how to
get there
Driving In:
The Sheraton Crown Center is located at 2145 Main Street, Kansas City, Missouri. The following are directions to the hotel from:

7.0 Northbound: Take I-25 North to 20th Street, turn right on McGee Street to hotel entrance.

7.0 Southbound: Take I-269 South to 20th Street, turn left on Main Street to hotel entrance.

7.0 Southbound: Take I-25 South to 20th Street, turn left on Main 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. Cost is $7.00 for guests staying at the hotel, $10.00 for non-guest parking. For newly parked vehicles, rates begin at $4.00 for the first 1/2 and increase incrementally. Additional parking is available in the Crown Center Development.

Flying In:
In order to reach the Sheraton Crown Center from STL, go to the Super Shuttles Booth in the terminal (location 307) or call 800-SHUTTLE (748-8853) and ask for transportation to the Sheraton Crown Center. Cost is approximately $45.00. For departures, call 800-SHUTTLE for reservations.

CONCURRENT SESSIONS – FEBRUARY 27, 2015

1. Why the Fuss, the Tension & the Struggle? Strategies for Improving Instructional Quality
   Kathleen Lynne Lane, Ph.D., Professor, University of Missouri – Kansas City
   Matt Reschly, Ph.D., Assistant Professor, Northern Illinois University

2. Making Smarter Classrooms: How to Collect & Use Data Effectively
   Rebecca Cook, Ed.D., Assistant Professor, University of Nebraska-Lincoln; Virginia Lee, Ph.D., Assistant Professor, University of Nebraska-Lincoln; Brandon Southwick, Ph.D., Assistant Professor, University of Nebraska-Lincoln

3. The Good, The Bad and The Ugly: Effective Tier 1 Interventions
   Jessica Nelson, Michigan State University, East Lansing; Morgan Vandehey, University of Nebraska-Lincoln; Megan Wilkerson, University of Nebraska-Lincoln

4. “I Have this Kid Who . . .” Real Solutions for Tier 2 Interventions
   Rees Peterson, Ph.D., University of Northern Colorado; Juan Gandara, University of Nebraska-Lincoln; Michelle Lingle, Illinois State University

5. The Break the Ice and Win the Team: Strategies for the General Educator to Implement Effective SSTs
   Scott Stugelmeyer, Ph.D., Assistant Professor, Shippensburg University

6. Building Practice: A Bridge to Successful Teacher-Consultant Collaboration
   Donald C. Johnson, Ph.D., University of Nebraska-Lincoln

7. The teacher and the role of the special Educator: Addressing the needs of a teacher who has a student with a challenging behavior
   Scott Persampieri, Ph.D., Assistant Professor of Special Education, University of Florida, Gainesville

8. Collaboration for Effective Teaching and Learning in Special Education and General Education
   Seth Piro, Ph.D., Professor, USD 320 Special Services Cooperative of Southeast Kansas; Jessica Ennis, M.Ed., USD 320 Special Services Cooperative of Southeast Kansas

9. Where Should We Start? A Roadmap to Selecting the Right Continuum Model of Service Delivery
   Tevin Knight, Ph.D., Assistant Professor, University of Nebraska-Lincoln; Jessica Ennis, M.Ed., USD 320 Special Services Cooperative of Southeast Kansas

10. Sustainable Multi-Tiered System of Supports
    Maria Herbst, Ph.D., Assistant Professor, University of Nebraska-Lincoln; Shanna Hirsch, Ph.D., Assistant Professor, University of Nebraska-Lincoln; Sherry White, Ph.D., Assistant Professor, University of Nebraska-Lincoln

11. The Best Of The Best: The Strategies for the Renaissance Teacher
    Scott Sterlyng, Ph.D., Assistant Professor, University of Nebraska-Lincoln

12. Bullying and Students with Disabilities: Legal and Practical Practice Issues
    Dorothy Espelage, Ph.D., University of Wisconsin-Madison; Carole Gillam, Ph.D., Director, University of Wisconsin-Madison; Sara Remafedi, Ph.D., Director, University of Wisconsin-Madison

13. Professional Development for Teachers: The Impact of Real and Virtual Professional Development Tools
    Orson D. Neuschatz, Ph.D., University of Nebraska-Lincoln; Sarah Linder, Ph.D., University of Nebraska-Lincoln; Antonio Peñasco, Ph.D., University of Nebraska-Lincoln
1. Lessons Learned from 35 Years of Research on LEAP Preschool for Young Children with Autism

Expect More from Special Education with High–Functioning Autism Spectrum Disorder and Disproportionality

2. Building Interventions for Students with Serious Problem Behavior via a School-wide System of PBIS

Children with Autism

3. Trauma-Informed Interventions

4. ‘I hate this sh*t!’: Dealing with students who exhibit avoidance and escape behavior.

