



MSLBD Midwest Symposium for Leadership in Behavior Disorders

SYMPOSIUM 2024

February 29, March 1 & 2 | Sheraton Crown Center | Kansas City, Missouri

For the 42nd 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, March 1 | 8:30 - 10:00 a.m.

Saving the World: Embracing Your Powers and Remembering Why We Teach

Deep in the belly of the school system, a hero is waiting to be the champion of children everywhere. Their name is called and they leap to action, ready to advocate, support, and encourage those who need help. It is no mystery, surprise, or secret that our staff who work with children with special needs are heroes. The work is challenging and exhausting, but these heroes report every day because they know that a child needs them. This keynote address will lay out why your work is so important, how to be the best teacher for your students, and how to meet the challenges of including our students in all aspects of the school day.

Matthew McNiff, PhD, Behavior Consultant and Special Education Director, Educational Service Unit #5, Beatrice, NE



SYMPOSIUM AT-A-GLANCE

Thursday, February 29

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

Friday, March 1

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 & Table Talks
	Cash Bar and Complimentary Hors d'oeuvres
8:00 p.m.-11:00 p.m.	Symposium Party

Saturday, March 2

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

REGISTER BY JANUARY 26 FOR REGISTRATION DISCOUNT

Register early for preferred workshops

No Walk-In Registrations

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



MSLBD



@MSLBD1



PRE-SYMPOSIUM WORKSHOPS

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

Thursday, February 29, 2024

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

1. High-Probability Strategies for Managing Classroom Instruction and Behavior

This session provides an overview of high-probability practices and strategies for facilitating positive student behavior in classroom settings. Effective instruction, physical environment, and teacher-student relationships are the focus. Video examples will be provided to engage participants. (Level: Basic, Introductory; Intermediate)

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

2. Teaching From Joy: Practical Functional Assessment and Skills Based Treatment- Our Experience in Public Schools

Developed by Dr. Greg Hanley and FTF Consulting, "The practical functional assessment and skills based treatment process, which prioritizes safety and social acceptability, has proven to be a highly effective and generally applicable approach to treating severe problem behavior." The focus is on identifying when students are happy, relaxed, and engaged and subsequently teaching them positive behavioral skills to get their needs and wants met while maintaining safety, dignity, and televisibility. Most commonly, this process has been done in more clinical or private school settings. Our goal is to share how we have implemented the process within public school settings by providing video examples, staff and parent testimonials, and the progress of students participating in the process. (Intermediate, 3.5 BCBA CEUs)

Ali Sweitzer, MEd, BCBA, Metro Region Behavior Specialist, Nebraska ASD Network and **Jodie Tagel, MEd, BCBA**, Westside Schools, Omaha, NE

3. Restorative Justice Practices: Focusing on Prevention First

Restorative practices help to build community, celebrate accomplishments, transform conflict, and rebuild relationships that have been harmed. A restorative model fits well within the multi-tiered systems of support framework and is at the heart of a prevention based approach. This session will be an interactive hands-on introduction to restorative practices for building connections and community with staff, students, and families.

Lori Lynass, EdD, Executive Director, Sound Supports, Shoreline, WA

4. Supporting Students' Engagement During Mathematics Instruction: Mathematics Practices and Behavior Strategies Backed by Research

Proficiency in mathematics is a necessary component of many careers and is viewed as essential for adult independence. Yet many students with and without disabilities struggle with mathematics, and mathematics can also

serve as a barrier to students' interest in and pursuit of STEM fields. Barriers to STEM learning may limit students' opportunities for future meaningful careers and deprive society of an inclusive STEM workforce. Using behavior strategies during quality instruction can contribute to higher mathematics/STEM outcomes, which may be especially important for students with co-occurring academic and behavioral challenges. This workshop describes examples of mathematics evidence-based practices, shares examples of behavior strategies backed by research, and engages attendees in exploring how the implementation of mathematics practices along with behavior strategies can support mathematics understanding and student engagement. (Intermediate)

Jessica Rodrigues, PhD, Assistant Professor and **Lindsey Mirielli, MEd**, Doctoral Student, University of Missouri, Columbia, MO

5. Managing Myself: Integrating and Intensifying Self-Regulation Skills into Academic and Behavioral Strategies Across Contexts

