The Midwest Symposium for Leadership in Behavior Disorders fosters dialogue about the most effective strategies and interventions for students with emotional/behavioral disorders. The three-day program starts with workshops on Thursday followed by keynote, breakouts, posters, exhibits and more.

The 2017 Midwest Symposium for Leadership in Behavior Disorders is a CCBD-Approved Regional Activity.

February 23, 24, 25, 2017
Sheraton Crown Center
Kansas City, Missouri

Friday, February 24
7:30 a.m.: Registration Opens
8:30 a.m.-12:00 p.m.: Keynote Session
12:00 p.m.-1:30 p.m.: Concurrent Sessions - SerI
12:30 p.m.-2:00 p.m.: Concurrent Sessions - SerII
3:30 p.m.-5:45 p.m.: Concurrent Sessions - SerIII
6:00 p.m.: Poster Session: Cash Bar and Complimentary Entrees
9:00 a.m.-10:30 p.m.: Adjournment

Saturday, February 25
8:30 a.m.-11:15 a.m.: Two-Hour Breakout Sessions
11:15 a.m.: Adjournment

WHO IS ATTENDING?

Who are the students who have the most challenging and complex behavior problems?

Are they being served appropriately?

Why is this programming so difficult; does anyone really know how to effectively serve them?

Taking evidence-based programming for students with emotional/behavioral disorders and autism spectrum disorders to the next level;

What constitutes evidence-based programming for these students?

What are the professional, legal and ethical issues involved in serving students with emotional/behavioral disorders and autism spectrum disorders?

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

MISSION STATEMENT

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

For more conference information, visit our website: www.mslbd.org

Follow us on:
Presymposium Workshops
Thursday, February 23 9:00 a.m.-4:30 p.m.

[Content of the workshop schedule is not provided in the image.]
Presymposium Workshops
Thursday, February 23 1:00 a.m.-4:30 p.m.

MORNING (9:00 a.m. – 12:00 p.m.)

1. Supporting Behavior for School Success: Three Simple Strategies to Support Academic Engagement

This presentation offers step-by-step guidelines for implementing three teacher-chosen strategies to support academic engagement. Participants will identify potential behavior problems in the classroom, then develop action plans for applying these strategies within their classrooms.

Janet Murphy, B.A., Consultant, Preventive, and Interim; Robin Kuehl, M.S., Consultant, Special Education; Sarah Chaffin, Elementary, Denver.

2. Trauma: A Different Look at Behavior and How to Respond

Are you an educator who is responsible for students who may be suffering in a traumatic way? This session will highlight the importance of trauma-informed practice and how to respond to students who may be suffering in this way.

Kathy Lowe, Ph.D., BCBA-D, Assistant Professor; Martin Smoll, Ph.D., BCBA-D, Assistant Professor; William Smoll, M.A., Graduate Research Assistant.

3. You Can't Make Me! Paradigm Shifts & Techniques for Managing Resistance

Do your students resist? Don't want to do what you think is best for them? This session will highlight the importance of understanding resistance and how to respond to it in a way that is effective and respectful.

Elena M. Martinez, M.A., Associate Professor; Kathleen Lynne Lane, Ph.D., BCBA-D, Assistant Professor; Joni Williams Splett, Ph.D., Assistant Professor.

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


This session will focus on practical classroom management strategies that can be used to build a positive classroom environment and improve student outcomes.

Joni Williams Splett, Ph.D., Assistant Professor; Kathleen Lynne Lane, Ph.D., BCBA-D, Assistant Professor; Tricia Berg, M.S., Circle Trainer.

7. Mental Health Promotion and Interventions in the Classroom

Mental health can be a facilitator or barrier to school performance and classroom success. In this session, participants will learn about the importance of mental health promotion in the classroom and strategies for implementing it effectively.

Kathy Lowe, Ph.D., BCBA-D, Assistant Professor; Martin Smoll, Ph.D., BCBA-D, Assistant Professor; William Smoll, M.A., Graduate Research Assistant.

8. Bullying Prevention Strategies: Social and Communication Skill Deficits

Bullying has become a growing concern for educators, parents, and students. In this session, participants will learn about the importance of social and communication skills in preventing bullying and how to implement strategies to support students in developing these skills.

Joni Williams Splett, Ph.D., Assistant Professor; Kathleen Lynne Lane, Ph.D., BCBA-D, Assistant Professor; Tricia Berg, M.S., Circle Trainer.

POST SESSION 4:15-6:00 P.M.

Over 25 posters presented covering various topics at this two-hour session.

Cash bar and complimentary hors d'oeuvres

For program updates, go to www.mslbd.org
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. Our comprehensive, three-day program promotes learning by keynotes, breakouts, roundtables, and workshops.

The 2017 Midwest Symposium for Leadership in Behavior Disorders is a CBED-Approved Regional Activity. A letter certifying attendance may be requested at the registration table to submit for CEUs.


time: 8:00 a.m. – 4:30 p.m.
location: Kansas City, Missouri

register early for the best rates!

