and decisions for teachers. This presentation will provide an overview of effective writing strategies, while focusing primarily on considerations and decision making for planning, implementation, and evaluation to maximize student engagement, motivation, self-efficacy, and outcomes. Ideas for integrating self-determination and self-regulation instruction, low-intensity behavior strategies, teaching students to self-evaluate their work, and more will be shared. (Basic, Introductory)

Sara Sanders, EdD, Kristine Jolivette, PhD, Olivia R. Hester, PhD, and Lauren Hart Rollins, PhD, University of Alabama, Tuscaloosa, AL

4.4 Effectiveness of and Teacher Use of Instructional Choice Strategies to Manage Classroom Behavior CHICAGO B

The presentation will outline the empirical evidence for the use of instructional choice, as a classroom management strategy. The different types of choice strategies will be reviewed along with examples on how it can be implemented in classrooms. Finally, the results of a survey on teachers' use of instructional choice will be provided along with implications for practice. (Basic Introductory)

Joseph Wehby, PhD, Vanderbilt University, Nashville, TN; **Allison Bruhn, PhD**, University of Iowa, Iowa City, IA; **Eleanor Hancock, PhD**, Vanderbilt University, Nashville, TN

4.5 There are a Lot of Ways to Get It Right: Supporting the Implementation of PFA/SBT in Public Schools CHICAGO C
BCBA CEUs

Schools across our state are struggling to support students who present with severe problem behavior. Often, schools respond with restraint/seclusion, suspension, changes of placement, and other practices that do not teach the students the skills necessary to respond to disappointment, frustration, etc. Participants will hear about one group's journey of scaling up the Practical Functional Assessment/Skill-Based Treatment (PFA/SBT) process within the state's public schools setting. Presenters will highlight "different ways to get it right" by using responsive coaching to support school based teams in the implementation of this intervention and share data that demonstrates how this has resulted in positive behavioral outcomes for districts. (Intermediate; 1.0 BCBA CEU)

Ali Sweitzer, MEd, BCBA, Jen Quaranta, MA, BCBA, Kara Coble, MS, BCBA, Sarah Haahr, MEd, BCBA, Nebraska Autism Spectrum Disorders Network

4.6 MASTER TEACHER STRAND

CHOUTEAU

Tier 3: "Don't Stop Believing" Kickstarting Your Journey into Self-Contained Programming

Research identifies five key components of a successful self-contained classroom: A highly structured classroom environment; The use of positive strategies; Explicit social-emotional learning; Applied behavior strategies; and classroom engagement that maintains a relational focus (Gershib & Mason, 2023). By integrating these research-based elements, educators can create a safe environment that supports and enhances student development, increases teacher satisfaction and reduced the chances of burnout. (Basic, Introductory; Intermediate)

Stacy Slabaugh, MS, Olathe School District, Olathe, KS; **Kaye Otten, PhD, BCBA**, Advanced Behavior Collaborations, Kansas City, MO

4.7 Launching and Sustaining Ci3T in Lawrence Public Schools

EMPIRE A

BCBA CEUs

One constant since the beginning of time might be change, change that often happens TO us or change that WE initiate. In education, this is equally true. Join us in this session to learn about how Lawrence Public Schools has navigated all types of change impacting the lives and success of both students and staff through our steadfast commitment to a systematic multi-tiered system of support, Comprehensive Integrated Three-Tiered System of Prevention (Ci3T). Moving into our twelfth, and arguably strongest, year of implementation, we will share our successes, our challenges and our most valuable lessons learned. (Basic, Introductory; Intermediate; Advanced; 1.0 BCBA CEU)

Leah Wisdom, MA and **Jana CraigHare, PhD**, Lawrence Public Schools, Lawrence, KS; **Kathleen Lynne Lane, PhD, BCBA-D, CF-L2** University of Kansas, Lawrence, KS; **Wendy Peia Oakes, PhD**, Mary Lou Fulton Teachers College, Arizona State University, Tempe, AZ; **Kevin Harrell**, Lawrence Public Schools, Lawrence, KS