Students with emotional and behavioral disorders often struggle to self-regulate their behavior and emotions, which can negatively impact growth and outcomes. Explicitly teaching students how to use self-regulation skills is one way to improve these skills and outcomes. This presentation will demonstrate how to integrate self-regulation skills instruction into academic and behavioral strategies, as well as how to evaluate student progress and design differentiation and intensifications to meet the needs of all students. (Basic, Introductory)

Sara Sanders, EdD, Assistant Research Professor, **Lauren Hart Rollins, PhD**, Research Assistant Professor, **Olivia R. Hester, PhD**, Research Assistant Professor, **Kristine Jolivette, PhD**, Paul W. and Mary Harmon Bryant Endowed Professor, The University of Alabama, Tuscaloosa, AL

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

6. Key to Choosing and Implementing Evidence-Based Tiered Behavior Support Strategies

There is a plethora of evidence-based behavior support strategies. The task facing many educators of choosing and implementing an effective strategy for the individual students they serve can be overwhelming to say the least. Do you choose one or a combination? How about tier one versus tier two versus tier three strategies in a multi-tiered system of support? Was this particular strategy researched with students and in environments that are similar to my situation? This session will focus on key things to consider during this process based on the hypothesized function(s) the challenging behavior serves for individual students, potential environmental and personnel constraints, and limitations of the research literature. (Intermediate, 3.5 BCBA CEUs)

Kaye Otten, PhD, BCBA, Behavior Consultant, Summit Behavioral Services, Kansas City, MO



The 2024 Midwest Symposium for Leadership in Behavior Disorders is a CCBD approved regional activity. Participants who would like to submit contact hours to a professional development organization may request a letter certifying attendance at the conference. Board Certified Behavior Analysts Type 2 credits are available at the conference from the Behavior Analyst Certification Board. Information about obtaining a letter of attendance or BCBA credit is available on our website.

7. Advocating for Trauma-Informed Care in Applied Behavior Analytic Practice and Research

Although the construct of trauma has largely eluded a thorough behavior analysis, considerations surrounding trauma and trauma-informed care (TIC) have entered mainstream applied behavior analysis (ABA). In the absence of clear findings and guidance from research, conversations surrounding the matter have been polarizing. This talk attempts to bring clarity, vocabulary, and nuance to this discussion. I will first define trauma across multiple levels of scientific understanding and provide a behavior-analytic interpretation. Then, I will outline the commitments of a TIC framework and describe how to incorporate them into ABA. Finally, I will articulate and respond to several concerns and questions that have entered the discourse surrounding trauma and TIC. My primary intention is to increase your capacity and willingness to advocate for TIC in ABA in conversations and collaborations. (Intermediate, 3.5 BCBA CEUs)

Adithyan Rajaraman, PhD, BCBA-D, LBA-TN, Director of Behavior Analysis Research; Assistant Professor in Pediatrics, Vanderbilt Kennedy Center's Treatment and Research Institute for Autism Spectrum Disorders; Vanderbilt University Medical Center, Nashville, TN

8. Foundations in De-Escalation

Given the increased behavioral challenges seen in students since the start of the pandemic, we are more acutely aware of the need for educators to be skilled at de-escalation. In the time of crisis, school teams must move from panicking in the moment to implementing a targeted plan. If you are looking for a fresh look at how to best support those who escalate using some innovative tools, then this is the course for you! Regardless if you are new to de-escalation or if you are a certified trainer yourself, this course will offer some great insights and takeaways. (Basic, Introductory; Intermediate, 3.5 BCBA CEUs)

Patrick Mulick, MEd, BCBA, Assistant Director of Special Education, Auburn School District; Speaker and Facilitator in Special Education, Renton, WA

9. Pulling Back the Curtain on Artificial Intelligence and New Technologies in Education

Artificial intelligence, or AI, is everywhere, from ChatGPT to BARD, and is having a direct impact on education. There are many valid concerns related to AI in education, such as students using AI to do their homework or giving false or misleading information to students. However, there is also incredible promise, such as AI's ability to adapt to special needs and AI supporting educators to make their work easier. In this workshop, we will teach educators what AI is and isn't, describe how it works, review successful integrations into the classroom, and try to demystify AI for Education. We will then provide examples of how teachers can use AI in their classrooms to engage students and potential uses for their own practice. (Basic, Introductory)

Joseph Wiggins, PhD, Research Director and **Jorge Parra, BCS**, Software Engineer, Katabasis, Inc.

