

MIDWEST SYMPOSIUM FOR LEADERSHIP IN BEHAVIOR DISORDERS

SYMPOSIUM



2017

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


For the 35th 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 starts with workshops on Thursday followed by keynote, breakouts, posters, exhibits and more.

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

KEYNOTE

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

**SERVING YOUTH WITH SIGNIFICANT,
INTENSIVE OR COMPLEX
EMOTIONAL/BEHAVIORAL NEEDS**



Richard Van Acker JoAnne M. Malloy Vern Jones Daniel Stewart

- 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?
- What constitutes evidence-based programming for these students? Is this being consistently provided for our students?
- What are the professional, legal and ethical issues involved in serving these students?

The MSLBD keynote this year will provide four short, intense, “TED Talk-like” responses to these and other questions about serving students. Each speaker will “cut to the quick” about how students, are being or not being served appropriately, with recommendations for improvement!

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.

SYMPOSIUM AT-A-GLANCE

Thursday, February 23

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

Friday, February 24

7:30 a.m.	Registration 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 a.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.	Party & Lip Sync Battle

Saturday, February 25

8:00 a.m.	Registration Opens
9:00 a.m.-11:15 a.m.	Two-Hour Concurrent Sessions
11:15 a.m.	Adjournment

WORKSHOPS FILL QUICKLY!! REGISTER EARLY – NO WALK-IN REGISTRATION

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

Follow us on:



MSLBD @MSLBD1

Presymposium Workshops

Thursday, February 23 | 9:00 a.m.-4:30 p.m.

HALF-DAY

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-driven strategies to support student's academic engagement: high-probability requests, opportunities to respond, and instructional choice. These three antecedent-based strategies are grounded in the principles of positive behavior intervention and support (PBIS) and are easy to incorporate into ones' daily classroom management and instructional delivery. In this interactive workshop participants will learn how to design, implement, and evaluate all three strategies for use in their instructional day.

Kathleen Lynne Lane, Ph.D., BCBA-D, Professor; *Eric Alan Common, M.A.*, Graduate Student and *David James Royer, M.S.*, Graduate Research Assistant, University of Kansas, Lawrence, Kansas

2. You Can't Make Me! Paradigm Shifts and Unusual Techniques for Managing Resistance

No matter what we do or where we live, we inevitably run into resistant people – both children and adults. We also spend a lot of time trying to get others to be more cooperative or receptive to our suggestions and to follow our instructions. But does resistance originate from their behavior? I believe it does not. Rather, it is our behavior that creates resistance. Do you disagree with me? If so, then I have just created your resistance! I can change that. I will demonstrate ways of changing your behavior to reduce resistance in others as well as presenting specific techniques for engendering compliance in students.

John W. Maag, Ph.D., Professor, University of Nebraska-Lincoln, Lincoln, Nebraska

3. 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 a less restrictive environment. Participants will work with presenters to develop a specific action plan for applying these strategies with students in their classrooms.

Jessica Sprick, M.S., Consultant, Presenter, and Writer; *Tricia Berg, M.S.*, Education Consultant, Safe & Civil Schools, Eugene, Oregon

4. Trauma: A Different Look at Behavior and School-based Strategies

Why are so many of our young people suffering from emotional distress? How can school personnel be expected to provide needed emotional supports to our students? This session will discuss The Adverse Childhood Experiences (ACEs) study completed in the mid-1990s, which found over half of middle-class adults experienced trauma in their youth. Understanding the impact of toxic stress, as a result of trauma, will be discussed. Participants will receive proven strategies to assist in supporting students' emotional and behavioral needs.

Ellen McGinnis-Smith, Ph.D., Consultant, Ankeny, Iowa

5. Neurodiversity and Autism: Concepts, Issues, and Practical Strategies for Strengths-based Instruction

Clinical perspectives of autism are often deficit-oriented and are counter to the idea that autism is a manifestation of human diversity. A clinical approach to understanding and responding to the needs of individuals with autism has been questioned because it may neglect the role of education to empower individuals to lead fulfilling lives. Neurodiversity has emerged in response to the diagnostic and prescriptive model and advances strengths-based approaches to intervention and support. However, a vocal contingent of neurodiversity advocates criticize intensive interventions and supports as coercive and destructive to the identity development of individuals with autism. This session will overview concepts of neurodiversity for a respectful, strengths-based approach to complement the diagnostic prescriptive model of special education. Concepts and controversial topics will be presented along with practical strategies for instruction. Considerations for culturally competent special education practice also will be discussed.

