



MSLBD

MIDWEST SYMPOSIUM FOR LEADERSHIP
IN BEHAVIOR DISORDERS

SYMPOSIUM 2019

February 21-23, 2019

Sheraton Crown Center • Kansas City, Missouri

*MSLBD is an ACE provider and offers Board Certified Behavior Analysts (BCBA) Type 2 CEUs from the Behavior Analyst Certification Board.
CCBD-Endorsed Activity: A letter certifying attendance may be requested at the Registration Table.*

WELCOME

Welcome to the thirty-seventh annual Midwest Symposium for Leadership in Behavior Disorders. Universities, public schools and state agencies in Colorado, Florida, Illinois, Indiana, Iowa, Kansas, Missouri, Nebraska, North Carolina, Oklahoma, Rhode Island, South Carolina, and Texas have once again joined in planning a forum to examine many of the important issues facing teachers and parents of students with emotional and behavioral disorders (EBD) and autism spectrum disorders (ASD). We hope that you will gain new insights, establish professional contacts, and obtain new perspectives to meet the ever-changing educational challenges of improving the lives of children and youth with behavioral needs.

Speakers, topics, and exhibited materials do not necessarily represent the official viewpoints and positions of the Midwest Symposium for Leadership in Behavior Disorders (MSLBD), nor should any endorsement be inferred.

No part of the program may be videotaped. Please turn off cell phones while attending a session as a courtesy to presenters and other participants.

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.

Planning Committee

Reesha Adamson, Missouri State University
 Soo Ahn, Iowa State University
 Mary Jo Anderson, University of North Carolina-Charlotte
 Felicity Balluch, Peru State College, Nebraska
 Susan Bashinski, Missouri Western State College
 Marc Benedetto, Omaha, Nebraska
 Cherie Blanchat, Kansas TASN, School Mental Health Initiative
 Lisa Bowman-Perrott, Texas A&M University
 Jill Buchan, Des Moines, Iowa
 Michael Couvillon, Drake University
 Paris DePaepe, Missouri State University
 Catherine DeSalvo, Omaha Public Schools, Nebraska
 Mark Dierking, Southwest Kansas Area Cooperative
 Scott Eckman, Lincoln Public Schools, Nebraska
 Scott Fluke, Olathe Public Schools, Kansas
 Nicholas Gage, University of Florida
 Deborah Griswold, University of Kansas
 James Hogan, University of Washington
 Cassandra Hunt, University of Kansas
 Jacqueline Huscroft-D'Angelo, University of Nebraska-Lincoln
 Joan Johnson, Olathe, Kansas
 Antonis Katsiyannis, Clemson University, South Carolina
 Paul LaCava, Rhode Island College
 Kathleen Lynne Lane, University of Kansas
 Tim Lewis, University of Missouri

Maura Linas, Leawood, Kansas
 Sharon Maroney, Western Illinois University
 Rose Mason, Purdue University, Indiana
 Matt McNiff, Nebraska Education Service Unit 5
 Jessica Nelson, Kansas State University
 Regina Oliver, Nebraska Education Service Unit 5
 Kaye Otten, Summit Behavioral Services, Kansas City, Missouri
 Mike Paget, Overland Park, Kansas
 Reece Peterson, University of Nebraska-Lincoln
 Corey Pierce, University of Northern Colorado
 Seth Piro, Northwest Area Education Agency, Iowa
 Angela Prince, Iowa State University
 Barb Rieken-Gross, Nebraska Education Service Unit 5
 Lisa Robbins, University of Central Missouri
 Chad Rose, University of Missouri
 Brian Sims, Pittsburg State University, Kansas
 Carl Smith, Iowa State University
 James Teagarden, Kansas State University
 Jason Travers, University of Kansas
 Richard Van Acker, University of Illinois at Chicago
 Howard Wills, Juniper Gardens Children's Research Project, University of Kansas
 Mitchell Yell, University of South Carolina
 Keri Frey, MSLBD Manager

Midwest Symposium for Leadership in Behavior Disorders
PO Box 202, Hickman, NE 68372
402-792-3057 • www.MSLBD.org

THURSDAY, FEBRUARY 21, 2019

7:30 a.m.- 5:00 p.m. Symposium Registration/Information Desk Open

CHICAGO
FOYER

9:00 a.m.- 12:00 p.m. MORNING HALF-DAY PRESYMPOSIUM WORKSHOPS

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

NEW YORK

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

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 will be discussed.

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

ATLANTA

Cherie Blanchat, 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)

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 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 wellbeing within both a professional and personal context will be explored.

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

CHICAGO

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

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.

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

EMPIRE

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

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

SAN
FRANCISCO

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

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.

11:00 a.m. – 5:00 p.m. Exhibits

BALLROOM
LEVEL FOYER

We invite you to visit the exhibits and representatives who have joined us for the 2019 Symposium.

12:00 - 1:30 p.m.

Lunch, on your own

Spectators Restaurant and The Link in the Sheraton, Milano Italian Dining, Crayola Café and Food Court available at the Crown Center Shops.

AFTERNOON HALF-DAY PRESYMPOSIUM WORKSHOPS

- 6. Personalizing Intervention to Students with Social, Emotional, and Behavioral Needs to Optimize Outcomes** **CHICAGO**
Clayton Cook, PhD, Associate Professor, University of Minnesota, Minneapolis, MN
 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.
- 7. *Behavioral Interventions Through a Trauma-Informed Lens: Strengthening Interventions for "Hard to Reach Kids"** **NEW YORK**
Vanessa Tucker, PhD, BCBA-D, LBA, Assistant Professor, Pacific Lutheran University, Tacoma, WA
 Interventions for challenging behaviors are generally effective at reaching most students if done with fidelity in all environments, but sometimes does not work. This may be related to student difficulties forming healthy and trusting relationships with professionals 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. (*BCBA CEUs Available)
- 8. Operation Behavior: Making an Impact** **SAN FRANCISCO**
Felicity Balluch, EdD, Assistant Professor, Peru State College
 In order to intervene effectively, educators must be able to identify antecedents and consequences to determine the 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.
- 9. Strategies for Success: Addressing Executive Functioning in Students with Challenging Behavior** **ATLANTA**
Kaye Otten, PhD, BCBA, Consultant, Summit Behavioral Services, Kansas City, MO and *Lisa Robbins, PhD*, Associate Professor, University of Central Missouri, Warrensburg, MO
 Efficient and effective classroom management is a critical component of effective instruction. The goal of this workshop is to provide information and resources for a number of evidence-based classroom management practices and programs that can easily be implemented in both general and special education classrooms. We will focus on practices that go beyond instructional management (e.g., increased praise) and, instead focus on evidence-based behavior management practices that can be used class-wide (e.g., choice-making, group contingencies) and how to match those strategies to the needs of your students based on eco-behavioral assessment. Participants are encouraged to bring classroom behavior data to develop action plans.

FRIDAY MORNING, FEBRUARY 22, 2019

7:30 a.m.-
5:00 p.m.

Symposium Registration/Information Desk Open

CHICAGO
FOYER

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

Exhibits

We invite you to visit the exhibits and representatives who have joined us for the 2019 Symposium.

BALLROOM
LEVEL
FOYER

8:30 - 10:00 a.m. **KEYNOTE SESSION**

Sharing Perspectives on Anger, Aggression, and Violence! Can We Create Civility in Schools?

Dorothy L. Espelage, PhD, Professor, University of Florida, Gainesville, FL, *Tammy Nyden, PhD*, Associate Professor of Philosophy, Grinnell College and Co-Founder and President, Mothers on the Frontline, Iowa, City, IA, *Tara Rinehart, PhD*, Director of Special Services, MSD of Wayne Township, Indianapolis, IN and *Matthew T. McNiff, PhD*, Special Education Director, Educational Service Unit 5, Beatrice, NE

- What are the causes of the apparent increases in anger and aggression in students?
- What do we know about how to treat and support angry and defiant children?
- How does anger and defiance affect teachers, families, and communities?
- What should educators do to create and teach civility?

