MSLBD

**MIDWEST SYMPOSIUM FOR LEADERSHIP
IN BEHAVIOR DISORDERS**

SYMPOSIUM 2018

February 22-24, 2018

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-sixth 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, Texas, Washington, and Wyoming have once again joined in planning a forum to examine many of the important issues facing teachers and parents of students with emotional/behavior and autism spectrum disorders. 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
Mary Jo Anderson, University of North Carolina-Charlotte
Falicity Balluch, Peru State College, Nebraska
Susan Bashinski, Missouri Western State College
Marc Benedetto, Westside Schools, Omaha, Nebraska
Lisa Bowman-Perrott, Texas A&M University
Jill Buchan, Upper Iowa University
Richard Carter, University of Wyoming
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
Nicholas Gage, University of Florida
Deborah Griswold, University of Kansas
James Hogan, University of Washington
Joan Johnson, Olathe, Kansas
Marilyn Kaff, Kansas State University
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, Perdue University, Indiana
Matt McNiff, Nebraska Education Service Unit 5
Jessica Nelson, Kansas State University
Emilie Ney, Berry University, Florida
Regina Oliver, Nebraska Education Service Unit 5
Kaye Otten, University of Central Missouri
Mike Paget, Overland Park, Kansas
Reece Peterson, University of Nebraska-Lincoln
Corey Pierce, University of Northern Colorado
Lisa Robbins, University of Central Missouri
Chad Rose, University of Missouri
Kelcey Schmitz, Center for the Improvement of Student Learning, Washington
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

2

THURSDAY, FEBRUARY 22, 2017

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. **Creating an Optimal Classroom Environment: Simple Strategies to Improve Behavior and Learning**   ATLANTA

    Lee Kern, PhD, Professor and Director, Center for Promoting Research to Practice, College of Education, Lehigh University, Bethlehem, PA

    Teachers often struggle to manage the behavior of diverse learners with varying emotional and behavioral needs. With larger classrooms and fewer resources, it is increasingly difficult to create an environment that meets the needs of all students. Thus, it is even more important to use proactive and preventive strategies to create an optimal learning environment. In this session, we will describe several assessments that teachers can use to evaluate their classrooms for the presence of important environmental features to support behavior and learning. We will then describe a number of specific strategies to strengthen the classroom structure. In addition, we will discuss instructional approaches that can be immediately incorporated into instruction to enhance student engagement and motivation.

2. **Classroom and Behavior Management 2.0: Taking Basic Principles to the Next Level**   NEW YORK

    Timothy J. Landrum, PhD, Professor and Interim Associate Dean for Research and Innovation, University of Louisville, Louisville, KY

    Students with or at risk for EBD present extraordinary academic and behavioral challenges. Decades of research show that a few simple behavioral principles guide our best efforts to address these challenges – but these principles alone (e.g., positive and negative reinforcement, extinction, differential reinforcement) have not solved our most persistent challenges. In this session, we take our understanding of these basic principles to new levels by focusing on key features of our most promising interventions. Namely, our best interventions are antecedent, in that they prevent behavior problems from occurring and set students up for success, and they are instructional, in that they involve actively teaching and reinforcing the skills and behaviors students need to succeed. We review examples of such strategies (e.g., choice, behavioral momentum, precision requests), and walk through planning templates that help practitioners design, implement, and monitor the impact of these interventions.

3. **School-Wide Frameworks and Interventions to Improve Student Behavior and Engagement**   CHICAGO

    Catherine P. Bradshaw, PhD, Associate Dean for Research and Faculty Development, Curry School of Education, University of Virginia, Charlottesville, VA and *Kristine E. Larson, EdD,* Postdoctoral Fellow and School Coach, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

    The presenters will provide an overview of three preventive interventions aimed at improving student behavior and engagement. Specifically, presenters will discuss the continuum of evidence-based practices used across multiple tiers within the Maryland Safe and Supportive Schools (MDS3) Project in both high schools and middle schools. The presentation will also discuss the implementation of an integrated Positive Behavior Interventions and Supports/Restorative Practices (RP/PBIS) model disseminated within the MDS3 Middle School Project. Lastly, presenters will provide an overview of Double Check, a school-wide framework to increase staff cultural proficiency and student engagement, with the goal of reducing disproportionality.

