

MIDWEST SYMPOSIUM FOR LEADERSHIP IN BEHAVIOR DISORDERS

2019 Symposium February 21, 22, 23, 2019 Sheraton Crown Center | Kansas City, MO

For the 37th 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 22
8:30-10:00 AM

**Four Short TED
Talk-like Keynote
Speeches**

Sharing Perspectives on: Anger, Aggression, and Violence! Can we create civility in schools?



Matthew McNiff, PhD
Educator
Beatrice, NE



Tara Rinehart, PhD
Administrator
Indianapolis, IN



Dorothy Espelage, PhD
Researcher
Gainesville, Florida



Tammy Nyden, PhD
Parent
Iowa City, IA

Many educators are experiencing concern about the rise in the number of students who display significant levels of anger. Many of these students demonstrate poor emotion recognition skills (*e.g., almost any emotion may elicit anger—fear, embarrassment, shame, regret*). Additionally, these students demonstrate very limited emotional regulation skills. They often lash out at others (peers, teachers, family members) and demonstrate aggression, bullying, teasing, taunting and/or a total lack of civility towards others. Schools may be reluctant to engage in programming designed to address anger management in a proactive manner and many rely heavily upon punitive practices that only serve to exacerbate anger, aggression and alienation from the school. Programs serving students with emotional, behavioral, and mental health disorders are heavily impacted by self-contained programs that may make anger, aggression and incivility seem normal. This series of Keynote Addresses and the subsequent breakout sessions will explore issues related to anger in the school from the perspective of the parent, the classroom teacher, the school administrator, and the researcher. Presenters will draw upon their personal experiences and 'best practices' to expand our understanding of this growing challenge in the school and how it might best be addressed.

**REGISTER BY JANUARY 23 FOR
DISCOUNTED REGISTRATION**

Workshops Fill Quickly | No Walk-in Registration

Visit our website: www.mslbd.org

Symposium At-A-Glance

Thursday, February 21

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

Friday, February 22

7:30 am	Conference Desk Opens
8:00 am - 5:00 pm	Exhibits
8:30 am - 10:00 am	Keynote Presentation
10:20 am - 11:20 am	Concurrent Sessions, Set I
11:30 am - 12:30 pm	Concurrent Sessions, Set II
12:30 pm - 2:00 pm	Lunch (on your own)
2:00 pm - 3:00 pm	Concurrent Sessions, Set III
3:15 pm - 4:15 pm	Concurrent Sessions, Set IV
4:15 pm - 6:00 pm	Poster Session: cash bar and complimentary hors-d'oeuvres
8:00 pm - 11:00 pm	Symposium Party

Saturday, February 23

8:00 am	Conference Desk Opens
9:00 am - 11:30 am	Two-hour Concurrent Sessions
11:45 am	Adjournment

Thursday, February 21, 2019

Pre-symposium Half-Day Workshops | Morning 9:00 – 12:00 AM

(Extra Fee Applies, choose one to attend)

1. Teacher Behaviors: Using Effective Instruction and the Basics of Management to Maximize Student Success

This session will focus on the interconnectedness of effective instruction and classroom management as a means of facilitating both academic and social success. Specific examples will highlight effective practices using video vignettes and real video representations. In addition, considerations for students with non-compliant, disrespectful, and disruptive behaviors.

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

2. The Struggle Is Real, People! Toxic Stress, Well-Being, and Implications for Educators

Teachers and nurses tie for the highest rate of daily stress among all occupational groups. Additionally, adverse childhood experiences (ACEs) have been shown to negatively impact physical and mental health. The prevalence of ACEs indicates that many teachers who serve students with ACEs and are likely to have a personal history of ACEs as well, increasing their vulnerability to compassion fatigue and even secondary trauma. This session will outline four major sources of teacher stress that can lead to burnout and provide strategies that research shows to be effective for reducing teacher stress and improving well-being, including workplace wellness, social emotional learning, and mindfulness/stress management programs. Strategies for enhancing well-being within both a professional and personal and context will be explored.