4.8 High Schoolers Need Support Too: Adopting Evidence-Based Tier 1 & Tier 2 Practices to Support Student Success

EMPIRE B

BCBA CEUs

Training in effective classroom behavior management strategies is critical to reduce over-reliance on punitive, ineffective exclusionary discipline. Yet, secondary grade level teachers may find it challenging to support student behavior with evidence-based practices (EBPs) while also delivering rigorous content instruction. This session provides guidance for systematizing interdependent group contingencies and social skill instruction as Tier 1 and 2 supports within the high school classroom to bolster student success. (Basic, Introductory; 1.0 BCBA CEU)

Lindsey Mirielli, PhD, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS; **Renee Speight, PhD, BCBA-D**, University of Arkansas, Fayetteville, AR

4.9 What To Do After a Crisis

EMPIRE C

This presentation will discuss the highlights of NASP's publication about what to do after a crisis, the legal obligations schools have as required by the IDEA and Section 504 following a crisis, how to create a crisis team, what the team's responsibilities are, and how they can decrease the likelihood of a crisis occurring. (Intermediate; Advanced)

Lawrence Altman, JD, Avila University, Kansas City, MO; **Katherine A. Graves, PhD**, University of Texas at Arlington, Arlington, TX

4:15 p.m. - POSTER SESSION & TABLE TALKS

ATLANTA

6:00 p.m.

Please plan to join us for this interactive, self-paced session where you engage presenters one-on-one with their poster presentation.

A cash bar is offered and complimentary hors d'oeuvres are provided. Beverage tickets are NOT valid at this event.

P01. Improving Teacher-Student Relationships: A Single Case Study of the Banking Time Intervention

Close teacher student relationships (TSRs) are critical components of effective classroom management – but how do you create them? This poster will present the results of an intervention study that examined the effects of a relational intervention (Banking Time) on children's engagement and teacher praise and reprimand statements. Come learn how relational interventions like Banking Time are a promising avenue for supporting students with challenging behaviors in inclusive classrooms.

Kelsey Smith, MEd, BCBA, **Grace Reeder**, **Kyla Cisneros**, **Kathleen Tuck, PhD, BCBA**, University of Kansas, Lawrence, KS

P02. The Effects of Tier 1 Positive Behavior Interventions and Supports on Student Mental Health Risk

This presentation provides results from a study exploring the relationship between universal Positive Behavior Interventions and Supports on student self-reported mental health risk via universal screening. First, background on student mental health needs will be provided. Next, study findings regarding whether PBIS reduced overall and sub-scale mental health risk on universal screening will be shared (i.e. internalizing, externalizing, emotion regulation, peer relationships). In addition, this presentation will describe the extent to which PBIS reduced student mental health risk (both overall and subscale scores) for students from different demographic groups. Finally, the presentation will include key study takeaways for educators to use in practice.

Kimberly Selders, PhD, University of Missouri, Columbia, MO

P03. Bullying Prevalence and Experiences of Students with Emotional Disturbance

Children and youth with emotional disturbance are more likely than their peers with other types of disabilities to bully and be bullied. The goal of this scoping review was to gain insight into the state of the literature on bullying for students with ED and identify gaps.

Lisa Bowman-Perrott, PhD, Idean Ettekal, PhD, Dulce Freitas, MA, and Minoo Mohammadi, MA, Texas A&M University, College Station, TX

P04. Recognition, Representation, and Relationships: Creating Space for Disability Identity Sensemaking with our Students

Join this engaging session describing the potential impact of recognizing, representing and relating to disability identity with our students and their families. This session draws from recent interviews with former students who are also currently parenting students in special education. The findings from these interviews align with research literature related to the protective nature of disability identity for individuals with disabilities, including those with identified behavioral health impairments. Come learn from these students' experiences and get ideas for making identity-safe schools for all students.

Tracey Kenyon Milarsky, PhD, University of Missouri, Columbia, MO

P05. Missouri School Administrator Perspectives on the Quality of Special Educators Prepared by Alternate Certification Routes

This study examines Missouri school administrators' perspectives on special educators prepared through alternative certification routes. Through a survey of 106 administrators, four main themes emerged: field experiences, training and skills, knowledge, and individual dispositions. While 37% of responses indicated an overall positive view of alternatively certified special educators, the study highlighted areas for improvement in alternative certification programs, particularly in lesson planning, classroom management, paperwork, and instruction. The findings suggest a need for more rigorous training in these areas within alternative certification programs, despite their typical emphasis on field placements.