4. **Self-Regulated Strategy Development: An Evidence-Based Practice for Improving Reading and Writing Outcomes for Students with EBD**   SAN FRANCISCO

    Robin Parks Ennis, PhD, BCBA-D, Assistant Professor, University at Birmingham, Birmingham, AL and *Sara Sanders, MA,* Doctoral Student, Kansas State University, Manhattan, KS

    Self-regulated strategy development (SRSD) is an evidence-based practice for use with struggling readers and writers with emotional and behavioral disorders (EBD) as well as other learners. During this session, participants will learn the stages of SRSD for writing instruction as well as SRSD strategies for teaching narrative, expository, and argument writing. This session will involve lecture, videos, and modeling to illustrate the SRSD process. Free online resources will be shared with participants.

5. **Relationships: The Key to all Students Success**   EMPIRE

    Dominique Smith, EdD, Director of Student Support and Vice Principal and *Javier Vaca, EdD,* National Board Certified Teacher and Education Consultant, Health Sciences High & Middle College, San Diego, CA

    In this session, we will refocus on how to create positive student-teacher relationships. As Hattie's work shows, teacher-student relationships can have a positive effect on a student's growth and achievement. We will focus on the philosophy of restorative practices and how using effective language, impromptu conversations and circles can help create the balance of managing a classroom while building relationships. Dominique will share his experience of working at Health Sciences High and Middle College in San Diego, and how they have regained the power of using relationships with students. Simply stated, students do not learn from adults they don't care about. The focus of restorative practices is to drift away from punitive practices and the refocus of using conversation and understanding to help restore situations.

11:00 a.m. – 5:00 p.m. Exhibits

We invite you to visit the Exhibits and help us welcome the representatives who have joined us for the 2018 Symposium.

12:00 - 1:30 p.m. **Lunch, on your own**

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

1:30- 4:30 p.m. **AFTERNOON HALF-DAY PRESYMPOSIUM WORKSHOPS**

6. ***BCBAs, PBIS, and IEPs: An Alphabet Soup to Support Student Outcomes**

    SAN FRANCISCO

    Ilene S. Schwartz, PhD, BCBA-D, Director, Haring Center for Inclusive Education, Affiliate Center on Human Development and Disability, University of Washington, Seattle, WA

    Supporting students with disabilities and their families takes a village. The village includes the student, their peers, family members, friends, and a variety of professionals from different disciplines. Sometimes these professionals let their disciplinary differences create barriers to providing seamless services to students and families. The purpose of this presentation is to discuss strategies that BCBAs can employ to work collaboratively with other professionals to enhance outcomes for students with disabilities. (*BCBA CEUs Available)

7. **Forget "Reality TV!" "Reality Teaching" is What's Up for Culturally Responsive Behavior Management**

    ATLANTA

    Brenda L. Townsend Walker, PhD, JD, Professor, University of South Florida, Tampa, FL

    This interactive and engaging workshop focuses on culturally responsive and respectful behavior management teaching strategies. Dr. Townsend Walker provides insights from her work and research with African American learners. She demonstrates both proactive and intervening strategies relative to the behaviors that often result in those students disproportionately receiving office referrals and in- and out-of-school suspensions. Strategies are also included to forge authentic partnerships with families in urban and low-income communities. Lastly, participants will customize culturally responsive action plans tailored for their own unique settings.

8. **Improving Motivation and Decreasing Disruptive Behaviors in Individuals with Autism Spectrum Disorder**

    NEW YORK

    Lynn Kern Koegel, PhD, Clinical Professor, Stanford Medical School, Department of Psychiatry, Santa Barbara, CA

    This session provides an overview of Pivotal Response Treatment (PRT) - PRT is a naturalistic intervention model derived from ABA approaches. Rather than target individual behaviors, PRT targets pivotal areas of a child's development, such as motivation, responsivity to multiple cues, self-management, and social initiations. By targeting these critical areas, PRT results in widespread, collateral improvements in other social, communicative, and behavioral areas that are not specifically targeted. This presentation will review research-supported motivational strategies that have been shown to significantly increase child engagement in learning opportunities, thus increasing the speed of new skill acquisition and decreasing disruptive behavior. Strategies for motivating children to self-initiate language will also be discussed, as research shows that initiations are critical for more positive long-term outcomes in children with autism. Finally, as many children with ASD show very little interest in academic assignments and exhibit disruptive behavior when assignments are presented, this session will review how these motivational variables can be incorporated into academic tasks to improve performance and interest.