Jason Travers, Ph.D., BCBA-D, Assistant Professor, University of Kansas, Lawrence, Kansas

POSTER 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**



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

WORKSHOPS

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

6. Building the Foundation: Tips, Tricks, and Tools for Effective Classroom Management

All teachers should have the skills to efficiently and effectively manage classroom behaviors. We consider this the foundation of effective instruction. However, classroom management is often the number one most requested professional development topic by teachers and administrators. In response, we will provide teachers with tips, tricks, and tools to become effective classroom managers.

Ashley MacSuga-Gage, Ph.D., Clinical Assistant Professor of Special Education and **Nicholas Gage, Ph.D.**, Assistant Professor of Special Education, University of Florida, Gainesville, Florida

7. Mental Health Promotion and Intervention in the Classroom

Mental health can be a facilitator or barrier for school performance and classroom behavior from Kindergarten to graduation. In the classroom, there are many opportunities to promote mental health and wellness for all, as well as provide brief and effective interventions to those students with more challenging needs. This workshop will offer strategies for both mental health promotion and intervention for teachers at all grade levels. We will identify early characteristics of mental health concerns and protective factors that may prevent or reduce impairment. We will share and practice classroom strategies for promoting the social, emotional and behavioral competence of children and adolescents. A multi-tiered system of supports is a systematic framework for providing mental health promotion, prevention, and intervention in schools. We will share strategies and examples of teacher leadership that supports the multi-tiered integration of school mental health.

Joni Williams Splett, Ph.D., Assistant Professor, University of Florida, Gainesville, Florida with contributions from **Kelly Perales, MSW**, Training Director for Mental Health Integration, Midwest PBIS Network, Lisle, Illinois and **Ashley Quell, M.Ed.**, Research Associate, University of South Carolina, Columbia, South Carolina

8. Circles: A Foundational Restorative Practice for Healthy School Culture

The use of Circles on a routine basis in a school builds the relationship and social-emotional skills necessary for healthy school culture. Circles can be used with students to establish classroom norms, continuously strengthen relationships and a sense of belonging, as a form of pedagogy, to discuss diffi-

cult topics and to resolve conflict. Circles can also be used among staff and with parents to increase a sense of shared commitment to the best interests of the students. This session will provide an experience of the Circle process, introduce participants to the concepts and structure of the process and teach the skills for conducting community building Circles, learning Circles and dialog Circles.

Kay Pranis, M.A., Circle Trainer, St. Paul, Minnesota

9. Bully Prevention Strategies: Supporting Social and Communication Skill Deficits

Bullying has become a pervasive problem facing school-aged youth, including students with disabilities. Bullying involves complex interactions between an individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are social and communication skill deficits. Therefore, this session will provide strategies for reducing bullying within a multi-tiered environment, including social and emotional learning, small group social skill instruction, and targeted individualized strategies. In addition to embedding bully prevention strategies within a multi-tiered environment, this session will discuss how to adapt strategies to meet the individualized needs of students, as well as provide information on data collection, intervention modification, data-based decisions, and establishing a systems-level approach to bully prevention.

Chad A. Rose, Ph.D., Assistant Professor, University of Missouri, Department of Special Education, Columbia, Missouri

MSLBD PARTY
Friday, Feb. 24 8:00-11:00 p.m.!

**LIP SYNC
BATTLE**

Win CASH and PRIZES
DJ from Kahuna Sound Productions
Dancing! Cocktails!
We provide everyone registered a free
drink ticket and then cash bar.

For program updates, go to www.mslbd.org

CONCURRENT SESSIONS – FRIDAY, FEBRUARY 24, 2017

KEYNOTE STRAND

Missing the Mark: Our Failure to Meet the Needs of Students with EBD

Richard Van Acker, Ed.D., Emeritus Professor, University of Illinois at Chicago

Building Resilience: Connecting the Environment, Brain Development, and Human Behavior

JoAnne M. Malloy, MSW, Ph.D., Clinical Assistant Professor, Institute on Disability, University of New Hampshire

Developing and Sustaining an Effective Program for Serving Students with Serious Emotional and Behavior Problems

Vern Jones, Ph.D., Emeritus Professor, Lewis & Clark College, Portland, Oregon

Two Trojan Horses and Grandma's Vase: Legal Gems (and Traps!) in Special Education

Daniel Stewart, J.D., Ph.D., Attorney, Minnesota Disability Law Center, Mid-Minnesota Legal Aid

MASTER TEACHER STRAND

So, Tell Me What You Want, What You Really, Really Want: Calibrating Reinforcement Schedules for Learners with Challenging Behavior

Seth Piro, NWEA, Harlan, IA, Jodie Tagel, M.Ed., Westside 66 Community Schools, Omaha, NE

PBIS, Paras and You – “You’ve Got to Accentuate the Positive!”