MISSION STATEMENT

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

Saturday, March 2, 2024
9:00 a.m. - 11:30 a.m.

1. What You Need to Know About Special Education Law and Why: Lessons from Due Process Hearings, Court Cases, Policy Documents, and Legislation

The essential obligation of school district administrators and teachers of students with disabilities who are eligible for special education services is to provide a free appropriate public education (FAPE). The development and implementation of a student's individualized education program (IEP) is the means by which a FAPE is conferred. It is estimated that 90% of all due process hearings and special education litigation involve FAPE-related issues. The three presenters, one of whom is a state review officer (SRO) and another who is a mediator, are experts in special education law and will provide practical information from due process hearings, new court cases, including the most recent special education Supreme Court decision: *Perez v. Sturgis School District* (2023), and policy documents on important issues in special education. (Basic, Introductory; Intermediate; Advanced)

Mitchell Yell PhD, Fred & Francis Lester Chair of Teacher Education, University of South Carolina, Columbia, SC; **Antonis Katsiyannis, EdD**, Professor, Clemson University, Clemson, SC; **Michael Couvillon, PhD**, Drake University, Des Moines, IA

2. The Many Faces of Children with Oppositional Defiant Behaviors: Strategies That Work and Strategies That Don't

We are seeing an increase in students coming into schools with oppositional defiant behaviors, and these children threaten our feelings of competence. Their external behaviors may be a cover-up for other problems we can't see. What else may the child's behavior tell us, how can we teach them to emotionally regulate their behavior, what strategies don't work, and what are the strategies that make a positive difference.

Beverley H. Johns, MS, Learning and Behavior Consultant; Former Professional Fellow, MacMurray College, Jacksonville, IL

3. Teaching Cultural Competency in Promoting Social Emotional Development with Children from Marginalized Populations with/at-risk of Emotional or Behavioral Disorders

The attitudes, values, and behaviors of the family, peer group, and community influence student social-emotional development. In this session, participants will learn the importance of cultural relevance in promoting social emotional competencies, how to increase self-awareness as a teacher, and concrete strategies for integrating culturally responsive social emotional learning. (Basic, Introductory)

Aaron Campbell PhD, Assistant Professor, University of Missouri, Columbia, MO

4. Responsive Supervision: Mapping The Supervision Journey with an Ethical Compass

Behavior analysis is at a major crossroads in 2024. With looming changes in requirements, fairly recent changes to supervision standards, and substantial service needs occurring globally, the need for behavior analysts has only gotten greater. However, developing new behavior analysts requires intentional, effective practices from the beginning. These practices require intentional and ethical consideration to ensure that we are producing the best possible practitioners for an exponentially growing field. In this talk, Dr. Spiker will orient supervising practitioners to ethical practices using current research and nuanced, individualized practices that fit each trainee's unique needs and goals. (Intermediate; Advanced; 3.0 BCBA CEUs-Supervision)

Shane T. Spiker, PhD, BCBA, Clinical Training and Safety Director, Positive Behavior Supports, Corp., Ormand Beach, FL

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: (888) 236-2427
Group Code: "2024 MSLBD Annual Convention"

The room block fills quickly in January! Make your reservation as **EARLY AS POSSIBLE** for the best selection of rooms type at the special rate! The "cut-off date" for reserving rooms in the Room Block is **January 26, 2024, by 5:00 p.m.** (Central Standard Time), **subject to availability.** Reservations requested after the cut-off date or after the room block is full will be based on availability at the Hotel's prevailing rates.

Rate / per night + tax

\$179.00

\$179.00

Occupancy / Room Type

Single or Double / Standard King

Double, Triple or Quad / Standard Double

2024 Symposium Registration

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

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

Name _____

Address _____

City _____

State _____ Zip _____

Daytime Telephone (_____) _____

E-mail _____

Position _____

Assistant's Name _____

Assistant's E-mail & Phone _____

PAYMENT

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

_____ Credit Card Payment, register online

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

_____ Purchase Orders are accepted through January 26. Email the registration form with PO to registration@mslbd.org.

REGISTRATION OPTIONS

(Circle One Option)

	Early Bird Discount	Regular Registration Rate
_____ Presymposium Workshop & Symposium (Thurs, Fri & Sat, please pre-register for Thursday & Saturday Workshops)	\$220.00*	\$275.00
_____ Symposium Only (Fri & Sat, please pre-register for Saturday Workshop)	\$205.00*	\$260.00
_____ Pre-symposium Workshop Only (Thurs Only, please pre-register for Thursday Workshops)	\$190.00*	\$245.00

*Discounted registration rate available through January 26. If you must cancel your registration, please notify the MSLBD Office at manager@mslbd.org, through January 26, to receive a refund less a \$35 processing fee. No refunds after January 26. Registrations may be transferred to another individual at no cost.