9. **Advanced Topics in Classroom Management: Going Beyond the Basics**

    CHICAGO

    Ashley MacSuga-Gage, PhD, Clinical Assistant Professor of Special Education and *Nicholas Gage, PhD,* Assistant Professor of Special Education, University of Florida, Gainesville, FL

    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 23

**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 help us welcome the representatives who have joined us for the 2018
Symposium.   **BALLROOM
LEVEL
FOYER**

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

RELATIONSHIPS! Active Ingredient, or Minor Sidelight to Success

- How do we describe and measure the impact of relationships – what is the evidence?
- What has been the importance of relationships in each of our own lives?
- What has been the importance of "relationships" with the children, youth, and families we serve?
- Do our interventions to change behavior rely on relationships?

The MSLBD keynote will provide four short, intense, "Ted Talk-like" responses to these and other questions about the role of
relationships in effectively serving students with behavioral needs. Each speaker will examine these questions from their own
personal as well as professional perspective.

Nicholas A. Gage, PhD, Assistant Professor, University of Florida, Gainesville, FL

Andrew Allen, President and CEO YSS, Ames, IA

Catherine DeSalvo, MS, Supervisor MTSS-B, Omaha Public Schools, Omaha, NE

Terrance Scott, PhD, Professor and Distinguished University Scholar, Director, Center for Instructional and Behavioral
Research in Schools, University of Louisville, Louisville, KY

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

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

KEYNOTE STRAND   **NEW YORK**

Measuring and Understanding Teacher and Student Relationships: What We Know and Don't Know

Nicholas A. Gage, PhD, Assistant Professor, University of Florida, Gainesville, FL

This session will provide an overview of research measuring teacher/student relationships and what we've learned from that
research. We will then discuss limitations of research on teacher/student relationships and describe new, cutting-edge approaches to measuring and understanding those relationships.

MASTER TEACHER STRAND   **CHOUTEAU**

**Interconnected Systems: Two Perspectives of Bridging School Mental Health and Educational
Programming**

Stacy Hirt, EdS, University of Missouri, Columbia, MO; *Rachel Jones, MEd, LPC,* Burrell Behavioral Health, Columbia, MO; *Reesha
M. Adamson, PhD,* Missouri State University, Springfield, MO

An exemplar partnership between a school district and a mental health agency that has developed interconnected
systems and education programming will be presented. Presenters will communicate perspectives from both
viewpoints on the systematic organization of services focusing on identification, communication, data, fidelity, and
effective partnerships. (Level: Intermediate|Advanced)

IGNITE SESSION   **EMPIRE C**

Brief Stories of Inspiration from the Special Education Community

Theo Fundermann, Interventionist, Liberty School District, Liberty, MO; *Cassandra Hunt,* Doctoral Student, University
of Kansas, Lawrence, KS; *Matthew McNiff,* Parent and SPED Director, ESU 5, Beatrice, NE;

This Ignite Session is set with a series of five-minute talks by a student, parent, teacher, administrator, 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)

Strategies for Educators to Address Symptoms of Trauma Among Students with Behavioral Needs in School — ATLANTA

Natalie Hoff, MA, Elisabeth J. Kane MA, Nicole Bricko, MA, Reece L. Peterson, PhD, University of Nebraska-Lincoln, NE

It is estimated that 1 in 4 children experience a traumatic event that will impact their ability to learn. Educators are becoming increasingly aware of the adverse life experiences of their students, and the long-term impact of these events. This session will define psychological trauma, and the behavioral effects of trauma and chronic stress for students in school. We will discuss school-based strategies that should be employed to provide trauma-sensitive care to all students, as well as those practices that are used in schools which could be harmful for students who have experienced trauma. Trauma-focused care within the community will also be discussed in order to inform participants of the treatment goals and components included in these interventions. The session will employ case examples of students who have experienced trauma, including discussion of risk and protective factors that impacted treatment effectiveness and outcomes for each student. (Level: Intermediate | Advanced)

Bully Prevention and Intervention: Using a Behavioral Screener to Drive Instruction — CHICAGO A