Anna Henry, Woodward-Granger Community School District, Woodward, IA

Learning to Tango with Families & Outside Agencies: Implementing Effective EBD Community-Based Partnerships

Reesha M. Adamson, Ph.D., Missouri State University, Springfield, MO, *Stacy Leeper, Ed.S, Claire Slama, MSW*, Columbia Public Schools, Columbia, MO

1,001 Engaging Ideas for Addressing Social Learning Challenges

Carrie Fairbairn, M.Ed., Sallye Lee, Millard Public Schools, Omaha, NE

IGNITE SESSION

Brief Stories of Inspiration from the Special Education Community

Various Presenters

BREAKOUT SESSIONS

Teaching the 5-Point Scale: How to Effectively Teach 5-Point Scales to Foster Self-Monitoring and Self-Regulation for Students with Problem Behaviors

Reesha M. Adamson, Ph.D., Missouri State University, Columbia, MO, *Megan Tegerdine*, Columbia Public Schools, Columbia, MO

Classroom Social Skills and Reading Comprehension: Collaborative Reading Groups

Erik A Bentzen, Ph.D., Katherine Robbins-Hunt, Ph.D., Edinboro University of Pennsylvania, Edinboro, PA, *Adam Wade Jordan, Ph.D.*, University of North Georgia, Dahlonega, GA

Schedules of Reinforcement: Applications to Classrooms and Clinical Settings

Megan Boyle, Ph.D., Kara Forck, B.A., Kaitlin Curtis, B.A., Missouri State University, Springfield, MO

Advances in Functional Communication Training: Improving Practicality for Teachers and Practitioners

Tonya N. Davis, Ph.D., Lauren Uptegrove, Regan Weston, Abby Hodges, Tracey Sulak, Ph.D., Kristen Mainor, Baylor University, Waco, TX

Parent Connectors: A Promising Parent-to-Parent Intervention to Improve Outcomes for Middle School Students with EBD

Kristin Duppong Hurley, Ph.D., Jacqueline Huscroft-D'Angelo, Ph.D., Alexandra Torkelson-Trout, Ph.D., Matthew Lambert, Ph.D., University of Nebraska-Lincoln, Lincoln, NE

An Urban School District's Efforts in Reducing Exclusionary Practices for Minor Behaviors

Scott Eckman, Tom Kolbe, Lincoln Public Schools, Lincoln, NE

Using Multi-Tiered System for Professional Development (MTS-PD) to Increase Teachers' Use of Classroom Management Skills

Nicholas A. Gage, Ph.D., Ashley S. MacSuga-Gage, Ph.D., University of Florida, Gainesville, FL

From Controversy to Evidence-Based Practices: Communication Treatments for ASD

Jennifer Ganz, Ph.D., Kristi Morin, M.Ed., Texas A&M University, College Station, TX, *Antonis Katsiyannis, Ed.D.*, Clemson University, Clemson, SC

Keep Calm and Teach On: Effective Strategies Used to Teach Social-Emotional Regulation

Tracy Gershwin Mueller, Ph.D., BCBA-D, Corey D Pierce, Ph.D., University of Northern Colorado, Greeley, CO

Teaching Parents of Children with Developmental Disabilities to Implement Evidence-Based Practices

Abby Hodges, Stephanie Gerow, Ph.D., Supriya Radhakrishnan, Baylor University, Waco, TX

Prevention and Intervention for School Dropout for Students with EBD

Natalie Hoff, M.A., Elisabeth J. Kane, M.A., Shir Palmon, M.A., Reece Peterson, Ph.D., Nathan Speer, B.A., University of Nebraska-Lincoln, Lincoln, NE