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

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 \$25 per day. Valet parking fee is \$35 per day.

Please note that parking spaces are limited and offered on a first come, first served basis. To enjoy unlimited in/out privileges be sure to charge parking to your guest room. A height restriction of six feet, eight inches applies. (From the Sheraton Kansas City Hotel at Crown Center Website, September 2023).

Special Accommodations

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

CHOICE OF PRESYMPOSIUM WORKSHOP

ON THURSDAY (if applicable to registration type)

HALF-DAY WORKSHOPS ON THURSDAY

Morning – Please indicate first selection and alternate

- _____ 1. High-Probability Strategies for Managing Classroom Instruction and Behavior
- _____ 2. Teaching From Joy: Practical Functional Assessment and Skills Based Treatment- Our Experience in Public Schools
- _____ 3. Restorative Justice Practices: Focusing on Prevention First
- _____ 4. Supporting Students' Engagement During Mathematics Instruction: Mathematics Practices and Behavior Strategies Backed by Research
- _____ 5. Managing Myself: Integrating and Intensifying Self-Regulation Skills into Academic and Behavioral Strategies Across Contexts
- _____ Unable to Attend

Afternoon – Please indicate first selection and alternate

- _____ 6. Key to Choosing and Implementing Evidence-Based Tiered Behavior Support Strategies
- _____ 7. Advocating for Trauma-Informed Care in Applied Behavior Analytic Practice and Research
- _____ 8. Foundations in De-Escalation
- _____ 9. Pulling Back the Curtain on Artificial Intelligence and New Technologies in Education
- _____ Unable to Attend

FRIDAY KEYNOTE AND BREAKOUT SESSIONS

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

SATURDAY MORNING WORKSHOPS

Please choose one session to attend.

- _____ 1. What You Need to Know About Special Education Law and Why: Lessons from Due Process Hearings, Court Cases, Policy Documents, and Legislation
- _____ 2. The Many Faces of Children with Oppositional Defiant Behaviors: Strategies That Work and Strategies That Don't
- _____ 3. Teaching Cultural Competency in Promoting Social Emotional Development with Children from Marginalized Populations with/at-risk of Emotional or Behavioral Disorders
- _____ 4. Responsive Supervision: Mapping The Supervision Journey with an Ethical Compass

Hotel Reservation and Parking Information

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

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

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

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

CONCURRENT SESSIONS | FRIDAY, MARCH 1, 2024

MASTER TEACHER STRAND

What To Do When You Don't Know What To Do: Focus on Tier Two

Andrew Morton, MEd, EdS, Williard R-II School District, Willard, MO; Kaye Otten, PhD, BCBA, Summit Behavioral Services, Kansas City, MO

Restorative Practices - Improving School Climate to Keep Kids in School

Anne Baptiste, MA, Educational Service Unit 7, Columbus, NE; Jan Burgess, MME, MAEd, Retired, Liberty, MO

Teacher Retention and Self Care

Stephanie Kopecky, MEd and Kristen McKearney, M.Ed, Education Service Unit #3, LaVista, NE

Let's Talk About Verbal De-Escalation

Josh Wikler, ME, RBT, Piper Unified School District 203, Kansas City, KS; Janice Motta, ME, Lee's Summit School District, Lee's Summit, MO; Tricia Dwyre, ME; Piper Unified School District 203, Kansas City, KS

Student Self-Sabotage & Disengagement: Helping Students Get Out of Their Own Way!

Carrie Fairbairn, MEd and Sallye Vanderplas-Lee, BA, Education Service Unit #3, LaVista, NE

GENERAL BREAKOUT SESSIONS

The Power of the Arts to Restore Our Students' Hope, Health, and Well-Being

Beverly H. Johns, MS, Southern Illinois University, Carbondale, IL; Lisa Kaye, EdD, ATR-BC, Temple University, Philadelphia, PA; Donalyn Heise, EdD, University of Texas at Austin, Austin, TX

Tier 2 Interventions: What's Available Beyond Check-In/Check-Out?