Chad A. Rose, PhD, Stephanie Nagel, MA, Jessica Simpson, MA, Christopher D. Eakle, BA, University of Missouri, Columbia, MO

Bullying is a pervasive problem among school-aged youth. Students with disabilities are disproportionately involved in the bullying dynamic as perpetrators and victims. Unfortunately, traditional bully prevention approaches have resulted in mixed outcomes, leading to the recommendation of implementing targeted skill-based intervention for youth who are at increased risk for involvement. This session will detail the use of a behavioral screener to identify youth at-risk for bullying involvement, and describe how to develop targeted skill-based interventions, including social and communication skills, for those identified as at-risk. Additionally, this session will discuss how to adapt the screener and interventions for students in grades K-12. (Level: Intermediate)

*Sensory or Behavior? Teasing out Behavioral Functions — CHICAGO B

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

Many students with autism engage in repetitive behaviors that may appear to serve a sensory function (for example: hand flapping, scripting). It can be difficult to determine the true function of these behaviors. Additionally, if used inappropriately sensory-based strategies can inadvertently reinforce interfering behaviors. This session will discuss strategies for educators to identify the function of repetitive behaviors and how to determine the effectiveness of strategies put into place. (Level: Intermediate) (*BCBA CEUs Available)

Trauma Informed Pedagogy: Fight, Flight, Freeze! What's a teacher to do? — CHICAGO C

Christine Anderson, PhD, Western Illinois University, Moline, IL; *Kimberly Holliday, Tiffany Steverson,* Davenport Community School District, Davenport, IA

Teachers need trauma informed pedagogy to work with disruptive behavior that may or may not be related to a disability. An inner-city school created a mentor program to improve instructional strategies for all students exposed to trauma. The methods and successful interventions will be shared. (Level: Basic/Introductory | Intermediate | Advanced)

*Teach Like Skinner Is Watching: Embedding Operant Learning Strategies within Explicit Reading and Writing Instruction — EMPIRE A

Casey Chauvin, MEd, BCBA, Caitlyn Majeika, MEd, Lauren LeJeune, MEd, Vanderbilt University, Nashville, TN; *Sarah Wilkinson, MA,* University of Connecticut, Storrs, CT; *Kathleen Zimmerman, MEd,* Vanderbilt University, Nashville, TN

Students with or at-risk for emotional or behavioral disorders often have comorbid behavior and academic deficits, especially in the areas of reading and writing. Given the negative relationship between problem behavior and the effectiveness of early literacy intervention efforts, effective and meaningful instruction of students with EBD requires the use of both evidence-based instructional and behavioral strategies. Using core concepts from the field of applied behavior analysis, the presenters will model how practitioners can embed operant learning strategies within explicit reading and writing instruction for elementary students. Attendees will leave the session equipped with the skills to create purposeful reading and writing lessons that combine explicit academic instruction and operant learning strategies to address behavior. (Level: Basic/Introductory) (*BCBA CEUs Available)

Evidence-Based Practices for Transition-Age Youth with Autism in Employment Settings — EMPIRE B

Leslie Bross, MS, Jason Travers, PhD, BCBA-D, University of Kansas, Lawrence, KS

Presents evidence-based practices for supporting social skill development of transition-age youth with autism during integrated employment experiences in their local communities. Step-by-step instructions for applying technology-aided instruction and visual supports to support employment skills acquisition and mastery will be shared. (Level: Basic/Introductory | Intermediate)

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

CONCURRENT BREAKOUT SESSIONS – SET 2

KEYNOTE STRAND   NEW YORK

#MeToo: The Power of Sharing Our Personal Stories

Andrew Allen, President and CEO YSS, Ames, IA

Andrew will facilitate an interactive conversation about the power of sharing personal stories to both address stigma and also create social change. Through his personal experience of sharing his story, and building on the transformative #MeToo movement, this session will empower participants to put their personal stories to work...for good.