5. The Cycle of Tantrums, Rage, and Meltdowns in Individuals with High—Functioning Autism Spectrum Disorder

6. On the Importance of Intensive Intervention: Why We Should Focus on Behavioral Concerns that Serve the Function of Escape and Avoidance

7. Understanding Practice for Diverse Learners: Culture, Behavior, and Disproportionality

8. An App for That: Innovative Solutions for Individuals with Autism and/or EBD

9. What Do I Do If They Don’t? Behavior Strategies That Every Teacher Should Know

On Wednesday, February 26, 4:00–6:30 p.m., a preconference workshop will be held to address this topic. Participants will become familiar with the trajectory of meltdowns, how they begin, what causes them, and how they can be managed. Effective behavior management strategies will be discussed, as well as the importance of following the sequence outlined in this session. Participants will work in small groups to apply these strategies and will be given opportunities to implement them in their classrooms.

10. Choosing Effective Strategies that Every Teacher Should Know

Behavior management strategies should be selected based on the function of the behavior, individual student needs, and program goals. This session will focus on strategies that are effective in the classroom and can be implemented with limited resources and staff time. Strategies will be presented in a format that is easy to understand and can be applied in any classroom setting. Participants will have the opportunity to practice implementing these strategies and will receive feedback from their peers.

11. ASCA National Model—Using Data to Drive the Process

Participants will learn how to use data to make informed decisions about their instructional practices. They will also learn how to use data to improve student outcomes and optimize school success.

12. Understanding the Role of Families in Supporting Students with Autism

Families play a crucial role in supporting students with autism. This session will focus on strategies that families can use to effectively communicate with their children, build relationships with educators, and advocate for their children’s needs. Participants will also learn how to navigate the IEP process and collaborate with school staff.

13. Effective Communication Strategies for Students with Autism

Effective communication is essential for students with autism. This session will focus on strategies that teachers can use to improve communication with students, including the use of visual supports, visual schedules, and other assistive technologies. Participants will also learn how to adapt their teaching strategies to meet the needs of each student.

14. Effective Instructional Strategies for Students with Autism

In this session, participants will learn about effective instructional strategies that can be used to support students with autism. They will also learn how to adapt their instructional strategies to meet the needs of each student and how to implement these strategies in their classrooms.

15. Building and Sustaining a Positive Classroom Environment

Participants will learn how to create a positive classroom environment that promotes learning and reduces behavior problems. They will also learn how to use data to inform their instruction and how to use behavior intervention plans to address challenging behaviors.

16. Implementing Evidence-Based Practices in the Classroom

This session will focus on strategies that teachers can use to implement evidence-based practices in their classrooms. Participants will learn about the latest research on effective instructional strategies and how to adapt these strategies to meet the needs of each student.

17. Building Success: Tools and Strategies for Supporting Students with Autism

Participants will learn about strategies that can be used to support students with autism in the classroom. They will also learn how to use data to inform their instruction and how to implement these strategies in their classrooms.

18. Understanding the Role of Social Skills in Supporting Students with Autism

Social skills are essential for students with autism. This session will focus on strategies that teachers can use to improve social skills in their classrooms, including the use of social stories, peer-mediated interventions, and other strategies.

19. Effective Collaboration Strategies for Students with Autism

Collaboration with other professionals is essential for supporting students with autism. This session will focus on strategies that teachers can use to collaborate effectively with school staff and other professionals, including the use of data to inform decisions and the importance of building relationships.

20. Effective Communication Strategies for Students with Autism

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THURSDAY, FEBRUARY 26—4:30 P.M.

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

Phone: (816) 444-5000
Fax: (816) 444-6795

www.sheratonkc.com/crowncenter
www.mslbd.org

Conference Information Desk
2345 McGee St, Kansas City, MO 64108
Phone: (816) 444-5000
Fax: (816) 444-6795

REGISTRATION OPTIONS
We are offering online registration.