This MSLBD keynote will provide four short, intense, "TED Talk-like" responses to these and other questions about how anger, aggression and violence affect communities, families and schools. Each speaker will examine these questions from their own personal as well as professional position.

SHERATON
GRAND
BALLROOM

10:00 - 10:20 a.m. **COFFEE BREAK & EXHIBITS**

BALLROOM
LEVEL
FOYER

10:20 - 11:20 a.m. **CONCURRENT SESSIONS – SET 1**

KEYNOTE STRAND

Innovative Prevention and Intervention Efforts to Address School Violence and Promote School Connectedness

Dorothy L. Espelage, PhD, Professor, University of Florida, Gainesville, FL

This breakout session will discuss innovative efforts to address school violence during a time when policies are leading to more police officers in schools, guns in the hands of adults in schools, and children and adolescents being subject to potentially traumatizing active shooter drills. These innovative efforts involve developing apps for students to communicate both emotional and physical safety concerns, youth-led student campaigns to address mental health issues and school climate concerns, and professional development training programs for school police officers. There will be time for discussion and interaction.

MASTER TEACHER STRAND

You Want Me to Do What? Cheap, Easy Online Data Collection Tools for Behavior Tracking

Janice Motta, MSE, Lee's Summit R-7 School District, Lee's Summit, MO, *Barbara Rieken-Gross, MSE*, Educational Service Unit 5, Beatrice, NE, and *Malinda Forsberg, MSE*, Lawrence Public Schools USD 497, Lawrence, KS

Multiple free or inexpensive, online data collection tools will be introduced and participants will have time to explore and create their own data collection tools with support on-site. Participants are encouraged to bring a device with a Google Chrome web browser, Google login information, and specific behavior goals to put into data collection forms. (Level: Introductory)

***Using Antecedent Strategies to Support Students' Behavior in the Classroom**

Timothy J. Landrum, PhD, University of Louisville, Louisville, KY and *Robin Parks Ennis, PhD, BCBA-D*, University of Alabama at Birmingham, Birmingham, AL

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, precision requests, and precorrection. (Level: Introductory|Intermediate) (*BCBA CEUs Available)

Essential Classroom Components: Programming Considerations for Students with Autism

Jena Randolph, PhD and *Karen O'Connor, PhD, BCBA, LBA*, University of Missouri, Columbia, MO

Students with autism are a heterogeneous group of individuals that have unique instructional needs. Many educators report the need for advanced training on how to effectively program for students with autism. This session will provide an overview of essential classroom components for students with autism using the framework of the Autism Program Environment Rating Scale (APERS) and current research on evidence based practices. This session will focus on the APERS domains of social-competence, communication, and independence as a model for comprehensive programming. This session will also direct participants to several resources that educators can utilize to continue their professional development in this area. (Level: Intermediate)

NEW YORK

CHOUTEAU

ATLANTA

CHICAGO A

Implementation of Research Based Behavior Supports: From the Lab into the Classroom

CHICAGO B

Joseph Wehby, PhD, Alyssa Van Camp, MEd, and Caitlyn Majeika, MEd, Vanderbilt University, Nashville, TN

Over the last 20 years, there have been a number of practices that have shown, through rigorous research, promise for improving the behavior of students with and at-risk for EBD. Unfortunately, the translation of these practices, without research support, into authentic school settings has been difficult. The purpose of this presentation is to describe recent research on effective behavior support, particularly Tier 2 interventions, and provide recommendations for how best to take these research supported practices and move them successfully into classrooms settings. (Level: Intermediate | Advanced)

Early Writing, Assessment and Behavior

CHICAGO C

Carol Garman, EdD, Kim Moore, EdS, Laura Gavornik Browning, MA, Lizzie Tipton, MAT, Lizzie McCollom, BS, and Jessica Simpson, MEd, University of Missouri, Columbia, MO

Students with behavioral concerns, including those identified as EBD, have persistent difficulties developing age-appropriate writing skills (Datchuck, Kubina, & Mason, 2015). However, struggling with academic skills can also lead to an increase in undesired academic behaviors. Providing effective writing instruction leading towards proficiency is essential to overall learning in school as well as later vocational success. The Early Writing Project incorporates high-quality, research based mini-lesson interventions as part of a systematic Data-Based Instruction (DBI) process to individualize instruction for struggling writers based on student strengths and needs. (Level: Introductory | Intermediate)

***The Roles of BCBA's in Providing Behavior Supports in Schools: Uncovering the Complexities**

EMPIRE A

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

School systems are seeing an increase in the involvement of Board Certified Behavior Analysts (BCBAs) as part of their overall positive behavior support systems. While often associated with students who are on the Autism spectrum, BCBAs can and do provide valuable services to children with a wide variety of needs and behaviors. This workshop explores the possible roles of BCBAs in schools and provides recommendations for effective models and utilization of this valuable service provider. This session will also support BCBAs who are currently supporting students in schools both with examining their roles and with understanding the tensions that may exist in collaboration during interventions. (Level: Intermediate|Advanced) (*BCBA CEUs Available)

Analyzing Risk: When is Physical Restraint and Seclusion Warranted in Schools?

EMPIRE B

Eryn Y. Van Acker, MA, University of Illinois at Chicago, Chicago, IL; Elisabeth J. Kane, MA, Nicole Bricko, MA, and Reece Peterson, PhD, University of Nebraska-Lincoln, Lincoln, NE

Federal guidelines and many state laws call for the use of restraint and seclusion only if student behavior presents imminent danger of serious bodily injury to self or others. Many administrators and practitioners hold misconceptions or lack a clear understanding of what constitutes imminent danger due to varied interpretations across policies, crisis training programs, and other resources. This presentation will provide an in-depth discussion of imminent danger to help participants analyze risks presented by challenging student behaviors. (Level: Intermediate)

Promoting Health Literacy in Students with Behavior Disorders through Web-Based Learning: An Interactive Demonstration of HealthyU

EMPIRE C

Jacqueline Huscroft-D'Angelo, PhD and Alexandra Trout, PhD, University of Nebraska-Lincoln, Lincoln, NE

Although students with EBD present with elevated short and long-term mental and physical health needs, instruction in health literacy has been largely overlooked. As a result, poor health knowledge and skills to access mental and physical health care result in student challenges post-graduation including under and unemployment, economic instability, and poor health. This session will present a newly developed, animated, and interactive web-based health literacy program, HealthyU, designed to address the health literacy needs of transition age students with high-incidence disabilities. Participants will be provided with information on the evidence supporting HealthyU, the development and evaluation process, and the curriculum scope and sequence. Finally, participants will have the opportunity to view module videos, interactive games, and student evaluations. (Level: Introductory)

11:30 a.m. -
12:30 p.m.**CONCURRENT BREAKOUT SESSIONS – SET II****KEYNOTE STRAND**

NEW YORK

Why Stigma Runs Deep*Tammy Nyden, PhD, Associate Professor of Philosophy, Grinnell College and Co-Founder and President, Mothers on the Frontline, Iowa, City, IA*

We have been conditioned to think of mental illness as a character flaw caused by bad parenting. This stigma is a deep-rooted source of shame for children, parents, and teachers. It fundamentally assumes that good choices involve a strong will overcoming interfering emotion. Neuroscience says otherwise. Trauma-informed care offers a promising alternative to the punitive paradigm if it can get beyond the part of the stigma it keeps – that mental illness is caused by bad parenting. This requires 1. Recognizing that neuro-difference has many causes (including brain injury & genetic conditions) and 2. Broadening Adverse Childhood Experiences (ACEs) research to include institutional and community traumas (such as school trauma, medical trauma, and racial trauma). There will be time for discussion and interaction.