Kaleigh Pickett, EdS, Missouri State University, Springfield, MO

P06. The Impact of Multi-Tiered Systems of Support on Student Attendance

Given the negative effects of chronic absenteeism on student outcomes, there is a need to identify evidence-based prevention and intervention models to reduce it. Therefore, we explored the impact of MTSS on attendance and chronic absenteeism in Illinois (Study 1) and California schools (Studies 2). We found statistically significant reductions in chronic absenteeism and increased attendance in schools implementing MTSS.

Nicholas Gage, PhD, WestEd, San Francisco, CA

P07. No Sweat: Implementing Transition Instruction for Students with Emotional and Behavioral Disorders

Students with and at-risk for emotional and behavioral disorders have reported higher than average rates of high school dropout, unemployment, and incarceration as they transition from school to adulthood. One way to combat these negative outcomes is to embed more explicit instruction in transition-related skills (e.g., self-determination, social skills instruction, student-centered planning). During this poster presentation, we will demonstrate how transition instruction can be easily embedded into the classroom to help prepare students with EBD for post-school outcomes and share helpful resources for teachers.

Olivia R. Hester, PhD, Kristine Jolivet, PhD, Sara Sanders, EdD, Lauren Hart Rollins, PhD, University of Alabama, Tuscaloosa, AL

P08. Addressing Residential Treatment and Secure Juvenile Justice Facility Climate: Participatory Action Research to Improve Youth Behaviors and the Safety for All

The behavior of youth with and at-risk for EBD served in residential treatment facilities and secure juvenile justice facilities remain a concern and the focus for facility climate and safety efforts. Since an unsafe facility environment is not conducive for youth engagement and learning nor appropriate for working conditions of staff, we describe our participatory action research approach to more comprehensively and feasibly improve facility climate. This poster session describes the focus and approaches taken to involve both staff and youth in their facility climate change with data highlights.

Kristine Jolivette, PhD, Sara Sanders, EdD, Olivia R. Hester, PhD, Kimberly P. Odom, PhD, June L. Preast, PhD, Nicole B. Prewitt, PhD, University of Alabama, Tuscaloosa, AL; **Stephanie Anne Shelton, PhD**, University of North Carolina at Chapel Hill, Chapel Hill, NC; **Wenchao Ma, PhD**, University of Minnesota - Twin Cities, Minneapolis, MN

P09. Revise and Resubmit: Effects of the SRSD Instructional Approach on the Revision Skills of Youth with and At-Risk for EBD

This poster presents an examination of the SCAN revision mnemonic taught with the self-regulated strategy development (SRSD) instructional approach using a nonconcurrent, multiple baseline design with 3 adolescent, female youth in a juvenile justice facility. The youth applied the SCAN mnemonic and the Six Steps for Revising to revise their previously written persuasive essays. Future directions for researchers and implications for practitioners will be discussed with the results.

Lauren Hart Rollins, PhD, Olivia R. Hester, PhD, Sara Sanders, EdD, Kristine Jolivette, PhD, The University of Alabama, Tuscaloosa, AL

P10. Enhance -Ci3T Implementation -a Closer look at Ci3T Implementation Series and Delivery

We are introducing new Ci3T Enhancing Modules to the MSLBD community and explaining how faculty and staff members can benefit from using these modules and adding the content into their everyday school practices. We will show school members which modules can be used for teachers, paraprofessionals, administrators, and staff at their schools and how they can use the modules. The MSLBD community will learn which of the Ci3T modules are beneficial for them to use and support their work of meeting students multiple need within integrated tiered systems, with an emphasis on the role of systematic screening,

Stacie Williams, BS, University of Kansas, Lawrence, KS; **Grant Allen, PhD**, University of Wisconsin-Stout, Menomonie, WI; **Allison Bernard, MEd**, University of Kansas, Lawrence, KS; **David Royer, PhD**, University of Louisville, Louisville, KY; **Wendy Oakes, PhD**, Arizona State University, Tempe, AZ; **Kathleen Lynne Lane, PhD, BCBA-D, CF-L2**, University of Kansas, Lawrence, KS

P11. Enhancing Student Well-Being: Examining the Effectiveness of Recognize. Relax. Record

We present findings from an IES-funded single case study of Recognize. Relax. Record., a school-based Tier 2 intervention designed to help students with anxiety, including student outcomes, implementation fidelity, and social validity. Next, we discuss professional learning around Recognize. Relax. Record.