REGISTRATION
Metrics Workshop: Saturday -8:30 a.m.-12:00 p.m.
$145*  $165

Saturday Night Gala: 9:00 p.m.-12:00 a.m.
$175*  $195

www.sheratonkc.com/crowncenter
www.mslbd.org/conference_reg.htm

CREDIT FOR PREMISSIONS WORKSHOP ON THURSDAY

Morning—Please mark a first selection and alternate

1. Lessons Learned from 15 Years of Research on LEAP for Diverse Learners: Culture, Behavior, and disproportionality
   Immersive System of PBIS: Serious Problem Behavior via a School-Wide System of PBIS
   Brenda Myles, Ph.D., Associate Professor and National and International Speaker

2. How Do I Do That? Behavior Strategies that Every Teacher Should Know
   Strategies that Every Teacher Should Know
   Mathew McNiff, M.S., Professor and Chair, Department of Special Education

3. What Do I Do If They Don’t? Behavior Strategies that Every Teacher Should Know
   Strategies that Every Teacher Should Know
   Lisa Bowman-Perrott, Ph.D., Assistant Professor, Texas A&M University, College Station

4. “I hate this sh*t!”: Dealing with students who engage in escape and avoidance behavior
   This session will overview the cycle and discuss strategies that can be used at each stage. In addition, prevention strategies will be included.
   Richard Van Acker, Ed.D., Professor, University of Colorado Denver

5. The Cycle of Tantrums, Rage, and Meltdowns in Individuals with High-Functioning Autism Spectrum Disorder
   Stress and anxiety are common in children and youth with high-functioning autism spectrum disorder (ASD) and can be extremely challenging to manage. This session will discuss the cycle of tantrums, rage, and meltdowns and strategies for addressing them.
   Doug Fish, Ph.D., Professor, Vanderbilt University, Nashville, Tennessee

6. On the Importance of Intensive Intervention: Why We Should Expect More from Our Interventions
   This workshop will explore the concept of intensive intervention and discuss strategies for implementing more effective and evidence-based interventions.
   Mitchell Yell, Ph.D., Professor and Chair, Department of Special Education

7. Understanding Practice for Diverse Learners: Culture, Behavior, and disproportionality
   This workshop will examine race-related issues related to diversity, culture, and disproportionality in the classroom. Strategies for creating a culturally responsive and inclusive learning environment will be discussed.
   Mathew McNiff, M.S., Professor and Chair, Department of Special Education

REGISTRATION OPTIONS
Please indicate whether you will attend:

- Preconference Workshops & Symposium: $160*  $180

- Preconference Workshops ONLY: $135*  $150

- Symposium Only: $140*  $160

*Discounted registration rate available through January 24. If you must cancel your registration, please notify the MSLBD office as soon as possible. The above rates reflect the savings available with online registration.

SPECIAL ACCOMMODATIONS
Sign language interpreters provided with advance arrangement. Contact MSLBD by e-mail at mail@mslbd.org or call 1-800-552-9206.

SUNDAY MORNING WORKSHOPS
All workshops are for adults.

9. What Do I Do If They Don’t? Behavior Strategies that Every Teacher Should Know
   Strategies that Every Teacher Should Know
   Lisa Bowman-Perrott, Ph.D., Assistant Professor, Texas A&M University

10. The Cycle of Tantrums, Rage, and Meltdowns in Individuals with High-Functioning Autism Spectrum Disorder
    Strategies that Every Teacher Should Know
    Mathew McNiff, M.S., Professor and Chair, Department of Special Education

11. What Do I Do If They Don’t? Behavior Strategies that Every Teacher Should Know
    Strategies that Every Teacher Should Know
    Mathew McNiff, M.S., Professor and Chair, Department of Special Education

For program updates, go to www.mslbd.org
7. Understanding Practice for Diverse Learners: Culture, Behavior, and Disproportionality

This workshop will examine innate biases tied to disability, culture, and race, and open opportunities for educators and those who work with them to proactively address these issues.

Dr. Brenda Myles, Ph.D., Assistant Professor and Chair, Department of Special Education, University of Kansas, Lawrence and Dr. Lisa Brenny, Ph.D., Assistant Professor, Texas A&M University, College Station

8. Is there an App for That: Innovative Solutions for Individuals with Autism and/or EBD

This session will feature an engaging half-day journey where we will discover evidence-based tools that are not only effective but can be used quickly, easily, and effectively. The workshop is for anyone who works with individuals with ASD or EBD. It will be engaging and fun, and will provide a variety of apps to explore. Participants will come away with an understanding of the apps that can take to proactively address these matters.

Dr. Mitch Yell, Ph.D., Emeritus Professor, University of Illinois at Chicago

9. What Do I Do If They Don’t? Behavior Strategies That Every Teacher Should Know

Working in my field with children who can be challenging work. Where is one of the few places where really effective behavior change is possible. Simple, easy-to-remember strategies are presented in order to help teachers know how to approach challenging behaviors. 1, 2, 3, and 4 will be followed by this session but most of the texts that are addressed at the end of support. Strategies such as environment modification, inattention, overactive, and many more strategies will be used by the presenter in this session on Monday morning with attendees.