MASTER TEACHER STRAND**All That and a Bag of Tricks: Oldie But Goodie Strategies with a Twist**

Carrie Fairbairn, MEd, Millard Public Schools, Omaha, NE; *Megan Rees, MS*, USD 383 Manhattan-Ogden; *Sallye Vanderplas-Lee, BA*, Millard Public Schools, Omaha, NE

This presentation will help teachers start thinking functionally about behavior and help identify strategies to add to their “bag of tricks.” Various social programs will be discussed to help address social and emotional deficits in students. Participants will come away with tons of strategies and resources to bring back to school on Monday. (Level: Introductory | Intermediate)

CHOUTEAU

IGNITE SESSION:**Brief Strategies and Stories of Inspiration from the Special Education Community**

DeVaughn (Dee) Hurt, Parent, Counselor Independence School District, Independence, MO, *Jason Travers, PhD, BCBA-D*, Associate Professor, University of Kansas, Lawrence, KS, *Barbara Mitchell, PhD*, Assistant Research Professor, University of Missouri, Columbia, MO, and *Carl Smith, PhD*, Professor Emeritus, Iowa State University, Ames, IA

This Ignite Session is set with a series of 10 min talks from the perspective of a parent, practitioners, trainers and leaders in special education. All of the talks will be focused on sharing a success story and describing what strategy or strategies were used. Join this fast-paced session and leave with inspiration, ideas, and strategies. (Level: Basic | Introductory)

CHICAGO A

Trauma: The Impact on the Mind, Body, and Behavior

Cheryl Turner, MA, Center on Children, Families, and the Law, University of Nebraska-Lincoln, Lincoln, NE

This is a presentation on the impact trauma and stress has on students, their behavior, and overall learning capabilities. Topics explored include: the working definition of trauma, key executive functioning skills often impacted, survival states, and initial responses that have been proven to increase student success at all academic levels. Participants will walk away with three tasks they can easily implement in their educational settings. Most importantly, participants will walk away with an understanding that Trauma Sensitive Schools are based on an approach, an attitude, and a perception. (Level: Introductory | Intermediate)

ATLANTA

There is More to Life Than Just Apps: Improving Classroom Behavior Through the Use of Technology

Matthew T. McNiff, PhD, Educational Service Unit 5, Beatrice, NE

Over the past 20 years, our world has advanced exponentially in the field of technology. Technology is now easier to use than ever before, but teachers are often resistant to using these advances because they are either unfamiliar with the possibilities or rely on old strategies that take longer to implement. In the fast paced world that we now live in, teachers should utilize technology to advance their programming with students and to improve behavior in students. This presentation will touch on the possibilities of how technology can improve student behavior through video modeling, real time, remote observation of behavior, improved data collection possibilities, tele-coaching of students and teachers, and improved engagement of students through technology. (Level: Introductory | Intermediate)

CHICAGO B

***Empowering Teachers with Low-Intensity Strategies to Support Instruction: A Model for Professional Development and Training**

Robin Parks Ennis, PhD, BCBA-D, University of Alabama at Birmingham, Birmingham, AL

Empowering teachers with low-intensity strategies, such as instructional choice, is an effective way to support teachers in addressing the academic and behavioral needs of their students. Instructional choice involves providing students with options between two or more things that dictate what task they engage in or how they engage in a predetermined task. This presentation will discuss this strategy and share a framework, including free online resources, for training teachers to both use low-intensity strategies in the classroom and collect direct observation on student academic engagement. (Level: Introductory | Intermediate) (*BCBA CEUs Available)

CHICAGO C

***Published and True Are Not Synonyms: Standards of Evidence in Special Education**

Leslie Ann Boss, MS and *Jason C. Travers, PhD, BCBA-D*, University of Kansas, Lawrence, KS

Special educators often choose from a variety of interventions to use in the service of their students with disabilities. However, various interventions are claimed to be research-based, emerging, promising, scientifically-validated, and evidence-based practices. This presentation will provide an overview of what these terms mean, how they differ from terms for qualifying evidence used by the Council for Exceptional Children, and the importance of evaluating the amount and quality of research for specific interventions. Resources for evaluating interventions as well as online repositories for evidence-based practices will be shared. (Level: Intermediate) (*BCBA CEUs Available)

EMPIRE A

Examining the Feasibility and Effects of the CARE Program on the Symptoms of Elementary Children with or At-risk for EBD

Mickey Losinski, PhD, *Sara A. Sanders, EdD*, and *Ashley Shaw*, Kansas State University, Manhattan, KS

Mental health disorders, if untreated, can give way to more serious and lifelong disorders in addition to exacerbating co-occurring disorders like conduct disorders. The purpose of this study was to test the feasibility of the CARE program for elementary-aged children with or at-risk for EBD. (Level: Introductory | Intermediate)

EMPIRE B

Promoting Parental Engagement in the Special Education Process

Jennifer Farley, PhD, Jacqueline Huscroft-D'Angelo, PhD, Alex Trout, PhD, and Kristin Duppong Hurley, PhD, University of Nebraska-Lincoln, Lincoln, NE

The processes and services of special education are complex and involve numerous stakeholders including parents. Parent involvement in special education has been described as both “key” and “critical” for student success. However, parents are often ill-prepared to engage in this process and advocate for their child. Little is known about how parents learn about the services available, parent and child rights, and educational responsibilities. This is concerning given parental involvement in special education is dependent both on parental knowledge and school staff behavior. This session will provide information related to parent, teacher, and administrator perspectives on access to resources, preferred methods for acquiring information, barriers to accessing information, and parent knowledge of special education. This information will help to fill an existing void specific to supporting parental knowledge and promoting engagement in the special education process. (Level: Introductory)

EMPIRE C

12:30 - 2:00 p.m. Lunch, on your own

Spectators Restaurant and The Link in the Sheraton, Milano Italian Dining, Crayola Café and Food Court available at the Crown Center Shops.

2:00 - 3:00 p.m. CONCURRENT BREAKOUT SESSIONS – SET III**KEYNOTE STRAND****Opening the Door, Shedding Baggage, & Creating Momentum!**

Tara Rinehart, PhD, Director of Special Services, MSD of Wayne Township, Indianapolis, IN

Society has traditionally addressed challenging behaviors – especially aggressive or violent behavior – with aversive and punitive consequences. This closes the door to solving problems, and may increase anger, aggression, and even violence. Journey with a school district administrator in her efforts to assist teachers and students to shed the baggage they carry, open doors for aggressive students, and create momentum toward an approach that supports proactive problem solving. There will be time for discussion and interaction.

NEW YORK B

MASTER TEACHER STRAND**To School and Beyond: Getting Kids with Challenging Behavior Back on Track**

Janice Motta, ME, Lee's Summit School District, Lee's Summit, MO, Josh Wikler, MA, Kansas City Kansas Public Schools, Kansas City, KS, and Jodie Tagel, MA, Westside Community Schools, Omaha, NE

Teachers are faced with unique challenges at the secondary level of working with disengaged students and reconnecting them to achieve their own unique educational and transition goals. This session will focus on achieving high student engagement and using self-determination with personalizing learning to effectively plan student led transition. This is accomplished through individualized instruction to simulate a student's interest, create realistic goals, and develop a bridge from the classroom to the world. Participants will see real life examples for engaging disengaged students and tools for creating a personalized transition plan focused on the individual. (Level: Intermediate)

CHOUTEAU

School-Based Support for Internalizing Problems: Checking in on Check-in/Check-out

Barbara S. Mitchell, PhD, University of Missouri, Columbia, MO

Check-in/Check-out (CICO) is a commonly implemented research-based intervention used in school settings. To date, a number of studies have shown positive effects of CICO on low-level externalizing problems such as non-compliance, disruptions, and off-task behavior. However, less is known about the impact of CICO for students with internalizing challenges. The purpose of this session is to describe existing research related to CICO for internalizing problems, share data from a recent implementation demonstration, and discuss implications for use of the CICO intervention with different types of behavioral concerns. (Level: Intermediate)