February 23-24, 2017
Sheraton Crown Center
Kansas City, Missouri

February 25-27, 2017
Sheraton Crown Center
Kansas City, Missouri

registration is required.

February 23, 2017
7:00 a.m.: Registration Opens
8:00 a.m.: Pre-conference Workshops
10:30 a.m.: Lunch (on your own)
11:30 a.m.: McClellan Conference Center

February 24, 2017
7:00 a.m.: Registration Opens
8:00 a.m.: Keynote Session
10:30 a.m.: Concurrent Sessions, Set I
12:30 p.m.: Lunch (on your own)
1:30 p.m.: Concurrent Sessions, Set II
3:15 p.m.: Lunch (on your own)
4:15 p.m.: Concurrent Sessions, Set III
5:00 p.m.: Adjournment

February 25, 2017
8:00 a.m.: Registration Opens
9:00 a.m.: Two-Hour Concurrent Sessions, Set IV
11:15 a.m.: Lunch (on your own)

KEYNOTE
Friday, February 24 from 9:30 a.m. – 10:00 a.m.

SERVING YOUTH WITH SIGNIFICANT INTELLIGENCE/EMOTIONAL/BEHAVIORAL DIFFICULTIES

WHO ARE THE STUDENTS WHO HAVE THE MOST CHALLENGING AND COMPLEX BEHAVIOR PROBLEMS?

Are they being served appropriately? Why is this programming so hard for schools to consistently provide for these students?

WHO ARE THE STUDENTS WHO HAVE THE MOST CHALLENGING AND COMPLEX BEHAVIOR PROBLEMS?

What constitutes evidence-based programming for these students? Is this programming available anywhere for our students?

WHO ARE THE PROFESSIONAL, LEGAL AND ETHICAL ISSUES INVOLVED IN SERVING THESE STUDENTS?

What is the best way to provide programming to these students? What is the best way to measure and improve programming for these students?

THE MSLBD Lindsey key will provide four short, intense, 10-minute talks to respond to these and other questions about serving these students. Each speaker will "just do the quick" about how students are being served and how serving is being improved, with recommendations for improvement.

ATTENTION:

1.atten tio n: All workshops sponsored by the Mid-South Association of School Business Officials (MSAASBO) are eligible for funding. Please verify with your district for reimbursement.

2. FIDDLERS CREEK: Please see the website for information on travel to and from the hotel.

For more conference information, visit our website at: www.mslbd.org

Follow us on:

ATTENDANCE:

Missing the final, but vital, portion of the Midwest Symposium for Leadership in Behavior Disorders will cut to the quick about how students, are youth with emotional/behavioral disorders or related behavioral challenges. Each speaker will "cut to the quick" about how students, are youth with emotional/behavioral disorders or related behavioral challenges. Each speaker will "cut to the quick" about how students, are

PARKING:

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Parking may be found in the parking facility immediately to the north of the Sheraton Crown Center. Self and valet parking is available for a rate of $24.00 for Sheraton guests and $21.00 for the general public. Valet and self parking are located immediately to the north of the Sheraton Crown Center, visit our website at www.mlsbl.org, or dial 402-875-6545 for more information.

FLYING IN:

FLYING IN:

To get to the Sheraton Crown Center from MCI, go to the Super Shuttle Booth in the arrivals area and book your ride there. More information can be found at supershuttle.com. Book online at www.supershuttle.com or call 800-654-5555 one way.

GET THERE

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I-35 Southbound: I-70 Westbound: I-35 Southbound: I-70 Westbound: After six hours, overnight rates apply. Additional parking is available in the Crown Center. Self and valet parking, $17.00-$24.00 per day. For those driving in daily, Parking may be found in the parking facility immediately to the north of the Sheraton Crown Center.

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1. **Supporting Behavior for School Success: Three Simple Strategies to Support Academic Engagement**

   This presentation offers easy-to-use guidelines for implementing three teacher-chosen strategies to support academic engagement, including probability, opportunity, and required instruction. These three evidence-based strategies are grounded in the principles of positive behavior intervention and support (PBIS) and are easy to incorporate into daily classroom management and each daily delivery. In this interactive,返还参加emotional and social learning, participants will learn the importance of applying strategies to their students in their classrooms.

   **Speakers:**
   - Jocelyn McKennis, Ph.D., Consultant, Preventive, and Restorative, River Falls, WI, Education Consultant, Falls Church, VA, Engagle, Denver

2. **Strategies of Change: Building the F oundation: Tools for Effective Classroom Management**

   All teachers should have the skills to effectively manage classroom behaviors. We consider this the foundation of effective instruction. However, classroom management is often the area most related to research-proven professional development tools and research in education. In response, we will provide teachers with tips, tricks, and tools to become effective classroom managers.

   **Speakers:**
   - Ashley Segrice-Gage, Ph.D., Clinical Associate Professor of Special Education, University of Kansas, Lawrence, Kansas
   - Jessica Sprick, M.S., Graduate Research Assistant, University of Kansas, Lawrence, Kansas

3. **Addressing Intensive Behavioral Needs**

   Rather, it is our behavior that creates resistance. Do you disagree with me? If you’re not, I wonder why you’re not more cooperative or receptive to our suggestions and to follow our instructions–both children and adults. We also spend a lot of time trying to get others to understand and be more cooperative or receptive to our suggestions and to follow our instructions. We’re often going to have to teach others to understand and be more cooperative or receptive to our suggestions and to follow our instructions–both children and adults.