Amy Buffington, MSE and **Allison Bernard, MEd**, University of Kansas, Lawrence, KS; **Eric A. Common, PhD**, University of Michigan-Flint, Flint, MI; **Carrie Brandon, MEd**, Arizona State University, Tempe, AZ; **Stacie Williams, BS**, University of Kansas, Lawrence, KS; **Rebecca Sherod, MSE**, Arizona State University, Tempe, AZ; **Kathleen Lynne Lane PhD, BCBA-D, CF-L2**, University of Kansas, Lawrence, KS; **Wendy Peia Oakes, PhD**, Arizona State University, Tempe, AZ

P12. Coaching in Ci3T Models -New Resources for Implementers

We offer initial insights from Project ENHANCE, a study focused on developing and testing free access professional learning materials. Specifically, we showcase coaching resources tailored for professionals supporting Ci3T Leadership Teams with implementation, engaged in data-inform professional learning efforts. Coaching protocols are designed to set the stage for implementation success, providing valuable insights into access rates and sought-after topics across domains (e.g., academics, behavior, and social and emotional well-being)across the Tiers. These dynamic and practical resources are designed to empower educators at all levels and forefront evidence-based practices.

Allison M. Bernard, MEd, University of Kansas, Lawrence, KS; **Wendy Peia Oakes, PhD**, Arizona State University, Tempe, AZ; **Kathleen Lynne Lane, PhD, BCBA-D, CF-L2**, University of Kansas, Lawrence, KS; **Eric A. Common, PhD, BCBA-D, LBA (MI)**, University of Michigan-Flint, Flint, MI; **Grant E. Allen, PhD**, University of Wisconsin-Stout, Menomonie, WI

P13. Embedding Student Voice Across Behavior Interventions

Providing opportunities for student voice can lead to improved self-determination and social, emotional, and behavioral competence while addressing concerns related to equity and cultural responsiveness. In this presentation, we will describe a framework for embedding student voice within social, emotional, and behavioral interventions to address student needs across general and special education settings.

Sara Estrapala, PhD and Shannon Locke, MS, CCC-SLP, University of Missouri, Columbia, MO

P14. Exploration of Autistic High School Students' Sense of Belonging Compared to Their Non-Autistic Peers

Research is clear that belonging is important for student academic success and mental well-being, yet little is known about how students with autism perceive belonging at school compared to their non-autistic peers. This session will present results from a mixed methods dissertation study assessing and comparing the sense of school and peer belonging among three high school groups: 1) Non-autistic, 2) Autistic in inclusive settings, and 3) Autistic in restrictive settings. Implications for practice and available Belonging Scales will be presented.

Shannon Locke, MS, CCC-SLP, University of Missouri-Columbia, Belton, MO

P15. Bullying Prevention: What we Know About Interventions

Bullying has been a longstanding concern in schools across the country. This poster session will summarize extant literature in the field of bullying, especially as it relates to youth with disabilities, and provide recommendations that can be situated within a multi-tiered system of support, including Positive Behavioral Intervention and Supports (PBIS). In this poster session, presenters will provide information related to research-based practices that can be situated within each tier. Specifically, presenters will provide a detailed framework that outlines foundational practices (e.g., climate assessments, risk-screeners), universal prevention grounded in Social and Emotional Learning, target interventions that emphasize social and communication skill development and acquisition, and individualized support derived from a functional behavioral assessment.

Chad Rose, PhD, Tiffany Crawford, MA, Shannon Locke, MA, Madison Imler, MA, Wendy Cornell, MA, Nate Brinkley, MA, Portia Branch, MA, D'Anna Hasik, MA, Austin Jackson, MA, University of Missouri-Columbia, Columbia, MO

P16. Establishing a Universal Developmental Screening Program in Community Settings to Identify and Address Behavioral Concerns in Young Children and Support Families

The Boone County Early Childhood Coalition (BCECC) screening program has been delivering free social-emotional and developmental screenings to the community since 2019. The purpose of this presentation is to share the experience of successfully organizing a screening program in one county. It delves into the funding opportunities, program structure, and logistics of the screening procedures. Additionally, it shares insights and advice from the screening team's experience serving families with young children.