NEW YORK A

Common Mistakes with Common Behavioral Interventions: Getting Behavioral Interventions Right, Not Wrong

Beverly H. Johns, MS, MacMurray College, Jacksonville, IL

“I tried that and it didn't work.” How many times have we heard that from educators trying to implement behavioral interventions? The question is whether the intervention is being used correctly. Our goal should be to positively change student behavior while respecting our students and utilizing interventions the way they were designed. This session focuses on positive reinforcement, time out, point systems, level systems, removal of privileges, planned ignoring, and proximity control. It outlines the inappropriate use of the intervention, the cautions when using the intervention, and the correct use of the intervention, based on what evidence tells us and what the courts have found. (Level: Introductory)

CHICAGO A

Increasing Innovative Practice in the Classroom: Creating and Implementing Augmented Reality

Adam Carreon, MEd and Stephanie L. Craig, MEd, University of Kansas, Lawrence, KS

The rapid expansion of technology and innovation in schools offer tools that can redefine the instructional and learning experience. Innovations, such as augmented reality, are expanding learning options beyond the traditional classroom model. Augmented reality provides a promising practice where learners can become an active participant in their learning. This session will feature a deep look into the research encompassing augmentative reality use to enhance instructional, behavioral, and social emotional outcomes of all learners. Participants will learn step-by-step development of augmentative reality utilizing a popular and affordable application (HP Reveal, formerly Aurasma). Participants will leave with a guide for developing augmentative reality with HP Reveal, examples of positive classroom use, and ideas for further implementation. (Level: Introductory)

CHICAGO B

***Keeping it Simple: Low Effort Interventions to Improve Outcomes for Diverse Learners in General Education Settings** CHICAGO C

Kathleen N. Zimmerman, PhD, BCBA-D, University of Kansas, Lawrence, KS, Erin L. Stehle, MS, CCC-SLP, and Jason C. Chow, PhD, Virginia Commonwealth University, Richmond, VA

Interventions selected to improve behavioral and academic outcomes for students in general education settings must be highly effective and realistic for general educators to implement. This talk will review three low effort interventions designed to improve engagement and language outcomes for learners with and at-risk for disability in elementary general education settings: visual supports, increasing opportunities to respond, and behavior specific praise. Practical strategies to differentiate interventions to meet student needs will be presented from the extant literature and novel research studies conducted in diverse general education settings. (Level: Intermediate) (*BCBA CEUs Available)

***Effects of Practice Based Coaching on Teachers' Use of Pyramid Model Practices** EMPIRE A

Alana Schnitz, PhD, BCBA, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS

This session will provide an overview of the Pyramid Model for promoting social emotional competence and addressing challenging behavior in young children. The session will also discuss the components of Practice Based Coaching and use a case example to illustrate the coaching process. This case example used a multiple probe design to evaluate the effects of Practice Based Coaching on teachers' implementation of Pyramid Model practices and children's class-wide challenging behavior in an infant/toddler classroom. (Level: Intermediate) (*BCBA CEUs Available)

Restorative Practices: Teaching Behavioral Expectations with Students EMPIRE B

Tom Kolbe, PhD and Mike Renn, LMHP, CPC, Lincoln Public Schools, Lincoln, NE

The unintended consequence of the fast-paced life in schools is that the teaching of behavioral expectations might be haphazard. This presentation will benefit participants by encouraging explicit and frequent teaching of shared behavioral expectations. When educators have increased clarity on evidence based practices they contribute to an increased positive culture in schools. This presentation will be experiential. Participants will actually practice being in a circle and establish expectations. (Level: Introductory | Intermediate)

Taking Care of Our Collective Mental Health: A Story and Lessons EMPIRE C

Carl R. Smith, PhD, Iowa State University, Ames, Iowa

This session will focus on how taking care of our own mental health can lead to a greater appreciation of the mental health needs of the families and youth we serve. The dangers of not doing so will be shared by the presenter. The intent of this session also reinforces the importance of sharing these stories. (Level: Introductory)

3:15 - 4:15 p.m. CONCURRENT BREAKOUT SESSIONS – SET IV

KEYNOTE STRAND NEW YORK B

It Should Be Easier Than This: Changing Teachers' Mindsets Regarding Challenging Behavior

Matthew T. McNiff, PhD, Special Education Director, Educational Service Unit 5, Beatrice, NE

Teaching is a difficult job. Teaching students with challenging behavior is even tougher. Teaching classroom teachers how to work with students with challenging behaviors – especially aggressive behaviors – can seem impossible. Part of the challenge is addressing and confronting the conventional thinking of other teachers. Will improving skills with perspective analysis, conflict resolution, and functional interventions change their challenging mindsets? Session includes a chance for discussion and sharing.

MASTER TEACHER STRAND CHOUTEAU

Breaking the Pattern of Exclusion: Supporting At-risk Students Through Instruction and Relationships

Janet N. Burgess, MaEd, MME, North Kansas City Schools, Kansas City, MO, Kaye L. Otten, PhD, BCBA, Kansas City, MO, and Seth A. Piro, EdS, NCSP, Northwest Area Education Agency, Harlan, IA

This presentation will highlight alternatives to suspension strategies that educators can implement to address risk factors and skill deficits identified by the FBI specifically associated with school shooters (O'Toole, 2000). Viewing all learners as valued members of the school community, this session will focus on inclusionary practices to support learners before, during and after code-of-conduct violations that often result in suspension. By providing instruction for coping skills, fostering feelings of belonging, and building trusting relationships, educators can systematically include students who are at-risk for detachment from school, tolerance for disrespectful behavior, and inequitable discipline. (Level: Introductory)

Redefining Education: Mental Health Identification and Intervention in the School Setting NEW YORK A

Kelli Watson, EdD, Farhad Jadhali, PhD, and Pam Warmbrodt, MS, 501 labs, St. Louis, MO

This session is designed for educators who work with students with mental health-related concerns and exploring trauma-informed information. The presentation will focus on how to use, organize, and analyze data to build a proactive MTSS system to address the disjointed system school districts face with community mental health services. The session focus will address the barriers between medical and educational practice in order to understand how these interrelated parts impact a child's mental health growth and development. (Level: Introductory | Intermediate | Advanced)

Teacher Voices: Culturally Responsive Practices within Positive Behavioral Interventions and Supports

CHICAGO A

Jeanne Connelly, MA, Iowa State University, Ames, IA

Evidence-based practices within the general education classroom are essential to creating equitable systems of behavioral management and intervention. This case study describes general education teachers' efforts to implement Culturally Responsive Teaching within PBIS, discusses challenges they encountered, and makes connections with their goals for improving their practice. (Level: Intermediate)

Effective Technology Solutions to Personalize the Learning Experience

CHICAGO B

Stephanie L. Craig, MEd, and Adam Carreon, MEd, University of Kansas, Lawrence, KS

Digital learning environments abound. Be it a blended learning environment or a 1-to-1 device initiative, technology is permeating today's classroom. Innovations alter what is possible in the instructional, behavioral, and social emotional lives of learners with disabilities. This session will feature technology-based solutions integrated with proven behavioral practices to foster enhanced learning opportunities and outcomes. Participants will learn to integrate technology, aligned with the Universal Design for Learning Framework. Participants will leave with a toolbox full of technology suggestions along with ideas to implement that further personalizes the learning experience for students at the margins and in most need of support. (Level: Introductory)

Taking the BS Out of Classroom Management: REAL Classroom Management

CHICAGO C

Raina Martin, EdD and Claire Slama, LCSW, Columbia Public Schools, Columbia, MO

This session will describe a systematic and proactive approach to classroom management called: REAL Classroom Management. REAL simply stands for: Relationships, Expectations, Assertiveness and Learning through Self-Reflection. Each of these concepts are research-based and vital in the process of classroom management. (Level: Introductory | Intermediate)