MASTER TEACHER STRAND   CHOUTEAU

Tier 2 and Tier 3 Interventions: Practical Approaches for Every Day Educators

Felicity Balluch, EdD, Peru State College, Peru, NE; *Megan Rees, MS,* Manhattan-Ogden School District, Manhattan, KS

Our presentation will focus on Tier 2 interventions, which will allow educators to expand instruction for students who are failing to make adequate progress with Tier 1 classroom lessons and interventions. Furthermore, Tier 3 interventions, which are designed to address significant problems displayed by the most challenging and non-responsive students and those which require specific and careful planning will be explored. (Level: Intermediate)

Alternatives to Suspension: Keeping Students in School Using the DETECT Process   ATLANTA

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

This practical session provides a whole array of alternatives to suspension designed to teach and keep students in school. Utilizing the DETECT process, educators should Define the Behavior, Determine the Expectations for Appropriate Behavior, Teach the Behaviors, develop Earned Privileges and determine logical consequences for inappropriate behavior. Individuals will also be given suggestions on how to track the data to determine whether their strategies are appropriate. (Level: Basic/Introductory)

Gaining More Time to Teach and More Time for Students to Learn: The CW-FIT Program   CHICAGO A

Howard P. Wills, PhD, Juniper Gardens Children's Project-University of Kansas, Kansas City, KS; *Paul Caldarella, PhD,* Brigham Young University, Provo, UT; *Joseph H. Wehby PhD,* Vanderbilt University, Nashville, TN

Teachers need more time to teach and students need more time to learn. Off-task and disruptive behaviors interfere with these needs and hinder academic performance. This session will introduce the evidence-based CW-FIT program. Participants will learn through examples, videos, and will be given access to free on-line resources supporting implementation. (Level: Basic/Introductory| Intermediate)

*Integrating Social Skills Across the Tiers: Illustrations from Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention   CHICAGO B

Kathleen Lynne Lane, PhD, BCBA-D, Mark Buckman, MSEd, University of Kansas, Lawrence, KS; *Eric Alan Common, PhD, BCaBA,* University of Michigan-Flint, MI; *Grant Allen, MSEd,* University of Kansas, Lawrence, KS

Comprehensive, integrated, three-tiered (Ci3T) models of prevention offer a cohesive approach to supporting students' needs across academic, behavior, and social domains. Data-informed decision-making processes and evidence-based practices for intervening on behalf of students are fundamental to three-tiered models of prevention. This session will focus on integrating social skill instruction into three-tiered systems with an emphasis on: a) using schoolwide data sources to connect students to supports, b) teaching schoolwide social skills curricula, c) supporting students with Tier 2 needs. Tools for monitoring treatment integrity, social validity, and student outcome data will be discussed. (Level: Intermediate) (*BCBA CEUs Available)

Designing Token Economies and Point Systems: Research and Guidelines for Implementation   CHICAGO C

Megan Boyle, PhD, BCBA-D, LBA, Brittany Fudge, Missouri State University, Springfield, MO

The purpose of this session is to familiarize audience members with research on token economies and point systems used with children with problematic behavior. Specifically, we will present key research findings, guidelines informed by research, and methods of troubleshooting existing systems when those systems are not successful. Research and guidelines will be discussed particularly in relation to early childhood, elementary, and home settings. (Level: Intermediate)

*Adapting Classroom-Based Antecedent Interventions for Diverse Students   EMPIRE A

*Kathleen N. Zimmerman, MEd, Casey Chauvin, MEd, BCBA, Caitlyn Majeika, MEd, V*anderbilt University, Nashville, TN

Although antecedent interventions may be generally effective for improving engagement and decreasing problem behavior, teachers often have to modify or adapt the procedures or product to meet the needs of the diverse group of students in today's classrooms. This talk will review three commonly used antecedent interventions: environmental arrangement, choice, and curricular revision. The core features of each intervention will be briefly explained, then ways to modify or adapt the process, content, and product for diverse learners will be identified. Finally, attendees will create planned modifications for at least one antecedent intervention to be used in their classrooms. (Level: Basic/Introductory) (*BCBA CEUs Available)

Training Teachers and Paraprofessional Educators to Collect Data on Evidence-Based Practices EMPIRE B

James Hogan, MA, Michael Mahoney, MA, University of Washington, Seattle, WA

This session will focus on training techniques in data collection for evidence-based practices. Practitioners in attendance will learn how to train and support teachers and paraprofessionals in data collection on evidence-based practices in elementary and secondary classroom settings. Practitioners will walk away with techniques and tools to aide in progress monitoring and supporting students with specific behavioral needs through the implementation of evidence-based practices. (Level: Basic/ Introductory | Intermediate)