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

Using Student Voice to Enhance the Cultural Responsiveness of Tier 2 Interventions

Sara Estrapala, PhD and Kimberly Selders, MA, University of Missouri, Columbia, MO

Aligning Special Education Transportation with LRE in IDEA to Facilitate Positive Behavior

William McDermott, EdS, First Consulting; Theodore Stec, PhD, Lombard District 44 and Coop. Assoc. for SPED Dupage County, IL; Susan King, PhD, First Consulting, New Lenox, IL

Physical Restraint and Seclusion Investigations by the Office of Civil Rights and the U.S. Department of Justice

Reece Peterson, PhD, University of Nebraska-Lincoln, Lincoln, NE; Eryn Van Acker, PhD, Pleasanton Unified School District, Pleasanton, CA

Smooth Sailing: Navigating FBAs with Ease!

Cassie Barnett, MSE, Olathe Public Schools, Olathe, KS

What about the Other Kids in the Room?

Anne-Marie Bixler-Funk, PhD, Katherine Clifford, Thomas Hanken, MS Ed, and Stacy Slabaugh, MS Ed, Olathe Public Schools, Olathe, KS

Relationships Take Work!

Allison Bruhn, PhD University of Iowa & Scanlan Center for School Mental Health, Iowa City, IA

Where are They Now? Outcomes and Advice from Students Who Have Completed Behavior Programs

Anne Baptiste, MA, ESU 7, Columbus, NE; Tracey Milarsky, MAT, University of Missouri, Columbia, MO

Moving Upstream in Washington State: School Mental Health and Family & Community Partnerships within MTSS

Kurt Hatch, EdD and Kelcey Schmitz, MEd, University of Washington-Tahoma; Tania May, EdD, Washington Office of Superintendent of Public Instruction; Tawni Barlow, Medical Lake School District, WA

Team Work Makes the Dream Work: The Potential of Co-Teaching Students with Emotional Disabilities and Those Who Are At-Risk

Bobbi McBride, MEd, Fayette County Public Schools, Lexington, KY; Amanda Boor, MEd, CodeVA, Richmond, VA; Marie Manning, PhD, Eastern Kentucky University, Richmond, KY

Battling Autism-Specific Stigma with Peer Perceptions and Belongingness

Shannon Locke, MS, CCC-SLP and Nargiza Buranova, PhD, University of Missouri, Columbia, MO

Can We Be Friends? Examining Online Social Relationships

Chad Rose, PhD, Madison Imler, MS, Lindsey Mirielli, MEd, Tracey Milarsky, MAT, Tiffany Crawford, MS, Cannon Ousley, MS, BCBA, Katie Graves, MEd, Shannon Locke, MS, CCC-SLP, University of Missouri, Columbia, MO

Team-Based Coaching and Collaboration Tools to Help Educators Implement Individualized Support in the Classroom

Carol Davis, EdD and Scott Spaulding, PhD, BCBA-D, University of Washington, Seattle, WA

From Enragement to Engagement: Reducing Classroom Behavior by Increasing Student Engagement

Matt McNiff, PhD, Educational Service Unit #5, Beatrice, NE

Need to Reduce Chronic Absenteeism? But Don't Know How?...MTSS!

Beth Clavenna-Deane, PhD, Tori Ballew, MEd, and Nicholas Gage, PhD, WestEd

Tell It How It Is: Increasing Writing Skills and Self-Advocacy for Youth with EBD Using the SRSD Instructional Approach

Lauren Hart Rollins, PhD, The University of Alabama, Tuscaloosa, AL; Aimee Hackney, Ph.D, University of New Mexico, Albuquerque, NM; Sara Sanders, EdD, Olivia R. Hester, PhD, and Kristine Jolivet, PhD, The University of Alabama, Tuscaloosa, AL

A Trauma-Informed Mirror: Are We Partially Responsible

Valerie Broderick, MAEd, Patrika Brown, EdD, and Torie Clark, MEd, Columbia Public Schools, Columbia, MO

PBIS From Scratch: Our District's PBIS Journey

Thomas Hanken, MS and Anne-Marie Bixler-Funk, PhD, Olathe Public Schools, Olathe, KS

Pipeline to Prison-NO MORE-There is a better way!