***Increasing Planning and Calendaring Skills of Adolescents and Young Adults with Autism Through Instructional Modules and Telecoaching**

EMPIRE A

Leslie Ann Bross, MS and Jonathan M. Huffman, MA, University of Kansas, Lawrence, KS; Emma Watson, BA and Howard P. Wills, PhD, BCBA, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS

This presentation describes step-by-step guidelines to support adolescents with autism to increase their planning and calendaring skills to participate in more weekly social activities with peers. Online instructional modules and a telecoaching intervention using existing online platforms (e.g., Skype, Zoom, Google Hang-outs) will be demonstrated. Attendees will increase their knowledge about enhancing community engagement of adolescents with autism. Results of a single-case design study with eight adolescents with autism will be shared to demonstrate the online instructional modules and telecoaching intervention. (Level: Introductory) (*BCBA CEUs Available)

Back to Basics: Collecting Behavioral Data You Can Actually Use

EMPIRE B

Scott Fluke, PhD, Olathe Public Schools, Olathe, KS

Sometimes in special education we are "data rich yet information poor." Mountains of complex data can make it challenging to determine if our students are actually responding to our behavioral interventions. In this session, special educators will learn a "back to basics" approach to data collection that simplifies the process while still providing all the information you need for IEP goals, placement decisions, and parent meetings. Attendees will walk away with multiple data collection strategies and many sample data sheets ready for use on Monday morning. (Level: Intermediate)

Using Intensive Teaching Card Sort to Increase Verbal Behavior Milestones – A District Case Study

EMPIRE C

Shannon Follis, MEd, University of Kansas, Lawrence, KS and Jessica Hodges, MEd, Arizona State University, Phoenix, AZ

In this presentation, we will look at the impact of the PaTTAN Intensive Teaching Card Sort System and how it has increased the overall verbal behavior across a small urban school district. This presentation will discuss the investment into the system and how teachers can take this back to the classroom for Monday! (Level: Intermediate | Advanced)

4:15 – 6:00 p.m. POSTER SESSION

ATLANTA

1. Frequency Duration and Intensity with Style: Consistency for Consequences in Tier 3*Becca Townlain, EdS, Columbia Public Schools, Columbia, MO and Reesha Adamson, PhD, Missouri State University, Springfield, MO*

Individualized plans for Tier 3 students can be intensive and time consuming. This issue is compounded when multiple educators are working with a student and all must know the plan. Frequency, Duration, and Intensity with Style (FDIs) will demonstrate how the behavioral dimensions of Frequency, Duration and Intensity can be used within plans that are more manageable and allow for ease of implementation across multiple individuals. FDIs help provide clear expectations for students while providing consistency and support for implementation.

2. PILLARS Instructional Coaching for Special Educators: Providing Insight and Leadership in Learning (and behavior) to Analyze, Reflect, and Solve Problems*Melissa, Jones-Bromenshenkel, PhD, Eastern Illinois University, Charleston, IL; Rebecca Cook, PhD, Eastern Illinois University, Charleston, IL; Shawn Huisinga, PhD, Indiana State University, Terre Haute, IN; Frank Mullins, EdD, Texas A & M University, Texarkana, TX*

This project will describe a model of instructional coaching developed for new, rural special education teachers across several schools in the Midwest. Initial findings will analyze self-efficacy ratings, pre-post feelings of burnout, perceptions of knowledge and skills in using High Leverage Practices (HLPs), and qualitative analysis of individual coaching (problem-solving) sessions.

3. Review of the Use of Technology to Support Students with Emotional and Behavioral Disorders

Soo Y. Ahn, PhD, Iowa State University, Des Moines, IA

This poster will present a review of the research on the use of technology in academic and behavioral intervention to support students with EBD. We will discuss the overall effectiveness of technology interventions and whether there is a difference when used in self-contained or inclusive settings.

4. The Efficacy of Video Modeling and Visual Supports in Employment Settings for Individuals with Autism Spectrum Disorder

Emma Watson, BA, Leslie Bross, MS, Jonathan Huffman, MA and Howard Wills, PhD, BCBA, Juniper Gardens Children's Project, University of Kansas, Lawrence, KS

This poster describes how to implement video modeling and visual supports to increase customer service skills of adults with ASD in a community-based employment setting. Results of a single-case design study indicated an increase in the use of customer service phrases and interactions with customers. The intervention package appeared helpful, non-invasive, and easy to implement. Recommendations for practitioners using video modeling and visual supports to enhance the employment outcomes of individuals with ASD will be discussed.

5. Autism Spectrum Disorder: Interventions to Promote Self-Autonomy, Social Engagement, and Educational Outcomes

Jonathan Huffman, MA, Emma Watson, BA, Leslie Bross, MS and Howard Wills, PhD, BCBA, Juniper Garden Children's Project University of Kansas, Lawrence, KS

A withdrawal design was utilized to evaluate the functional relation between implementation of the I-Connect self-monitoring intervention, an increase in in-class engagement, and a decrease in inappropriate verbal behavior for secondary and post-secondary students. Visual analysis of the data demonstrated a functional relation between the intervention and in-class engagement. Inappropriate verbal behavior decreased in frequency, but may have been impacted by environmental stimuli. Inter-observer agreement was high across phases. Social validity measures suggest the intervention was non-invasive and helpful with target behaviors.

6. Investigating the Use of the FILMS Strategy to Improve the Addition and Subtraction of Fractions with Unlike Denominators of Students with Disabilities

Mickey Losinski, PhD, Kansas State University, Manhattan, KS and Robin Parks Ennis, PhD, BCBA-D, University of Alabama-Birmingham, Birmingham, AL

Academic and behavioral deficits are common among students with EBD. These deficits have been known to negatively impact the success of students in both school and social conditions. The academic deficits, however, are often overlooked for students with EBD. This study aims to examine this limitation by applying a self-regulated strategy known as FILMS, in three different settings for students identified with EBD.

7. The Janus Project: Looking Back to Move the Field Forward

Jim Teagarden, EdD, Kansas State University, Manhattan, KS

This poster session will present excerpts from the ongoing oral history project which collects the reflections of the leaders of the field of educating children with EBD. Common themes and findings will be shared as well as examples of the various published conversations with these leaders.

8. Alternatives to Suspension: Positive Recognition and Logical Consequences Designed to Teach

Beverly H. Johns, MS, MacMurray College, Jacksonville, IL

An array of positive alternatives to suspension will be shared in this poster. Emphasis on positive tools to recognize, reach, and connect with all students. It also focuses on logical consequences for inappropriate behavior designed to teach rather than suspend.

9. Educational Leaders' Perspectives on Their Preparation, Practice, and Professional Development in MTSS

Jodi Drury, PhD, UMASS Amherst, Amherst, MA

Leaders' knowledge and experience with multi-tiered systems of support (MTSS) expands the research on educational leaders' knowledge and training as a whole. It is important that school leaders receive high-quality education and training that helps them stay current in the field to improve the outcomes of all staff and students. Leaders should have a voice in the training they need. Districts and states need more sustainable training systems for MTSS leaders, and some means of measuring leaders' knowledge so they are given the supports and training they need.

10. Can the Use of Self-Monitoring Overcome Low Treatment Fidelity?

Meghan Coleman, MS, Hannah West, MS and Candace Gann, PhD, BCBA-D, Oklahoma State University, Stillwater, OK

Treatment integrity is an integral part of ensuring the success of behavioral intervention implementation. Nonetheless, desired rates of treatment integrity do not always occur, despite implementer's best efforts. In this presentation, we will discuss self-monitoring as one way to overcome the barrier of low implementation of Tier I practices in an inclusive middle school classroom setting. Results demonstrating an increase in the percentage of intervals on-task with the implementation of self-monitoring in the presence of low Tier 1 fidelity will be presented with implications and future directions discussed.