Dr. Sean J. Smith, Ph.D., Assistant Professor, Texas A&M University, College Station

TO REGISTER:

For program updates, go to www.mslbd.org

Hotel RESERVATIONS

Sheraton Kansas City Hotel at Crown Center
1450 Grand Country Boulevard
Kansas City, Missouri 64131
Phone: (816) 841-1000
Online link from: http://www.mml.org/conference_online.html
Request: “2015 MSLBD Annual Convention”
21417 (valid through 9/30/15) / 21418 ($30.00 per room) / 21419 ($45.00 per room)
54.50 (valid through 3/1/15)

Pre-registration of Sheraton Kansas City Hotel at Crown Center Self-Parking Maximum Daily Rate ($10.00 USD, Hotel self-parking only) / Clutch self-parking at charge or free in your hotel account.

Special accommodations: Sign language interpreters available with advance arrangement. Confirmed half-day fee for all Funded Symposium in Behavior Disorders, manager@mslbd.org, (402) 720-3557.

POSTER SESSION 4:15-6:00 p.m.

Over 200 presenters presented covering various topics at this two-day session. Cash bar and complimentary hors d'oeuvres

Karahay, DJ, Dancing, Games, Competition, Cash & Prizes!

Post to attend MSLBD’s Friday night PATTY! Don’t miss the fun! 5:00-8:00, Friday, February 27

For program updates, go to www.mslbd.org

PRE-CONFERENCE WORKSHOPS

Advance registration for all preconference workshops is required

Note: Workshop may fill up. Please look for an alternative A session for the morning session B a session and an alternative A session for the afternoon session.

REGISTRATION OPTIONS Please indicate which option you are attending

Preconference Workshop & Symposium: $140* $160
Symposium: $140* $160
Pre-conference Workshop ONLY $130* $150

Bank of America, Kerzas, Business Consultant, ESU Services Office, 5555, Lincoln, NE

Saturday Symposium:

10. Violence Directed Toward Teachers: Exploring Risk from a...""
F
For the 33rd 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. Our comprehensive, three-day program started with keynote speakers, breakout sessions, roundtables, breakouts, pedagogy, and gala lectures.

The 2015 Midwest Symposium for Leadership in Behavior Disorders is a CEU-Approved Regional Activity. A letter certifying attendance may be requested at the registration table to submit for CEUs.

Friday, February 27

KEYNOTE SESSION
Resilience to Change: Overcoming Obstacles Toward Addressing Student’s Challenging Behaviors.

11:30 a.m. - 12:30 p.m.

MISSION STATEMENT
The Midwest Symposium for Leadership in Behavior Disorders features professional and family leadership that inspires the best of children and youth with emotional-behavioral disorders or related challenges.

SYMPOSIUM AT-A-GLANCE
Thursday, February 26

7:30 a.m. - 9:00 a.m.

8:00 a.m. - 5:00 p.m.

8:00 a.m. - 5:00 p.m.

7:30 a.m. - 9:00 a.m.

8:00 a.m. - 5:00 p.m.

5:00 p.m. - 8:00 p.m.

SYMPOSIUM AT-A-GLANCE
February 26, 27, 28
Sheraton Crown Center
Kansas City, Missouri

I shouldn’t even be here. I’m sick, but I had to be.

The presentation, the role of paradigms in resistance to presented, an alternative approach. And resist adopting alternative approaches even when about what constitutes “discipline” for students with challenging behaviors. Students encounter resistance on a regular basis—both from students and other teachers. The presentation will discuss the concept of paradigms and their influence on teaching and learning processes. The presentation will include strategies for overcoming resistance and implementing alternative approaches.

Floral arrangements have always had a romantic appeal, but a floral arranging workshop at the SF Botanical Garden is an excellent way to relax and enjoy a creative experience. During the workshop, participants will learn basic techniques for arranging flowers and will have the opportunity to create their own floral arrangements. The workshop is open to adults of all experience levels and includes all materials and instructions. The workshop will be held in the beautiful landscaped garden setting of the SF Botanical Garden, where participants can enjoy the sights and smells of nature as they create their arrangements. Floral arranging is a popular hobby that combines creativity, design, and natural beauty. The workshop is a great opportunity to learn new techniques and develop skills in floral arranging.