Marina McGreevy, MEd and A. Reiley Morgan, MAT, University of Missouri-Columbia, Columbia, MO

P17. A Comprehensive Review of Language Interventions for Minimally Verbal Populations

This presentation includes results from a systematic review of language intervention research targeted for individuals who are minimally verbal. The review examined participant characteristics such as age and comorbidity diagnosis as well as intervention components such as targeted prelinguistic skills, choice of interventionists, and setting.

Jing-Tong Ong, MA, A. Reiley Morgan, MAT, Rose Osnaya, PhD, BCBA-D, University of Missouri-Columbia, Columbia, MO

P18. ParaImpact: A Professional Development Program with Early Childhood Teacher-as-Coach

To achieve optimal academic outcomes, students with moderate-to-severe disabilities often require intensive support. However, these students are often paired with special education paraeducators who often do not have sufficient training to provide the support that they need. Additionally, special education teachers responsible for training paraeducators do not feel prepared to train and coach them. In this session, we will present a single-case study with a multiple-baseline across-skill design to examine the effect of a teacher-as-coach model utilizing practice-based coaching on an early childhood special education paraeducator's implementation fidelity of evidence-based practices.

Jing Tong Ong, MA, Rose Osnaya, PhD, Charissa Richards, MEd, Jena Randolph, PhD, A. Reiley Morgan, MAT, John Augustine, MEd, University of Missouri-Columbia, Columbia, MO

P19. ParalImpact: A Professional Development Program with Teacher-as-Coach for Paraeducators of Elementary Students with Moderate-to-Severe Disabilities

Supports for students with moderate-to-severe disabilities (MSD) are required to be more intensive and systematic for optimal outcomes. Unfortunately, paraprofessionals, whom students with MSD spend most time with, often lack the training to provide the rigorous support that they need. Licensed special education teachers responsible for the training and coaching of paraeducators often do not feel prepared to guide them. In this session, we will demonstrate a professional development program with a teacher-as-coach framework that special education teachers may adopt to support paraeducators in implementing evidence-based practices (EBP) such as systematic instruction (SI) in the classroom.

John Augustine, MEd, Rose Osnaya, PhD, Jing Tong Ong, MA, Charissa Richards, MEd, A. Reiley Morgan, MAT, Jena Randolph, PhD, University of Missouri-Columbia, Columbia, MO

P20. Building Better Behavior: Implementing Check-In/Check-Out for Young Learners

Check-In/Check-Out (CICO) is an evidence-based intervention proven effective in addressing various behavioral challenges, while requiring minimal resources for intervention. This poster will provide an overview of the evidence supporting CICO as a tier two intervention, outline the steps for successful implementation, give insight into function-based adaptations of CICO, and offer practical tips for ensuring success with implementation.

Talisa Stone, BS, Lauren Zaeske, MS, Howard Wills, PhD, University of Kansas, Lawrence, KS

8:00 p.m. - MSLBD PARTY

ATLANTA

11:00 p.m. Lip Sync Battle, DJ, Dancing, Competition, Prizes, Cash Bar and Snacks

Join us for MSLBD's Friday Night Party! Here is your chance to show off your Lip Sync talents and win cash prizes! Individuals and groups, talented and otherwise are encouraged to participate! Bring your drink coupon from the take-home bag for a free beverage. Don't miss the fun!

SATURDAY, FEBRUARY 22, 2025

8:00 a.m. - SYMPOSIUM REGISTRATION/INFORMATION DESK OPEN

BALLROOM

12:00 p.m. Coffee and hot tea available until 10:30 a.m.

FOYER

9:00 A.M. - CONCURRENT SATURDAY SESSIONS

11:30 A.M.

SA 1. Legal Developments in the Education of Students with EBD: What Teachers Need to Know and Why

NEW YORK

In this presentation, we will provide an update on legal information that is important to all teachers of children and youth with behavioral disorders. We will include coverage of recent court decisions, state-level due process hearings, policy letters from the U.S. Department of Education, and the status of the new Regulations to Section 504 of the Rehabilitation Act (released in June 2024) and the Individuals with Disabilities Education Act. We will also discuss providing mental health services to students with EBD, the most common school district mistakes that have led to due process hearings and court cases, and how school district personnel can avoid making these mistakes. (Intermediate) **Mitchell L. Yell, PhD**, Professor, University of South Carolina, Columbia, SC; **Antonis Katsiyannis, EdD**, Professor, Clemson University, Clemson, SC; **Michael Couvillon, PhD**, Drake University, Des Moines, IA

SA 2. Know My Name, Face, and Story: Integrating Culturally Responsive Community, Home, and School Supports to Engage Me!