11. What Hans Asperger Knew about Autism and How His Contributions Have Influenced Contemporary Conceptualizations of Autism Spectrum Disorder

David P. Hurford, PhD and Ryan Speelman, PhD, Pittsburg State University, Pittsburg, KS

ASD is still very much misunderstood today, particularly by the general public. Interestingly, Dr. Hans Asperger's original theories regarding ASD and its treatment have much to offer with regard to contemporary conceptualizations of ASD. The presentation will provide a brief history of Asperger's work, his theories regarding ASD and its treatment, and how those theories provide a very useful framework for a comprehensive understanding of ASD.

- 12. A Quality Review of Interventions for Vocal Stereotypy of Individuals with Autism Spectrum Disorder**
Danni Wang, MA, Purdue University, West Lafayette, IN
 Individuals with ASD often engage in repetitive and stereotyped vocalizations that persist in the absence of social consequences, also known as vocal stereotypy. Persistent vocal stereotypy, due to its physical characteristics, greatly interferes with other people and decreases the chance of inclusion of the individuals with this behavior. Previous reviews have synthesized the literature on vocal stereotypy interventions. However, there has been no attempt to evaluate the quality of research. The purpose of this review is to summarize and assess the quality of vocal stereotypy intervention for individuals with ASD by using What Works Clearinghouse Procedures and Standards (2016). Summary of research findings and implications for future research will be shared.
- 13. Effects of Behavioral Skills Training on Staff Implementation of Functional Communication Training**
Emily Gregori, MSED, BCBA, and Mandy Rispoli, PhD, BCBA-D, Purdue University, West Lafayette, IN; Leslie Neely, PhD, BCBA-D, University of Texas at San Antonio, San Antonio, TX; Catharine Lory, MSED and So Yeon Kim, MS, Purdue University, West Lafayette, IN
 The purpose of this poster is to describe the effects of behavioral skills training (BST) procedure on staff implementation fidelity of functional communication training. The poster will provide an overview of BST components and the impact of training on staff and consumer (i.e., individuals with disabilities) behavior. Major findings and implications for practitioners serving adolescents and adults with developmental disabilities will be discussed.
- 14. School-based Behavioral Interventions Targeting Challenging Behavior of Adolescents with Developmental Disabilities**
Marie David, MEd, Mandy Rispoli, PhD, BCBA-D, Emily Gregori, MSED, BCBA, Catharine Lory, MSED and So Yeon Kim, MA, MS, Purdue University, West Lafayette, IN
 Poor educational outcomes among adolescents with developmental disabilities (DD) are often due to classroom teachers being ill-equipped to manage challenging behaviors. Practitioner access to reliable interventions is often not readily available. There is a critical need to provide teachers access to reliable interventions targeting challenging behaviors that is considerate of the school context. This review will provide practitioners a summary of quality research on behavioral interventions for adolescents with DD that have been implemented in school settings.
- 15. Preventing Challenging Behavior in Children with Autism Spectrum Disorder Through Visual Schedule and Choice**
Catharine Lory, MSED, Mandy Rispoli, PhD, BCBA-D, Emily Gregori, MSED, BCBA, So Yeon Kim, MA, MS and Marie David, MEd, Purdue University, West Lafayette, IN
 Children with ASD tend to engage in challenging behavior more than other children, especially during transitions between activities and in response to less preferred tasks. Existing literature indicates that visual schedules are effective for maximizing on-task behaviors and reducing challenging behavior in these children. However, some research has shown that challenging behavior may not be effectively reduced when a less preferred task is presented on a visual schedule. This experimental study was developed to target these non-responders. The effects of a treatment package consisting of a visual schedule, and within-activity choice on challenging behavior of young children with ASD during less preferred instructional tasks were examined.
- 16. A Systematic Review of Social Skill Interventions for Students with Autism Spectrum Disorder in Secondary Education**
Xiaojie (Jieni) Guo, MEd, MA, Purdue University, West Lafayette, IN
 Students with ASD often have difficulties in social skills. Students with ASD report social interaction in secondary school gets more complicated compared to elementary school, and they often feel lonely and isolated, which may cause psychological and behavioral problems, and may hinder them from academic success. The purpose of this paper was to conduct a systematic review of articles that explored evidence-based interventions to improve social skills of students with ASD in secondary education setting. The articles were assessed for quality; data of participants, design types, intervention types, intervention procedures were extracted and analyzed.
- 17. The Use of Technology to Teach Reading Skills to Students with Autism Spectrum Disorder: A Systematic Quality Review**
So Yeon Kim, MS, Mandy Rispoli, PhD, BCBA-D, Marie David, MEd, Catharine Lory, MSED and Emily Gregori, MSED, BCBA, Purdue University, West Lafayette, IN
 The purpose of this literature review is to determine the quality of the research on technology-based reading interventions for students with ASD and to summarize study characteristics of articles with high-quality research evidence. A total of 27 single-case studies that used technology (e.g., computer, iPad, Smartboard) to teach reading skills to students with ASD were systematically aggregated. Articles were reviewed based on the design standards suggested by What Works Clearinghouse (WWC). Study characteristics of 13 articles that met the WWC design standards with and without reservations were analyzed to provide practical information about technology-based reading interventions for students with ASD.
- 18. Increasing Prosocial Employment Skills for Adolescents with Emotional Behavioral Disorders: A Literature Synthesis and Quality Review**
Heather Dulas, MA, Claudia Dunn, MEd, Kristina Ingles, MA and Lisa Bowman-Perrott, PhD, Texas A&M University, College Station, TX
 This poster presentation will outline the findings from a literature synthesis and quality review of interventions for increasing prosocial employment skills for adolescents with EBD. Many studies have focused on social skills related to employment for individuals with intellectual disabilities or ASD. However, there is a paucity of research on employment skills for individuals with EBD. This study examines components of strategies which promote successful employment outcomes for these individuals. Implications for future research and recommendations for practice will be shared.
- 19. Missing the M.A.R.K.: Seclusion & Restraint in Schools and Implications for Local Education Agencies**
Kristina E. Ingles, MA, Dr. Lisa Bowman-Perrott, PhD, Claudia Dunn, MEd, and Heather Dulas, MA, Texas A&M University, College Station, TX
 Students with disabilities are disproportionately represented in seclusion and restraint statistics (U.S. Department of Education, 2018). States and their local education agencies (LEAs) often miss the mark regarding seclusion and restraint policy and practice. As an acronym, M.A.R.K. stands for Misinterpretation of Laws and Guidelines, Accountability Gaps, Reactionary Discipline, and Kicking Students Out of Class. Literature reviewed reveals that states trend toward improvement in policy. However, policy alignment with U.S. guidelines remains unclear, and their interpretation in practice is often subjective (Marx & Baker, 2017). This poster outlines the trends and risk elements present in LEAs at risk for discrimination and civil rights violations regarding the use of seclusion and restraint in schools (Katsiyannis, Losinski, Whitford, & Counts, 2017).