The Growing Concerns Regarding the Use of Police Officers in Schools EMPIRE C

Joseph B. Ryan, PhD, Jennifer Counts, MEd, Clemson University, Clemson, SC

There have been an increasing number of incidents where police officers have been used in schools to manage student disciplinary issues with disastrous results. Court cases brought by parents and advocacy groups claim police have traumatized and injured students as young as six years of age. This presentation addresses several critical issues concerning the use of police officers in schools, including (a) being used to manage student misbehavior, (b) lack of training in dealing with youth, (c) lack of policies regulating roles and responsibilities, and (d) inadvertently promoting a school to prison pipeline. The presentation also provides recommendations and best practices for future use. (Level: Intermediate)

12:30 - 2:00 p.m. **Lunch, on your own**
Spectators Restaurant and The Link in the Sheraton, Brasserie Restaurant at the Westin, Milano Italian Dining, Crayola Café and Food Court available at the Crown Center Shops.

2:00 - 3:00 p.m. **CONCURRENT BREAKOUT SESSIONS – SET 3**

KEYNOTE STRAND NEW YORK B
In It for the Long Haul
Catherine DeSalvo, MS, Supervisor MTSS-B, Omaha Public Schools, Omaha, NE
How to flourish in your classroom, maintain warm relationships with students and seek out sustainable relationships with mentors and mentees.

MASTER TEACHER STRAND CHOUTEAU
Whose Future Is It Anyway? Considering the Student-Directed IEP Process
Carrie Fairbairn, MEd, Millard Public Schools, Omaha, NE; *Jodie Tagel, MEd,* Westside Community Schools, Omaha, NE

Participants in this session will learn about the advantages of elementary level student-led IEPs, and specific teacher-friendly and teacher-tested activities to begin implementation of a student-led IEP program in their setting. Strategies used to support students in the writing and development of their IEP will be shared. Attendees will learn about tools to increase self-advocacy and self-determination. Participants will receive links to resources, activities and other "freebies" associated with student-led IEPs. (Level: Basic/Introductory | Intermediate)

Increasing Role of Medication Therapy for Managing Student Behavior NEW YORK A

Joseph Ryan, PhD, Clemson University, Clemson, SC

It is estimated that up to 6 million children take psychotropic medications for the treatment of mental health prob¬lems. The highest prevalence rates (50% - 76%) are typically found among students with special needs, especially among those with ADHD and emotional disturbance. IDEA and Section 504 require medications be administered by schools whenever it is deemed necessary for the child to have access to educational services. However, these requirements do not provide guidance regarding the safest and most efficacious manner in which psychotropic medications should be administered. This session reviews existing state medication policies and guidelines to assess the level of guidance cur¬rently provided to school staff. It will also provide an overview of: (a) commonly prescribed psychotropic medica¬tions, (b) behavioral reasons specific medications are typically prescribed for, (c) desired therapeutic outcomes of each medication, and (c) potential adverse side effects. (Level: Basic/Introductory | Intermediate | Advanced)

*Empowering Teachers with Low-Intensity Strategies: An Illustration of Instructional Choice Implementation in 3rd Grade Reading and Math CHICAGO A

Robin Parks Ennis, PhD, BCBA-D, University of Alabama at Birmingham, Birmingham, AL; *Kathleen Lynne Lane, PhD, BCBA-D,* University of Kansas, Lawrence, KS; *Wendy Peia Oakes, PhD,* Arizona State University, Tempe, AZ

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. This presentation will share results of two investigations that utilized limited university support to enable teachers to implement instructional choice while simultaneously collecting direct observation data on student performance. Results of investigations using between-activity choices in reading with 2 student/teacher pairs and using within-activity choices in math with 4 student/teacher pairs as well as details on the professional development model used to empower teachers will be presented. (Level: Basic/Introductory | Intermediate) (*BCBA CEUs Available)

Investigating the Use of TWA Reading Strategy to Improve Reading Comprehension of Students with Disabilities

CHICAGO B

Sara Sanders, MA, Nicole Wiseman, MS, Mickey Losinski, PhD, Kansas State University, Manhattan, KS

Academic and behavioral deficits are common among students with emotional and behavioral disorders (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 session aims to examine this limitation by applying a self-regulated strategy known as TWA (Think before reading, think While reading, and think After reading), in two different self-contained settings for students identified with EBD. (Level: Basic/Introductory | Intermediate)