SAN FRANCISCO

Students of color with disabilities often experience success in their homes and communities, but wisdom from their families or communities is rarely sought when considering best practices for educating them (Boutte, 2023). Efforts to engage families are most successful when educators take an asset-based approach that focuses on cultural responsiveness and facilitates collaborative and interactive opportunities for families to support student development (Ladson-Billings, 2021; Milner, 2020; Moll et al., 1992). This presentation will illustrate how culture-centered learning using home and community supports, can facilitate successful family engagement and improve student achievement. The workshop provides practical, culturally responsive strategies for student success with vignettes modeling inclusive methods of family engagement. (Basic, Introductory; Intermediate)

Cathy Kea, PhD, Professor Emerita, North Carolina A&T State University, Greensboro, North Carolina

SA3. Supporting Paraeducators to Facilitate Student Learning and Independence

ATLANTA

Paraeducators play an important role in supporting students with disabilities in accessing instruction, developing self-regulation skills, and gaining critical skills. To ensure that student learning and independence are maximized, paraeducator support should be intentionally planned, implemented, and continuously monitored. This session will provide strategies and tools to support practitioners with creating systems to train and provide ongoing support to paraeducators assigned to work with students with disabilities. The session will highlight practices including the effective use of paraprofessional support, collaborative teaming, approaches to train paraprofessionals, and communication strategies to ensure students receive the support they need while also gaining independence. Attendees will leave the session with concrete strategies to apply in their unique contexts. (Basic, Introductory)
Erin Stewart, PhD, Special Services Director, Puget Sound Educational Service District, Renton, WA

SA4. Navigating School Roles, Environments, and Systems as a BCBA: Strategies for Understanding, Collaboration, and Success

CHICAGO

BCBA CEUs
This workshop will help to support BCBA's currently practicing in schools and those entering the field to prepare for supporting in educational environments. As the field of behavior analysts serving in school settings continues to grow, it is critical to be prepared for the environment that we will be serving in. Behavior analysts are continuing to support more diverse populations with complex needs. Participants will better understand the roles of behavior analysts across educational and clinical environments. The workshop will help participants to understand the ethical considerations and ethical barriers of BCBA's serving in school settings. Participants will also have an opportunity to explore supervision structures and support in the school setting to help develop the next generation of behavior analysts. Participants will leave this session with resources to help support them in their roles, including ethical and supervision considerations. Participants can choose CEUs from this session with 1 learning CEU and then a choice of any combination of the remaining CEUs being ethics and/or supervision CEUs. (Intermediate; 3.0 BCBA CEUs)
Erin Farrell, EdD, BCBA, Adjunct Professor, Department of Special Education, University of St. Thomas

11:30 a.m. Adjournment and Hotel Checkout

2025 AWARD AND STIPEND RECIPIENTS

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

Outstanding Leadership Award

Nicholas Gage, PhD, WestEd, San Francisco, CA

Outstanding Advocacy Award

Lee Stickle, MEd, Kansas Technical Assistance System Network (TASN)
Autism and Tertiary Behavior Supports (ATBS)

Outstanding Educator Award

Valerie Broderick, MAE, Columbia Public Schools, Columbia, MO

Outstanding Building Leadership Award

James King, MA, East Central Kansas Academy, Garnett, KS

Unsung Hero Award

Kaye Otten, PhD, BCBA, Advanced Behavior Collaborations, Kansas City, MO

Doctoral Degree Stipends

Kassandra Spurlock, MEd, Arizona State University, Tempe, AZ

2025 MSLBD Master Teacher

Kaleigh Pickett, EdS, University Instructor & Consultant, Billings, MO

Stipend applications and individual award nominations are due each year on November 1. A complete list of available awards, due dates, and nomination forms may be viewed on our website: <https://mslbd.org/get-involved/awards-nomination.html>.