- 20. Structured Beginnings and Endings Impact on Behavior**
Claudia Otto, PhD, Oklahoma State University, Tulsa, OK
 A multiple baseline design across settings was used to determine if teachers' use of students' names per verbal directive would reduce the off-task classroom behavior. Four student participants were selected because of their ASD diagnosis; 11 teachers were observed. Off-task behaviors and teacher usage of students' names were observed using a frequency count. Results show that teachers' use of students' names was effective at reducing off-task classroom behaviors for all student participants and enhancing one positive classroom behavior for one student participant.
- 21. Pyramidal Behavioral Skills Training with a Social Skills Curriculum in a School Setting**
Tyler C. Re, MA, Annette Griffith, PhD, Chrystal Jansz Rieken, PhD, and Julie Ackerlund-Brandt, PhD, BCBA-D, LBA, The Chicago School of Professional Psychology, Online
 Re, Griffith, Jansz Rieken, and Ackerlund-Brandt (2018) evaluated the effects of 2-tier pyramidal behavior skills training (BST) to train educators in the implementation of a social skills curriculum. A multiple probe across participants design was used to evaluate the functional relationship between the implementation of pyramidal BST on improvements in procedural fidelity of a social skills curriculum by the educators. The results indicated BST training can be used not just to teach skills, but to train educators to, in turn, train staff. The benefits of implementing a Pyramidal BST model will be further discussed.
- 22. Social Skills Training: The Building Block for Improved Educational Outcomes**
Jessica Simpson, MEd, Stephanie Hopkins, MEd, Stacy M. Hirt, EdS, and Chad Rose, PhD, University of Missouri, Columbia, MO
 Social skills training programs are imperative to decrease challenging behaviors and increase student success. The use of technology is becoming more important in meeting the needs of 21st century students. This session will describe exemplars in high- and low-tech social skills programs, and the impact on school-aged youth.
- 23. Addressing Self-Injurious Behaviors Within Inclusive Settings: A Four-Step Assessment and Intervention Plan Checklist**
Jason Robinson, PhD, BCBA-D and Tracy Mueller, PhD, BCBA-D, University of Northern Colorado, Greeley, CO
 Special education teachers often report that behavior-based professional development trainings providing practical and implementation-ready strategies are infrequently offered by their school districts. This poster attempts to address this issue by providing educators with a four-step checklist for addressing problem behaviors within inclusive settings. Strategies include: (1) identifying functions of problem behaviors; (2) implementing proactive, function-based behavioral interventions, as well as teaching and reinforcing socially acceptable replacement behaviors; (3) monitoring student progress and fidelity of implementation through data collection and analysis; and (4) fading interventions to facilitate long-term success. Each step is described in detail using a case study vignette about a fifth-grade student who engages in self-injurious behaviors.
- 24. Parent Connectors: Supporting Parents of Students with EBD**
Jennifer Farley, PhD, Jacqueline Huscroft-D'Angelo, PhD, and Kristin Duppong Hurley, PhD, University of Nebraska-Lincoln, Lincoln, NE
 Parent-to-parent support for families of a child with EBD are an innovative method to improve parental involvement. The goal of this poster is to describe the components and evidence-base for Parent Connectors to improve educational and mental health outcomes for youth with EBD. The focus will be on lessons learned from a randomized trial of Parent Connectors and how schools can implement effective parent support programs.
- 25. Speech-Language Pathologists' Reported Knowledge and Training in Behavior Management**
Erin Stehle, MS, CCC-SLP, Bryce Deering, BS, Kelsey Turner, MS, and Jason Chow, PhD, Virginia Commonwealth University, Richmond, VA
 Speech-language pathologists' (SLP) reported knowledge about and implementation of research based strategies were examined. A total of 135 SLPs completed the researcher-developed survey, Behavior Management Preparation of SLPs. The majority of SLPs (90%) reported they did not receive a course in behavior management training during their graduate training, and the majority (96%) agree or strongly agree behavior management strategies are important for SLPs. On average, the participants (52%) reported they experience challenging behaviors several times a day and at least all of the participants reported they experience challenging behaviors once a week. The survey is used to identify targets for improved training in behavior management for SLPs during pre-service and in-service.
- 26. Exploring the Role of Child Language Skills in Student-teacher Interactions**
Kelsey Turner, MEd, Virginia Commonwealth University, Richmond, VA
 The comorbidity of language and behavior problems in children and youth is well documented. However, little is known about how these deficits impact student-teacher interactions in the classroom. The purpose of this study is to explore the relations between children's language skills and student-teacher interactions in children with and without risk for EBD and in children with or without risk for specific language impairment (SLI). To this end, we will examine patterns of student-teacher interactions within four subgroups of kindergarten students: (1) children at risk for SLI, (2) children at risk for EBD, (3) children at risk for SLI and EBD, and (4) typically-developing peers. Specifically, we coded for frequency of positive and negative interactions, as well as reported on students' and teachers' perceptions of their relationships with each other. We will discuss limitations of this pilot study, and explore future directions for research.

8:00 – 11:00 p.m.

SYMPOSIUM PARTY

ATLANTA

LIP SYNC BATTLE, DJ, DANCING, GAMES, COMPETITION, PRIZES, CASH BAR AND SNACKS

Join us for MSLBD's Friday Night Party! Yes, that's right, here's your chance to show off your Lip Sync talents and win fabulous prizes! Individuals and groups, talented and otherwise are encouraged to participate! Bring your drink coupon from the take-home bag for a free beverage. Don't miss the fun!

SATURDAY, FEBRUARY 23, 2019

8:00 – 11:45 a.m.

Symposium Registration/Information Desk Open

CHICAGO FOYER

9:00 – 11:30 a.m.

CONCURRENT TWO HOUR SESSIONS

1. **Bully Prevention: Everything You Need to Know and More****Chad Rose, PhD**, Associate Professor, University of Missouri, Columbia, MO

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.

SAN FRANCISCO

2. **Building a Better SPED Team: Tips to Train and Supervise Your Paraprofessionals****Jessica Nelson, MS, BCBA, LBA**, Instructor, Kansas State University, Manhattan, KS and **Scott Fluke, PhD**, Emotional Disturbance Program Facilitator, Olathe Public Schools, Olathe, KS

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.

ATLANTA

3. **Update on Legal Developments in Special Education: What Special Education 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

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.

CHICAGO

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

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!

NEW YORK

11:30 a.m.

Adjournment and Hotel Checkout

2019 AWARD AND STIPEND RECIPIENTS

MSLBD annually recognizes individuals for several awards related to outstanding service to individuals with EBD. The organization also seeks to encourage outstanding scholarship in doctoral or master's training, and provides a one-time stipend to assist students pursuing a doctoral or master's in special education with a program emphasis in EBD or closely related field. We would like to congratulate the recipients of this year's awards.

Outstanding Leadership Award

Dr. Joseph Wehby, Peabody College, Vanderbilt University

Outstanding Building Leadership Award

Gina Keirns, Tri-City Day School, USD 261

Building Bridges: Seeds for Program Development Stipend

Carrie Fairbairn, Holling Heights Elementary School,
Millard Public Schools

Doctoral Degree Stipend

Emily Gregori, Purdue University
Elisabeth J. Kane, University of Nebraska-Lincoln

Stipend applications and individual award nominations are due each year on November 1. A complete list of available awards, due dates, and nomination forms may be viewed on our website: www.mslbd.org.