Cherie Blanchart, LCSW, Coordinator, State Trainer, Topeka, KS and **Christin Sheldon, LMSW**, State Trainer, Baldwin City, KS, Kansas Technical Assistance System Network (TASN) School Mental Health Initiative (SMHI)

3. Teacher, Caregiver, or Parent Implemented Functional Assessment to Guide Treatment of Problem Behaviors: Practical Assessment Procedures and Resources

Using a functional approach to assessment and treatment of problem behaviors is a hallmark of professional best practice for teachers and clinicians. This workshop will focus on practical suggestions for conducting functional assessment and treatment of problem behaviors exhibited in the classroom, community, and outpatient clinical settings.

David Richman, PhD, Professor, Texas Tech University, Lubbock, TX

4. Whose Future is it Anyway? Considering the Student-Directed IEP Process

Participants in this session will learn about the advantages of elementary level student-led IEPs. Specific teacher-friendly and teacher-tested activities to begin implementation of a student-led IEP program in their setting also will be covered along with strategies to support students in the writing and development of their IEP. Particular attention will be given to tools that increase self-advocacy and self-determination. Participants will receive links to resources, activities, and other “freebies” associated with student-led IEPs.

Carrie Fairbairn, MEd, Structured Behavior Skills Special Educator, **Sallye Vanderplas-Lee, BA**, Resource Teacher, Millard Public Schools, and **Jodie Tagel, MEd**, Behavior and Autism Specialist, Westside Community Schools, Omaha, NE

5. Information Overload? How to Understand and Use Evidence-based Practices for Students with Autism

The identification and use of evidence-based practices (EBPs) for learners with autism spectrum disorder (ASD) have become increasingly important over the past two decades. While educators understand the ethical imperative to use effective practices with their students, practical challenges make application difficult. Despite significant advances in research and teaching methods, due to the complexities of scientific findings, differences in EBP terminology and reviews, as well as a number of other factors, implementing EBPs for students with ASD can be confusing. The presenter will provide an overview of EBPs, including definitions and components, identify the guiding questions that should be asked about EBPs, discuss a process to choose, use and evaluate EBPs, and share how to locate and use free web-based EBP resources.

Paul LaCava, PhD, Associate Professor, Rhode Island College, Providence, RI

Pre-symposium Half-Day Workshops | Afternoon 1:30 – 4:30 PM

(Extra Fee Applies, choose one to attend)

6. Personalizing Interventions to Students with Social, Emotional and Behavioral Needs to Optimize Outcomes

A one-size-fits-all approach to intervention programming for students with social, emotional, and behavioral difficulties (SEBD) results in limited success and is wasteful of educators' precious time and resources. This presentation will discuss an approach to personalizing interventions to students with SEBD that has been shown to significantly increase the probability of achieving successful outcomes. The process involves determining the root cause underlying the student's SEBD to inform the selection of an intervention. Attendees will learn about a specific approach to organizing intervention programming from beginning to end – intervention matching, mapping, monitoring, and meeting. Attendees will also be provided with free resources to guide and support successful implementation in their schools.

Clayton Cook, PhD, Associate Professor, University of Minnesota, Minneapolis, MN

7. Behavioral Interventions Through a Trauma-Informed Lens: Strengthening Interventions for “Hard to Reach Kids”

Interventions for challenging behaviors are generally effective at reaching most students if done with fidelity in all environments, but sometimes don't work. This may be related to student difficulties forming healthy and trusting relationships with professional dedicated to helping them. This interactive workshop will focus on the effects of adverse childhood experiences (ACEs) on the behaviors that students demonstrate in classrooms and other school areas. Participants will explore the behaviors that are often exhibited by children who have been exposed to trauma and will work through several case studies looking at the role of trauma in behavioral interventions. Behavioral interventions that include the lens of trauma-informed practices will be discussed and applied to both case studies and participants' own situations.

Vanessa Tucker, PhD, BCBA-D, LBA, Assistant Professor, Pacific Lutheran University, Tacoma, WA

8. Operation Behavior: Making an Impact

In order to intervene effectively, educators must be able to identify antecedents and consequences to determine the perceived functions of displayed behavior. Simple data collection is a must considering the wealth of expectations being placed upon educators, and a need exists for a basic understanding of the vital role of functional behavioral assessments for providing appropriate supports to students with varying needs. Educators must also recognize the benefits of providing positive and constructive feedback in order to guide students' behavior as well as the critical importance of a proactive approach to teaching social behaviors. This workshop will include strategies to help teachers implement reasonable interventions and supports. Additional emphasis will be on consistent, organized, and respectful learning environments that allow for student growth in the social, emotional, academic, and behavioral realms.

