



SYMPOSIUM 2020

February 27, 28, & 29 | Sheraton Crown Center | Kansas City, Missouri

For the 38th year, the Midwest Symposium for Leadership in Behavior Disorders will address cutting-edge issues of interest to professionals working with students with emotional/behavioral disorders and autism spectrum disorders.

KEYNOTE
Friday
February 28
8:30-10:00 AM

Four Short
TED Talk-like
Keynote Speeches

Sharing Perspectives: Cultivating Passion for a Sustained Career



Kathleen Lynne Lane
Researcher Perspective



Tim Geels
Parent Perspective



Seth Piro
Practitioner Perspective



Carl Smith
Personal Experience

- What motivates us to work with youth with significant mental, emotional, and behavioral needs?
- What skills are needed to be effective professionals in this field?
- What are the things we need to discover and nurture within ourselves in order to maintain our effectiveness?
- How do we maintain our personal lives without becoming overwhelmed by the challenges of the students we serve?

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

REGISTER BY JANUARY 22 FOR DISCOUNTED REGISTRATION Register early for preferred workshops
No Walk-In Registrations

Visit our website
<https://mslbd.org/symposium-conference/>



MSLBD @MSLBD1



SYMPOSIUM AT-A-GLANCE

Thursday, February 27

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

Friday, February 28

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

Saturday, February 29

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

PRE-SYMPOSIUM WORKSHOPS

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

Thursday, February 27, 2020

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

1. An Ounce of Prevention: Antecedent Strategies That Really Work

Most problem behaviors are predictable and preventable. Low-intensity antecedent strategies are tools teachers can use in the classroom to prevent problem behaviors from occurring. In this session, we will discuss steps for implementing a variety of proactive and preventative strategies to support the behavior of all students, including behavioral momentum, opportunities to respond, choice, precision requests, and precorrection. (Level: Beginner/Introductory, Intermediate)

Timothy Landrum, PhD, Professor, University of Louisville, Louisville, KY and *Robin Parks Ennis, PhD*, Associate Professor, University of Alabama at Birmingham, Birmingham, AL

2. Write on! Teaching Written Expression to Learners with Complex Communication Needs

This session will guide participants through research-based practices for teaching written expression to learners with complex communication needs, including those with intellectual disabilities and autism spectrum disorder. Participants will leave this entertaining session empowered with new strategies to apply in their classrooms. (Level: Beginner, Intermediate) **3.5 BCBA CEUs**

Robert Pennington, PhD, BCBA-D, Associate Professor, University of North Carolina-Charlotte, Charlotte, NC

3. Safe Shelter in the Storm: Providing Emotional Safety as a Tool for Student De-Escalation

According to the Center for Disease Control, approximately 1 in 5 kids living in the United States displays some signs or symptoms of a mental health disorder in a given year. Attendees will learn about conflict de-escalation and trauma-informed positive behavior interventions and supports for students with mental health needs. The session will emphasize prevention but also provide tools to deescalate and respond to crisis events. Participants will walk away from the session with four things “to do” they can utilize immediately when responding to escalated or crisis behavior. (Level: Beginner/Introductory)

Tim Geels, MA, Senior Vice President of Instruction and Corporate Implementation, The Mandt System, McCook Lake, SD

4. Descriptive, Specific, and Unbiased: A Session on Data-Driven Feedback and Professional Development

This presentation will provide demonstrations of data-driven, specific, and unbiased coaching process to support teacher growth and implementation of evidence-based classroom management practices. The coaching process is multimedia-based, individualized, and leverages a new classroom observation instrument called the Classroom Teaching Scan (CT Scan) along with instructional vignettes to build knowledge and support fidelity of implementation. The CT Scan is a low-inference observation instrument that allows an observer to capture data in real time. (Level: Beginner/Introductory, Intermediate, Advanced)

Michael Kennedy, PhD, Associate Professor, University of Virginia, Charlottesville, VA

5. Mindfulness Matters: Healing Trauma and Emotional Dysregulation

Attendees will learn the science behind the impact of mindfulness and mindful education on youth who have been impacted by trauma or have special education disabilities. Adverse childhood experiences and emotional and behavioral disabilities often interfere with the acquisition of social emotional learning skills, academic performance, and therapy progress. Mindful interventions can readily be incorporated in to academic instruction, circle processes for restorative practices and positive behavior interventions and supports initiatives. Participants will learn about practical interventions that are user friendly for teachers, related service providers, and mental health professionals. Mind UP Grades pre-k-2, 3-5, 6-8 (Level: Intermediate)

Charlene Mykleburst, PsyD, President and Education/Mental Health Consultant, Professional Education Pal, LLC, Minneapolis, MN