PRESENTERS

Adamson, Reesha, radamson@missouristate.edu

Ahn, Soo, sooyahn@iastate.edu

Balluch, Felicity, fballuch@peru.edu

Blanchat, Cherie, cherieb@tasnsmhi.org

Bowman-Perrott, Lisa, lperrott@tamu.edu

Bricko, Nicole, nicole.bricko@huskers.unl.edu

Bross, Leslie, leslie.bross@ku.edu

Burgess, Janet, jan.burgess@nkschools.org

Carreon, Adam, adam.carreon@ku.edu

Coleman, Meghan, meghan.s.coleman@okstate.edu

Connelly, Jeanne, jeannem@iastate.edu

Cook, Clayton, ccook@umn.edu

Craig, Stephanie L., craigsl@ku.edu

David, Marie, david20@purdue.edu

Deering, Bryce, deeringbt@vcu.edu

Drury, Jodi, jdrury9@yahoo.com

Dulas, Heather, heather_dulas@tamu.edu

Dunn, Claudia, claudiamdunn@tamu.edu

Duppong Hurley, Kristin, kristin.hurley@unl.edu

Ennis, Robin Parks, rennis@uab.edu

Espelage, Dorothy, espelage@ufl.edu

Fairbairn, Carrie, cfairbairn@mpsomaha.org

Farley, Jennifer, jfarley3@unl.edu

Fluke, Scott, smfluke@olatheschools.org

Follis, Shannon, sfollis@center.k12.mo.us

Forsberg, Malinda, malindaforsberg@gmail.com

Gann, Candace, candace.gann@okstate.edu

Garman, Carol, garmanc@missouri.edu

Gavornik Browning, Laura, laura.browning@mizzou.edu

Gregori, Emily, egregori@purdue.edu

Guo, Xiaojie (Jieni), guo519@purdue.edu

Hirt, Stacy, srmhcd@mail.missouri.edu

Hodges, Jessica, jhodges@center.k12.mo.us

Hopkins, Stephanie, sand54@mail.missouri.edu

Huffman, Jonathan, jonathan.huffman@ku.edu

Huisinga, Shawn, Shawn.Huisinga@indstate.edu

Hurford, David, dphurford@pittstate.edu

Hurt, DeVaughn, dee_hurt@isdschools.org

Huscroft-D'Angelo, Jacqueline, jindangelo@unl.edu

Ingles, Kristina, kristinaingles@tamu.edu

Jadali, Farhad, fjadali@501labs.com

Johns, Beverley, beverleyjohns@mac.edu

Jones-Bromshenkel, Melissa, MIjones2@eiu.edu

Kane, Elisabeth J., elisabeth.kane@huskers.unl.edu

Katsiyannis, Antonis, antonis@demson.edu

Kim, So Yeon, kim1622@purdue.edu

Kolbe, Tom, tkolbe@lps.org

LaCava, Paul, placava@ric.edu

Landrum, Timothy, t.landrum@louisville.edu

Lory, Catharine, luo171@purdue.edu

Losinski, Mickey, mlosins@ksu.edu

Majeika, Caitlyn, caityln.e.majeika@vanderbilt.edu

Martin, Raina, rmartin@cpsk12.org

McCollom, Lizzie, elizabeth.mccollom@mail.missouri.edu

McNiff, Matthew, mmcniff@esu5.org

Mitchell, Barbara, mitchellbs@missouri.edu

Moore, Kim, moorekg@missouri.edu

Motta, Janice, janice.motta@lsr7.net

Mueller, Tracy, tracy.mueller@unco.edu

Neely, Leslie, Leslie.Neely@utsa.edu

Nelson, Jessica, jessnelson@ksu.edu

Nyden, Tammy, nyden@grinnell.edu

O'Connor, Karen, okonorkv@health.missouri.edu

Otten, Kaye, kayeotten@mac.com

Otto, Claudia, claudia.otto@okstate.edu

Peterson, Reece, rpeter1@unl.edu

Piro, Seth, spiro@nwaea.org

Randolph, Jena, randolphj@missouri.edu

Re, Tyler C., tre@ego.thechicagoschool.edu

Rees, Megan, meganr@usd383.org

Renn, Mike, mrenn@lps.org

Richman, David, D.Richman@ttu.edu

Rieken-Gross, Barbara, brieken@esu5.org

Rinehart, Tara, tara.rinehart@wayne.k12.in.us

Robbins, Lisa, lrobbins@ucmo.edu

Robinson, Jason, jason.robinson@unco.edu

Rose, Chad, rosech@missouri.edu

Sanders, Sara, sasndrs@ksu.edu

Schnitz, Alana, aschnitz@ku.edu

Scott, Terrance, t.scott@louisville.edu

Shaw, Ashley, shaw4@ksu.edu

Sheldon, Christin, christins@tasnsmhi.org

Simpson, Jessica, jnsc55@mail.missouri.edu

Slama, Claire, cslama@cpsk12.org

Smith, Carl, csmith@iastate.edu

Speelman, Ryan, rspeelman@pittstate.edu

Stehle, Erin, estehle@vcu.edu

Stickle, Lee, lees@tasnatbs.org

Tagel, Jodie, tagel.jodie@westside66.net

Teagarden, Jim, mrt@ksu.edu

Tipton, Lizzie, ertgx2@mail.missouri.edu

Townlain, Becca, rtownlain@cpsk12.org

Travers, Jason, jason.travers@ku.edu

Trout, Alex, Alex.trout@unl.edu

Tucker, Vanessa, tuckerve@plu.edu

Turner, Cheryl, cheryl.turner@unl.edu

Turner, Kelsey, tumerk3@vcu.edu

Van Acker, Eryn Y., eryn.vanacker@gmail.com

Van Camp, Alyssa, alyssa.m.van.camp@vanderbilt.edu

Vanderplas-Lee, Sallye, sslee1@mpsomaha.org

Wang, Danni, wang2896@purdue.edu

Warmbrodt, Pam, pwarmbrodtkwc@gmail.com

Watson, Emma, emma.watson@ku.edu

Watson, Kelli, kpwatson2000@gmail.com

Wehby, Joseph, joseph.wehby@vanderbilt.edu

West, Hannah, hannah.west@okstate.edu

Wikler, Josh, joshua.wikler@kckps.org

Wilkerson, Linda, linda@kansasmstss.org

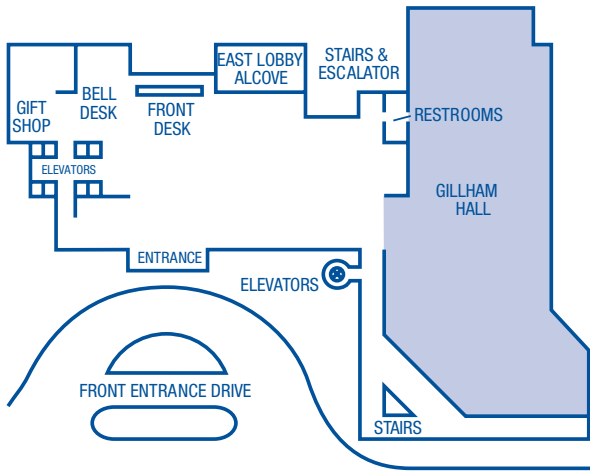
Wills, Howard, hpwills@ku.edu

Yell, Mitchell, myell@mailbox.scedu

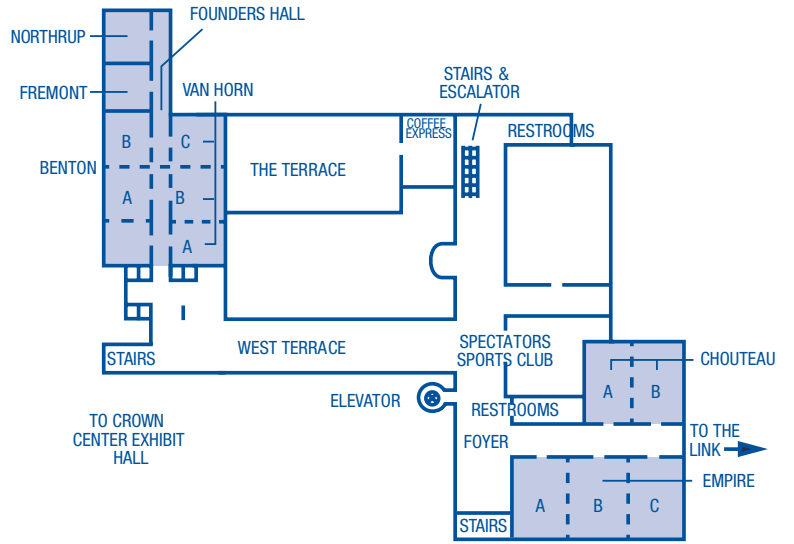
Zimmerman, Kathleen Lynne, kathleen.zimmerman@ku.edu

HOTEL MAP

LOBBY LEVEL



MEZZANINE LEVEL



BALLROOM LEVEL