The SF Botanical Garden is located in San Francisco, California, and offers a variety of workshops and classes throughout the year. The floral arranging workshop is just one of many opportunities for visitors to engage in creative activities and explore nature. The garden is open daily and admission is free. Visitors can also enjoy a variety of other activities, such as guided tours, lectures, and special events. The floral arranging workshop is a wonderful way to spend a relaxing and enjoyable afternoon, surrounded by the beauty of nature and creativity. Don’t miss this opportunity to learn a new skill and create something beautiful at the SF Botanical Garden.
and teacher resistance are described. Fair to other students,” or “I’ve tried everything and nothing works.” In this context, what they are doing isn’t working. A variety of pretexts are responsible for their reluctance to adopt alternative, more unconventional approaches even when faced with documented limitations toward addressing student’s resistance to change: overcoming professional and family leadership that improves the lives of children and adolescents.

Friday, February 27

KEYNOTE SESSION

Resistance to Change: Overcoming Professional and Family Leadership that Improves the Lives of Children and Adolescents

Individuals working with children who display challenging behaviors are often confronted with the sometimes overwhelming task of implementing pretested practices for managing resistance and improving student outcomes. Engaging professional and family leadership, a necessity in today’s educational environment, is often required but can be difficult to achieve.

Mr. China, Ph.D., is a principal at the University of Nebraska-Lincoln where he specialises in the education and treatment of children with autism and other emotional and behavioral disorders. He is a nationally recognized behaviour consultant on best practices in evidence-based interventions and improving relationships with others. Mr. China has published within the area of teaching excellence in multiple peer-reviewed journals and has received national recognitions for teaching excellence.

SYMPOSIUM AT-A-GLANCE

Friday, February 27

7:00 a.m. - 8:00 a.m.  Pre-conference Workshops

8:00 a.m. - 8:05 a.m.  Opening Remarks

8:05 a.m. - 8:50 a.m.  Keynote, Dr. John Lei,
              Constance Sessions, Set I

10:20 a.m. - 11:00 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

2:00 p.m. - 3:00 p.m.  Concurrent Sessions, Set III

3:15 p.m. - 4:15 p.m.  Poster Sessions, Set II and
          Comprehensive History of Autism

6:00 p.m. - 11:00 p.m.  Exhibits

Saturday, February 28

8:00 a.m. - 8:45 a.m.  Pre-conference Workshops

8:45 a.m. - 9:45 a.m.  Two-hour Seminars

9:45 a.m. - 11:15 a.m.  Concurrent Sessions

MIDWEST SYMPOSIUM FOR LEADERSHIP IN BEHAVIOR DISORDERS

Wednesday, February 25, 2015

Sheraton Crown Center

KANSAS CITY, MISSOURI

For the 33rd 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 autistic spectrum disorders. Our comprehensive, three-day program starts with pre-conference workshops, in-service training, concurrent sessions, and ends with a gala symposium party.

The Midwest Symposium for Leadership in Behavior Disorders is a COA-Approved Regional Activity. A letter certifying attendance may be requested at the registration table to be signed.

Parking:
Parking may be found in the parking facility immediately to the north of the Sheraton Crown Center. Cost per day for guests staying at the hotel is $12.00 for self-parking. For nearby parking, the rates increase to $12.00 for the first 24 hours and decrease incrementally for usage over 24 hours. Additional parking is available in the Crown Center mall.

FLYING:
In order to reach the Sheraton Crown Center from MCI, go to the Super Shuttle Booth in the baggage claim area and ask to be taken to the Sheraton Crown Center. Cost is $23.00 per person; reservations are required. Call is at approximately 20.00 per seat. Link to SuperShuttle from our website.

ADDITIONAL INFORMATION:

Contact: Mary Jo Nagy, Ph.D., mjoy.nagy@cals.missouri.edu

Follow us on:

Conference Website:

www.mslbd.org

2-HOUR WORKSHOPS

Saturday, February 28, 2015

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

CONCURRENT SESSIONS – FEBRUARY 27, 2015

Where Should We Start? A Roadmap for Inclusion and Implementing Group Contingencies in Your Classroom

Panel Members:

Dr. Linda Dorsey-Johnson, Western Kentucky University, Bowling Green;

Dr. Dorothy Espelage, Ph.D., Professor, University of Illinois at Urbana-Champaign;

Dr. Marilyn G. McEvoy, Ph.D., Professor, University of Louisville, KY;

Dr. Stephen F. Austin State University, Nacogdoches, TX

How Is It Used In the Classroom?

Melinda Peckham, M.Ed., School District, MO;

Linda Geier, M.Ed., USD 364, Marysville, KS

Reducing Difficult but Common Behaviors

Joel Naaf, Ph.D., USD 364, Marysville, KS

Where Should We Start? A Roadmap for Inclusion and Implementing Group Contingencies in Your Classroom

Kaye Otten, Dr. Phillips High School, Orlando, FL

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