Melinda McDaniel, MS Ed and Kyle Carlin, MEd, West Central Kansas Special Education Cooperative, Hays, KS

Data Mountain: Including Students Within Data-Based Decision-Making During Reading Instruction

Lisa Didion, PhD, University of Kansas, Lawrence, KS

Tips for TIPS: An Overview of Team-Initiated Problem Solving

Nicolette Grasley-Boy, PhD, BCBA, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS; Scott Fluke, PhD, Olathe Public Schools, Olathe, KS

Classroom WISE: Tools for Supporting Student Mental Health in the Classroom

Hannah West, PhD, BCBA, Erika Franta, PhD, and Jessica Christensen, MEd, Mid-America MHTTC, University of Nebraska Medical Center, Omaha, NE; Rayann Silva, MEd, and Kelcey Schmitz, MEd, University of Washington, Northwest MHTTC, Seattle, WA

Merging Worlds: Integrating Social-Emotional Behavioral Supports for Student Success

Robin Parks Ennis, PhD, BCBA-D and Mary Rose Salles, PhD, University of Alabama at Birmingham

SESSIONS FOR BCBA CREDIT

Ongoing Staff Development through Behavioral Skills Training Model: Increase Staff Retention and Reduce Emergency Safety Interventions

Chris Delap, BCBA, LBA, LMLP, AS, Lakemary Center, PRTF, Paola, KS

Strategies to Scale Behavior Interventions and Supports Across Schools and Districts

Gretchen Scheibel, PhD, OTR, BCBA, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS; Sara Estrapala, PhD, University of Missouri, Columbia, MO; Howard Wills, PhD, BCBA, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS

Teaching Paraprofessionals to Make the Right Call: Creating a Culture of Ethical Decision-Making

Shannon Hoey, MEd, Sarah Bendekovitz, MEd, Tyler Re, PhD, and Rachel Garcia, PhD, The Chicago School of Professional Psychology

Keeping Students Engaged: Practical Strategies for Teachers and Families

Kathleen Lynne Lane PhD, BCBA-D, CF-L2 University of Kansas, Lawrence, KS; Grant Allen, PhD, University of Wisconsin-Stout, Menomonie, WI; Rebecca Sherod, MEd, Arizona State University, Tempe, AZ; Paloma Perez, PhD, University of Virginia, Charlottesville, VA; Mark M. Buckman, PhD, University of Kansas, Lawrence, KS; David James Royer, PhD, BCBA-D, University of Louisville, Louisville, KY; Eric Alan Common, PhD, BCBA-D, LBA, University of Michigan-Flint, Flint, MI

Exploring Behavioral Intervention Adaptation in Inclusive Elementary Classrooms

Kathleen N. Zimmerman, PhD, BCBA-D, University of Kansas, Lawrence, KS; Elisabeth J. Malone, MEd, BCBA, University of Kansas, Lawrence, KS; Kelsey H. Smith, MEd, BCBA, University of Kansas, Lawrence, KS

Leveraging Machine Learning Technology for Classroom Management Support: Considerations for Educators' Perceptions of Automated Feedback

Jessica Boyle, MEd and Joseph Wehby, PhD, Vanderbilt University, Nashville, TN

Addressing A Sleeping Giant: Responding Ethically to the "Reduced Day Fix" Phenomenon of Disciplinary Exclusion

Vanessa Tucker, PhD, BCBA-D, LBA, Pacific Lutheran University, Tacoma, WA; Marie Manning, PhD, Eastern Kentucky University, Richmond, KY

Merging Worlds: Integrating Social-Emotional Behavioral Supports for Student Success

Robin Parks Ennis, PhD, BCBA-D and Mary Rose Salles, PhD, University of Alabama at Birmingham



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How to GET THERE

DRIVING IN:

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

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

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

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

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

PARKING:

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 \$25 per day. Valet parking fee is \$35 per day.

Please note that parking spaces are limited and offered on a first come, first serve basis. To enjoy unlimited in/out privileges be sure to charge parking to your guest room. A height restriction of six feet, eight inches applies. (From the Sheraton Kansas City Hotel at Crown Center Website, September 2023).

FLYING IN:

To get to the Sheraton Crown Center from MCI: Book online at www.supershuttle.com. Cost is approximately \$40 each way. Cab fare is approximately \$60.00 each way.

CONTACT INFORMATION:

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