   We can’t help but notice that no matter what we do or where we live, we inevitably run into resistant people. No matter what we do or where we live, we inevitably run into resistant people. We’ve been asked to provide tips and tools for helping others understand and be more cooperative or receptive to our suggestions and to follow our instructions. We’ve been asked to provide tips and tools for helping others understand and be more cooperative or receptive to our suggestions and to follow our instructions. We’ve been asked to provide tips and tools for helping others understand and be more cooperative or receptive to our suggestions and to follow our instructions. We’ve been asked to provide tips and tools for helping others understand and be more cooperative or receptive to our suggestions and to follow our instructions. We’ve been asked to provide tips and tools for helping others understand and be more cooperative or receptive to our suggestions and to follow our instructions.

   **Speakers:**
   - Tricia Berg, M.S., Research Consultant, Safe & Civil Schools, Eugene, Oregon
   - Chad A. Rose, Ph.D., Research Associate, University of South Carolina, Columbia, South Carolina
   - Jessica Sprick, M.S., Research Consultant, Safe & Civil Schools, Eugene, Oregon

4. **Neurodiversity and Autonomous Cases, Issues, and Practical Strategies for Strengths-based Instruction**

   Understanding the impact of toxic stress, as a result of early trauma or adverse childhood experiences, can provide educators with a lens to better understand and support students with disabilities. Neurodiversity has emerged in response to the idea that our education system may be failing, or reducing the potential to meet the needs of a wide range of learners. Neurodiversity suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable pr
**MISSOURI STATE UNIVERSITY, REESHA M. ADAMSON, PH.D.**

District, Woodward, IA

66 Community Schools, Omaha, NE

NWAEA, Harlan, IA

Jodie Tagel, M.Ed.

**WHAT ARE THE PROFESSIONAL, LEGAL AND ETHICAL ISSUES INVOLVED IN PROVIDING equitably FOR STUDENTS WITH EBD: WHAT YOU NEED TO KNOW AND WHY**

Tonya N. Davis, Ph.D.

Improving Practicality for Teachers and Practitioners

Dahlonega, GA

University of North Georgia,

Abby Hodges

**Teaching Parents of Children WITH DEVELOPMENTAL DISABILITIES TO ENGAGE IN SUCCESSFUL INSTRUCTION**

Baylor University, Waco, TX

Elisabeth J. Kane, M.A.

**WHY DOES HE DO THAT? USING FUNCTION-BASED EXPLANATIONS TO UNDERSTAND AND ADDRESS THE BEHAVIOR OF STUDENTS WITH EBD**

Clemson University, Clemson, SC

Corey D. Pierce, Ph.D.

**THE SHERATON CROWN CENTER**

Kansas City MO

Take I-35 South to 20th Street exit.

Take I-35 North to Broadway exit. turn left on 20th street. Right on McGee Street to hotel entrance.

Take I-70 Westbound:

Take I-35 South to 20th Street exit.

Take I-35 North to Broadway exit.

turn left on 20th street. Right on McGee Street to hotel entrance.

To get to the Sheraton Crown Center from MCI, go to the Super Shuttle Booth in the south concourse to catch the shuttle. Cost is $25 per person or $50 per taxi. Book online at www.supershuttle.com. Be there approximately 30 minutes early.

**ADDITIONAL INFORMATION:**

402-792-3057; fax 402-875-6545

www.crowncenter.com

**PARKING:**

Parking may be found in the parking facility immediately to the north of the Sheraton Center. Self and valet parking is $17.00-$20.00 per day. For those driving in daily, self-parking is available for a fee of $14.25 for smartphones and $17.25 for trucks to the immediate north of the Sheraton Crown Center complex, visit their website, www.crowncenter.com, for details on parking.

**FLYING IN:**

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**SUNRISE BREAKFAST**

Friday, February 24 | 8:30 a.m. – 10:00 a.m.

**REGISTRATION**

7:30 a.m. – 10:30 a.m.

**REGISTRATION CLOSING:**

9:00 a.m. – 4:30 p.m.

**SUNRISE BREAKFAST**

Monday, February 27 | 6:30 a.m. – 8:30 a.m.

**REGISTRATION CLOSING:**

9:00 a.m. – 4:30 p.m.

**ATTENTION ATTENDEES:**

No walk-in registration.

**ATTENTION ATTENDEES:**

Registration Opens

**ABSTRACT REVIEW:**

12:30 a.m. – 2:00 a.m.

**LUNCH (ON YOUR OWN) **

7:30 a.m. – 10:30 a.m.

**LUNCH (ON YOUR OWN) **

12:30 a.m. – 2:00 a.m.

**ADJOURNMENT **

7:30 a.m. – 10:30 a.m.

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