Felicity Balluch, EdD, Assistant Professor, Peru State College

9. Strategies for Success: Addressing Executive Functioning in Students with Challenging Behavior

Executive functioning (EF) deficits have been associated with several behavioral challenges common in children including restricted interests, repetitive behaviors, stimulus overselectivity, generativity, and deficits in cognitive flexibility. This session will present instructional strategies targeting EF deficits commonly experienced by students with challenging behavior.

Kaye Otten, PhD, BCBA, Consultant, Summit Behavioral Services, Kansas City, MO and **Lisa Robbins, PhD**, Associate Professor, University of Central Missouri, Warrensburg, MO

Friday, February 22, 2019

Symposium activities on Friday include the following:

8:30 – 10:00 AM	Keynote Session
10:20 – 4:15 PM	36 Breakout Sessions
4:15 – 6:00 PM	Poster Session
8:00 – 11:00 PM	Symposium Party & Lip Sync Battle

Saturday, February 23, 2019

Special Workshop Sessions | 9:00 – 11:30 AM

(Choose one session to attend)

1. Bully Prevention: Everything You Need to Know and More

Bullying has become a pervasive problem among school aged youth. All 50 states and the District of Columbia have adopted anti-bullying legislation to address and prevent bullying within the nation's schools. Presently, laws in 33 states, including Missouri, have specific language related to teacher awareness and prevention training. This session will meet state mandated bully prevention training requirements and will cover topics such as: definition, types, risk characteristics, vulnerable populations, and developing a comprehensive bullying prevention plan. Participants will leave this session with a clear understanding of the bullying dynamic, resources related to bully prevention, and clear steps for addressing bullying within their school or district.

Chad Rose, PhD, Associate Professor, University of Missouri, Columbia, MO

2. Building a Better SPED Team: Tips to Train and Supervise Your Paraprofessionals

Paraeducators are the lifeblood of effective special education programs, and having a team of strong paraeducators makes a teacher far more effective. Paraeducators need a thorough understanding of their roles and responsibilities, effective training, and teacher supervision strategies can make or break a program. In this session, you will learn strategies to train your paraprofessionals to implement evidence-based strategies with high fidelity. A practical model of training will be presented, using a "teach, model, practice, supervise, and fade support" approach. Participants will walk away from the session with ideas for zoning plans, training paraprofessionals, and easy supervision tips that will maximize the effectiveness of your entire special education program.

Jessica Nelson, MS, BCBA, LBA, Instructor, Kansas State University, Manhattan, KS and **Scott Fluke, PhD**, Emotional Disturbance Program Facilitator, Olathe Public Schools, Olathe, KS

3. Update on Legal Developments in Special Education: What Special Education Teachers Need to Know and Why they Need to Know it

Our goal in this presentation is to provide information that teachers of students with behavioral disorders need to know. We will begin with a brief overview of the highlights of the U.S. Supreme Court's ruling in *Endrew F. v. Douglas County School District* (2017). Next, we will provide a legal update on recent court decisions, state level due process hearings, and policy letters from the U.S. Department of Education one and a half years after the U.S. Supreme Court's decision. Finally, we discuss litigation on behavior, mental health services, bullying, and discipline.

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

4. I Swear, I had No Idea He was Going to Melt Down

As educators, parents, caregivers, and interventionists, we are often caught off guard by the behavior of those with whom we interact. The children and youth in our environment do not always respond to our interventions and when they do, nothing seems to be a permanent fix. Join us for a discussion that will center around creating predictable, positive environments in which children and youth

are supported in ways that leads to academic and social-emotional growth. We will emphasize the importance of solid tier one and tier two practices and interventions that teach expectations and help establish pro-social routines. We will wrap up with a discussion of a process that will help us better support those students who need more individual, intense supports. Take a breath, assess what you see, and determine the best approach to de-escalate and calm your struggling student!