Middle Schools That Work: Work Experience Programs for Middle School ED Students

Cassandra L. Hunt, MAE-SpEd, University of Kansas, Leawood, KS

Fifteen Behavior Interventions That Can Increase Academic Success

Beverley Johns, MacMurray College, Jacksonville, IL

Increasing Compliance in the Classroom: Up-to-Date Best Practices from a Recent Meta-Analysis

Mickey Losinski, Ph.D., Sara Sanders, M.A., Nicole Wiseman, Kansas State University, Manhattan, KS

Teacher-as-Coach: Training Paraprofessionals to Implement Effective Interventions

Rose Mason, Ph.D., Alana Schnitz, Ph.D., Juniper Gardens Children's Project, University of Kansas, Kansas City, KS

Look at us Now: Using Video Self-modeling as an Intervention Across all Tiers

Matthew McNiff, Ph.D., Educational Service Unit #5, Beatrice, NE

Providing Meaningful Instruction to Support Employment for Students with Autism Spectrum Disorder

Karen O'Connor, Ph.D., BCBA, LBA, Jena Randolph, Ph.D., Thompson Center for Autism and Neurodevelopmental Disorders, University of Missouri, Columbia, MO

Why Does He Do That? Using Function-Based Thinking to Address the Needs of Students with Challenging Behavior in the Classroom

Regina M. Oliver, Ph.D., BCBA-D, Lincoln Public Schools, Lincoln, NE

Safety Issues Related to Physical Restraint and Seclusion in Crisis Intervention Training Programs

Reece Peterson, Ph.D., Elisabeth J. Kane, M.A., University of Nebraska-Lincoln, Lincoln, NE, *Michael Couvillon, Ph.D.*, Drake University, Des Moines, IA, *Joe B. Ryan, Ph.D.*, Clemson University, Clemson, SC

Balancing the Application of Strengths-Based and Deficit-Based Behavioral Assessment Tools

Corey D. Pierce, Ph.D., University of Northern Colorado, Greeley, CO, *Jill Buchan, Ph.D.*, Upper Iowa University, Des Moines, IA

Understanding Executive Functioning Skills of Students with Autism Spectrum Disorder

Jena K. Randolph, Ph.D., Karen O'Connor, Ph.D., BCBA, LBA, Thompson Center for Autism and Neurodevelopmental Disorders, University of Missouri, Columbia, MO

Highly Structured Systems for Positive Reinforcement and Corrective Consequences

Jessica Sprick, M.S., Tricia Rees Berg, M.S., Safe & Civil Schools, Eugene, OR

Is Behavior Preventing Learning? Applying Behavioral Principles in Classrooms to Engage Students and to Improve their Academic Outcomes.

Howard Wills, Ph.D., Juniper Gardens Children's Project, University of Kansas, Kansas City, KS

2-HOUR WORKSHOPS

**Saturday, February 25, 2017
9:00 a.m.-11:15 a.m.**

Participants select one session to attend.

- 1. Legal Developments in the Education of Students with EBD: What You Need to Know and Why**
Mitchell L. Yell, Ph.D., Professor, University of South

Carolina, Columbia, South Carolina; *Carl R. Smith, Ph.D.*, Professor Emeritus, Iowa State University, Ames, Iowa; *Antonis Katsiyannis, Ed.D.*, Professor, Clemson University, Clemson, South Carolina

- 2. Psychiatric Medication for Emotional or Behavioral Disorders**

Steve Forness, Ed.D., Professor Emeritus, UCLA Neuropsychiatric Hospital, Los Angeles, California

- 3. Are you Talking to Me? Increasing Student Engagement in the Classroom**

Matthew McNiff, Ph.D., Educational Service Unit #5, Beatrice, Nebraska

- 4. Designing and Implementing Video-Based Instruction for Students with Autism**

Stephen Crutchfield, Ph.D., Assistant Professor, California Polytechnic State University, San Luis Obispo, California

Check our website for session descriptions and updates: www.MSLBD.org

Hotel RESERVATIONS

Sheraton Kansas City Hotel at Crown Center

2345 McGee St • Kansas City, MO 64108

Phone: (816) 841-1000

Online link from http://www.mslbd.org/conference_hotel.htm

Request: "2017 MSLBD Annual Convention"

\$144 single/double + tax • \$169 triple + tax • \$194 quad + tax

Make your reservation early for best selection of rooms. The cut-off date* for the special negotiated room rate is January 26, 2017 at 5:00 p.m.