*Taking Functional Behavioral Assessment Training to the Virtual World

CHICAGO C

Pamela Scharping, MSEd, BCBA, Kansas Autism and Tertiary Behavior Support (ATBS), *Chris Perry, MSEd,* Kansas MTSS, *Eddie Croissant,* Keystone Learning Service; Technical Assistance System Network of Kansas

In this session, we will discuss the new FBA to BIP E-learning Modules, created by partnership between Kansas TASN and Portland State University. The FBA to BIP Modules are open access and available to any educator, anywhere in the world. In this interactive session, presenters will outline the unique advantages and challenges of: adapting established and effective training materials and research into e-learning formats, cross-country collaboration, data collection, continued technical maintenance and assistance, as well as the early implementation data on the project.(Level: Intermediate) (*BCBA CEUs Available)

Middle Schools That Work: Work Experience Programs for Students with EBD

EMPIRE A

Cassandra L. Hunt, MAE, University of Kansas, Lawrence, KS

Developing school-based, competitive job placements can offer powerful interventions through which to teach work place production skills (i.e., the skills necessary to complete the job), associated academic skills (e.g., the math skills necessary to do a job), and social skills related to the job setting, as well as develop career interest and aspirations. From this session, educators will be able to: Identify the key elements of an effective work experience program for adolescents with EBD, explain the importance of the relationship between the transition specialist and the adolescent with EBD, describe the focus areas of the transition specialist who works with students with EBD, provide educators with the necessary tools and information to develop a work experience program within their home schools and/or districts. (Level: Basic/Introductory)

Understanding Nuanced Autism Symptomology in Students with High Functioning Autism and Females

EMPIRE B

Kimberly Selders, MA, Jena Randolph, PhD, Courtney Jorgenson, MEd, University of Missouri Thompson Center for Autism and Neurodevelopmental Disorders, Columbia, MO

Many students with autism in our schools are not receiving services that they need. Oftentimes we rely on identifying students with autism through an understanding of the core characteristics of the disorder. However, students with average or above average IQs and females have nuanced symptomology that may require additional training to identify. This session will provide examples of nuanced symptomology for this population of students and tools for educational professionals to utilize to enhance evaluations for special education eligibility for autism. (Level: Intermediate)

How To Avoid Behavior Speed Bumps During Mathematical Group Activities

EMPIRE C

Benjamin Riden, MEd, Penn State, University Park, PA

During group activities in mathematics classrooms students with disabilities can present challenging academic and social behaviors for both early career and veteran teachers. The authors present five efficient and effective tools that can be added to teachers' repertoires to support students with disabilities during group work. These tools include: behavior-specific praise, assigning group roles, proximity control with redirecting, interest boosting, and frequent checks for understanding. (Level: Basic/Introductory)

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

KEYNOTE STRAND

NEW YORK B

Effective Instruction and Management: Critical Elements in Developing Positive Relationships with Students

Terrance Scott, PhD, Professor and Distinguished University Scholar, Director, Center for Instructional and Behavioral Research in Schools, University of Louisville, Louisville, KY

This session will focus on the virtuous circle of effective instruction, student success, and positive relationships. Discussion will revolve around the role of the teacher in creating positive learning environments that maximize the probability of student success. Specific high-probability practices for affecting student success will be presented with examples.

MASTER TEACHER STRAND　　　　　　　　　　　　　　　　　　　　　　CHOUTEAU

"Creating a Tier 3 Program: You Don't Have to Start From Scratch"

Barb Rieken, MS, ESU 5, Beatrice, NE; *Malinda Forsberg, MS,* Lawrence Public Schools, Lawrence, KS

So you've been tasked with developing a Tier 3 program for students with EBD - where do you start? We will review essential components that are supported by research and provide takeaways you can use in your classroom on Monday. Examples include: goal cards, data collection systems, sample behavior goals, classroom management methods, and social-emotional learning strategies. (Level: Basic/Introductory | Intermediate)

Creating a Behavior Intervention Plan that You Can "Wow" Your Friends with on Monday Morning　　NEW YORK A