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

6. Low-Intensity Strategies to Support Engagement: Practical Strategies that Work!

We will present feasible strategies for supporting academic engagement and minimizing disruption including instructional choice, increasing opportunities to respond, and active supervision. We provide step-by-step procedures for using these strategies with high fidelity, offering illustrations in elementary, middle, and high school settings. (Level: Intermediate) **3.5 BCBA CEUs**

Kathleen Lynne Lane, PhD, BCBA-D, CF-L1, Professor of Special Education and Interim Associate Vice Chancellor for the Office of Research, University of Kansas, Lawrence, KS and *Wendy Peia Oakes, PhD*, Associate Professor, Arizona State University, Tempe, AZ



The 2020 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. Permission is being sought for Board Certified Behavior Analysts type 2 credits from the Behavior Analyst Certification Board. Information about obtaining a letter of attendance, BCBA credit and sessions available for BCBA credit will be posted on our website closer to the conference.

7. Got Trauma-Informed in Your School? Integrating Trauma-Informed Care within Social, Emotional, and Behavioral Tiered Services

“Trauma-informed” certainly is a trending term, yet what it means within tiered systems of school-based services is less clear. This session will review trauma-informed core principles, highlighting connections within a behavioral framework. Strategies for integrating a trauma-sensitive focus across the continuum of preventive supports will be provided, with focus on practical classroom take-aways. In addition, examples of evidence-informed trauma-specific individualized supports will be shared. Active discussion around opportunities for participants to strengthen their existing continuum of behavioral supports through a trauma-informed lens will occur. (Level: Intermediate)

Sandra Chafouleas, PhD, Board of Trustees Distinguished Professor, University of Connecticut, Neag School of Education, Storrs, CT

8. Leveling the Playing Field: Providing True Access to Intervention for Individuals on the Autism Spectrum

Individuals with autism have complex needs. Traditional mental health, behavioral, and educational interventions must be adapted in order to address the underlying characteristics of autism in a comprehensive manner. The many strategies available and ways autism impacts a person complicate the identification of supports and strategies for education programs. This session will center on two helpful principles: (1) effective strategies must address strengths and needs of the individual and (2) effective programs must address sensory and biological needs and include reinforcement, structure (visual tactile supports), obstacle removal, and skills to teach. Participants will learn a model that uses these 5 levels to provide a template for modifying traditional interventions so that those with ASD can participate and benefit in new ways (Level: Intermediate)

Ruth Aspy, PhD, Psychologist, Ziggurat Group, Inman, SC

9. Brainstorming to Editing: How to Support Students with Emotional and Behavioral Disorders to Write More Effectively

Writing is a major source of frustration for many students with disabilities across all ages, and it can be a challenge to teach writing to students with diverse needs and abilities. In this workshop, participants will learn research and evidence-based strategies to support upper elementary and secondary students with the writing process from brainstorming to writing to editing. The workshop will focus on how to incorporate the self-regulated strategy development framework, technology, and principles of universal design for learning in writing instruction. Participants will be provided with resources and materials use in their classrooms. (Level: Beginner/Introductory, Intermediate)

Soo Ahn, PhD, Assistant Professor, Iowa State University, Ames, IA

Saturday, February 29, 2020

MISSION STATEMENT

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

9:00 a.m.-11:30 a.m.

1. Developments in Special Education Law: What EBD Teachers Need to Know and Why They Need to Know it

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

2. Create a Lifestyle of Wellness in the Face of Secondary Traumatic Stress

Rachel Jones, MEd, Manager of Trauma Informed Treatment, Missouri Department of Mental Health, Division of Behavioral Health, Jefferson City, MO

3. Superheroes in the Classroom: How to Train and Support Paraprofessionals

Jessica Nelson, EdD, Assistant Professor, Missouri State University, Springfield, MO and **Scott Fluke, PhD**, Emotional Disturbance Program Facilitator, Olathe Public Schools, Olathe, KS

4. Lessons from the Field: Things to Do and Things to Stop Doing when Working with Students with Emotional and Behavioral Needs

Michael & Nancy George, EdD, Consultants, George & George Education Consulting, Bethlehem, PA

MSLBD PARTY!
Friday, Feb. 28 | 8:00-11:00 p.m.
LIP SYNC BATTLE
Individuals and Group
Win Cash & Prizes
Come to cheer on your favorite act,
dance, and party the night away!
A free beverage ticket is provided to each attendee.

Special Screening Open to the Public: The Kids We Lose

Thursday, February 27, 2020 | 8:15 – 10:15 PM
Sheraton KC Hotel at Crown Center | Empire Room

The Kids We Lose is a 90-minute documentary film about the human side of being a child or student with behavioral challenges, and the struggles faced by parents, educators, staff in facilities, mental health clinicians, and judicial and law enforcement professionals in trying to ensure that students receive the help they need. <http://www.thekidswelose.com/>