Central Standard Time. Reservation requests received after the cut-off date will be based on availability at the hotel's prevailing rates. The hotel does not accept purchase orders as a form of payment. Groups needing to reserve eight (8) or more individual guest rooms, please contact the MSLBD Office for assistance.

The Sheraton is centrally located within easy access of Crown Center, Downtown, the Country Club Plaza, and Old Westport.

Parking: Parking may be found in the parking facility immediately to the north of the Sheraton Crown Center. Self and valet parking, \$17.00-\$24.00 per day. For those driving in daily, self parking is available for a fee of \$4.50 for 30 minutes or \$11.50 for up to six hours. After six hours, overnight rates apply. Additional parking is available in the Crown Center complex, visit their website, www.crowncenter.com, for details on parking.

Special Accommodations

Sign language interpreters provided with advance arrangement. Contact Keri Frey at Midwest Symposium for Leadership in Behavior Disorders, manager@mslbd.org or 402-792-3057.

2017 Symposium REGISTRATION

Easy online registration for groups and individuals. Secure credit card processing, checks and purchase orders accepted. www.mslbd.org

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.:

_____ Check payable to Midwest Symposium

_____ Agency purchase order

_____ Credit Card Payment, register online

REGISTRATION OPTIONS

	Early Bird Discount	Regular Registration Rate
_____ Presymposium Workshop & Symposium* (Thurs, Fri & Sat)	\$170.00*	\$190.00
_____ Symposium Only (Fri & Sat)	\$155.00*	\$175.00
_____ Pre-symposium Workshop Only* (Thurs Only)	\$140.00*	\$160.00

*Discounted registration rate available through Monday, January 23. If you must cancel your registration, please notify the MSLBD Office at manager@mslbd.org, by Monday, January 23, 2017, to receive a refund less a \$35 processing fee. No refunds after January 23. Registrations may be transferred to another individual at no cost.

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

*CHOICE OF PRESYMPOSIUM WORKSHOP ON THURSDAY

HALF-DAY WORKSHOPS ON THURSDAY

Morning – Please indicate first selection and alternate

- _____ 1. Supporting Behavior for School Success: Strategies to Support Academic Engagement
- _____ 2. You Can't Make Me! Paradigm Shifts & Techniques for Managing Resistance
- _____ 3. Practical Program Design for Behavioral Classrooms: Addressing Intensive Behavioral Needs
- _____ 4. Trauma: A Different Look at Behavior & School-based Strategies
- _____ 5. Neurodiversity and Autism: Concepts, Issues, & Practical Strategies

Afternoon – Please indicate first selection and alternate

- _____ 6. Building the Foundation: Tools for Effective Classroom Management
- _____ 7. Mental Health Promotion & Intervention in the Classroom
- _____ 8. Circles: A Foundational Restorative Practice for Healthy School Culture
- _____ 9. Bully Prevention Strategies: Supporting Social & Communication Skill Deficits

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. Legal Developments in the Education of Students with EBD
- _____ 2. Psychiatric Medication for Emotional or Behavioral Disorders
- _____ 3. Are you Talking to Me? Increasing Student Engagement in the Classroom
- _____ 4. Designing and Implementing Video-Based Instruction for Students with Autism
- _____ Unable to attend

RETURN YOUR REGISTRATION TO:

Midwest Symposium for Leadership in Behavior Disorders • P.O. Box 202, Hickman, Nebraska 68372 • manager@mslbd.org • Fax 402-875-6545

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, \$17.00-\$24.00 per day. For those driving in daily, self parking is available for a fee of \$4.50 for 30 minutes or \$11.50 for up to six hours. After six hours, overnight rates apply. Additional parking is available in the Crown Center complex, visit their website, www.crowncenter.com, for details on parking.

FLYING IN:

To get to the Sheraton Crown Center from MCI, go to the Super Shuttle Booth in the terminal and state that you "want transportation to Sheraton Crown Center." Cost is \$18.00 one way; \$31.00 roundtrip. Book online at www.supershuttle.com. Cab fare is approximately \$50.00 one way.

ADDITIONAL INFORMATION:

Keri Frey, Manager
P.O. Box 202, Hickman, Nebraska 68372
402-792-3057; fax 402-875-6545
manager@mslbd.org



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Special Education Teacher

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