Lee Stickle, MSED, Director, TASN Autism and Tertiary Behavior Supports and Director, School Mental Health Initiative, Kansas State Department of Education, Lenexa, KS and **Linda Wilkerson, MSED**, Co-Director, Kansas MTSS, Kansas Department of Education, Kansas City, MO

Hotel Reservations

Sheraton KC Hotel at Crown Center
2345 McGee Street | Kansas City, Missouri 64108

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

Reservations by Phone: 866.932.6214

Group Code: "2019 MSLBD Annual Convention"

The room block fills quickly in January! We encourage those who guest rooms to 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 31, 2019, by 5:00 p.m.** (Central Standard Time), **subject to availability**. Reservations requested after the cut-off date will be based on availability at the Hotel's prevailing rates.

Rate / per night + tax	Occupancy / Room Type
\$155.00	Single / Standard King
\$155.00	Double / Standard King or Double
\$180.00	Triple / Double Room
\$205.00	Quad / Double Room

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 \$18.00 per day. Valet parking fee is \$26 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, October 2018) Find parking near Crown Center at [SP+ Parking Website](#).

2019 Symposium REGISTRATION

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

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

Registrations accepted by mail with check payment.

Purchase orders will only be accepted for groups of 10 or more and must be submitted on or before the early registration deadline.

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
 - ☐ Agency purchase order for groups of 10 or more, received by the MSLBD Office on or before the early registration deadline.
- Payment terms, 30 days, all payments for purchase orders must be received before or at the time of check-in at the 2019 Symposium.

REGISTRATION OPTIONS

(Circle One Option)

Presymposium Workshop & Symposium

(Thurs, Fri & Sat, please pre-register for Thursday & Saturday Workshops)

Symposium Only

(Fri & Sat, please pre-register for Saturday Workshop)

Pre-symposium Workshop Only

(Thurs Only, please pre-register for Thursday Workshops)

Early Bird
Discount

\$180.00*

\$165.00*

\$150.00*

Regular
Registration
Rate

\$205.00

\$190.00

\$175.00

*Discounted registration rate available through January 23.

If you must cancel your registration, please notify the MSLBD Office at manager@mslbd.org, by January 23, 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.

Seating in Presymposium Workshops is limited!

REGISTER EARLY! No walk-in registration.

CHOICE OF PRESYMPOSIUM WORKSHOP ON THURSDAY (If applicable to registration type)

HALF-DAY WORKSHOPS ON THURSDAY

Morning – Please indicate first selection and alternate

- ☐ 1. Teacher Behaviors: Using Effective Instruction and the Basics of Management to Maximize Student Success
- ☐ 2. The Struggle Is Real, People! Toxic Stress, Well-Being, and Implications for Educators
- ☐ 3. Teacher, Caregiver, or Parent Implemented Functional Assessment to Guide Treatment of Problem Behaviors: Practical Assessment Procedures and Resources
- ☐ 4. Whose Future is it Anyway? Considering the Student-Directed IEP Process
- ☐ 5. Information Overload? How to Understand and Use Evidence-based Practices for Students with Autism
- ☐ Unable to Attend

Afternoon – Please indicate first selection and alternate

- ☐ 6. Personalizing Interventions to Students with Social, Emotional and Behavioral Needs to Optimize Outcomes
- ☐ 7. Behavioral Interventions Through a Trauma-Informed Lens: Strengthening Interventions for “Hard to Reach Kids”
- ☐ 8. Operation Behavior: Making an Impact
- ☐ 9. Strategies for Success: Addressing Executive Functioning in Students with Challenging Behavior
- ☐ 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. Bully Prevention: Everything You Need to Know and More
- ☐ 2. Building a Better SPED Team: Tips to Train and Supervise Your Paraprofessionals
- ☐ 3. Update on Legal Developments in Special Education: What Special Education Teachers Need to Know and Why they Need to Know it
- ☐ 4. I Swear, I had No Idea He was Going to Melt Down
- ☐ Unable to Attend

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 • Fax 402-875-6545 • Phone 402-792-3057