Matthew McNiff, PhD, Educational Service Unit #5, Beatrice, NE

The function of behavior is often the focus of conversations about the behavior of children and for good reason. After identifying the function, the real work begins by creating a behavior plan that addresses the student's need from all angles. This presentation will isolate the major components of the behavior intervention plan and the attendee will walk away with templates that are easy to use so that everyone on the team knows exactly what to do and the plan can be implemented with fidelity. Topics will include (a) defining the behavior, (b) how to identify an appropriate replacement behavior, (c) lesson planning for the replacement behavior, (d) prevention strategies focusing on curricular, environmental, and teacher modifications, (e) reinforcement systems, (f) planning for failure, (g) how to set up a systematic data collection system, and (h) plan evaluation. Attendees will have access to templates and examples to use in their district. (Level: Basic/Introductory | Intermediate | Advanced)

*When Standard Protocols Don't Work: Adapting Check-In/Check-Out to Meet Individual Student Needs　　CHICAGO A

Alyssa Van Camp, MEd, Caitlyn Majeika, MEd, Casey Bateman Chauvin, MEd, BCBA, Joseph Wehby, PhD, Vanderbilt University, Nashville, TN

Check-in/Check-out (CICO) is one of the most widely used Tier 2 interventions within the context of tiered systems of behavior support. While often applied to a group of students, not all students respond to the program in the same way. As such, teachers can use student characteristics to adapt CICO and in turn, bolster intervention effectiveness. Based on the empirical literature, this session presents ways practitioners may adapt CICO in an attempt to better align the intervention with individual student characteristics. (Level: Intermediate) (*BCBA CEUs Available)

Remembering Rich Simpson　　　　　　　　　　　　　　　　　　　　　　CHICAGO B

Jason Travers, PhD, BCBA-D and *Leslie Bross, MS,* University of Kansas, Lawrence, KS

This session will be dedicated to remembering and celebrating the extraordinary life of Richard Simpson. He was a founder of MSLBD and had a profound impact on many teachers, students, paraprofessionals, administrators, and many other educators who attended this conference. Attendees are invited to share a story about how Rich's life impacted them. A brief slideshow will be shared.

A Look in the Mirror: Teachers Reflecting on their Practice to Improve Student Behavior　　CHICAGO C

Jill Buchan, PhD, Upper Iowa University, Des Moines, IA; *Corey Pierce, PhD,* University of Northern Colorado, Greeley, CO

As teachers continue to work with students who present more diverse and intensive behavioral needs, teachers naturally seek out strategies and interventions to help manage student behaviors. Research has demonstrated a variety of strategies and interventions that are effective at managing student behavior. However, the behaviors of the teacher also impact the classroom environment. Examining classroom practice can provide insight on how to better serve children who exhibit undesirable behaviors. One small shift in the classroom environment can make a big difference in the effectiveness of instruction. It is helpful for the teacher to consider research as it relates to organization, classroom design, procedures, and processes within the learning environment. This session will include a variety of research-based, easy to implement tips and strategies for teachers to increase student success. (Level: Intermediate)

Developing an Integrated Multi-Tiered System of Support-One District's Journey　　EMPIRE A

Kaye Otten, PhD, BCBA, University of Central Missouri, Warrensburg, MO; *Emily Miller, PhD, Carrie Freeman, EdS,* Lee's Summit R-7 School District

This session will describe the multiple year journey of the Lee's Summit R-7 School District in developing a multi-tiered system of support that integrates both academics and behavior interventions. (Level: Intermediate)

Supporting Skill Acquisition and Transition for Secondary Students with Autism Through Technology Mediated Intervention　　EMPIRE B

Rose A. Mason, PhD, BCBA-D, Purdue University, West Lafayette, IN; *Howard Wills, PhD,* Juniper Gardens Children's Project – University of Kansas, Kansas City, KS

Supporting social skill acquisition and maintenance while also fostering independence for adolescents and young adults with autism can be challenging. Capitalizing on the use of technology, however, to deliver evidence-based practices can help provide the necessary support in a less stigmatizing manner. This session will discuss the use of teleconferencing, covert coaching, and self-monitoring applications to deliver high-quality interventions for adolescents and young adults with autism. (Level: Intermediate)

*Self-Monitoring is Not Just for Kids! Implementing Behavioral Interventions with Fidelity EMPIRE C

Mandy Rispoli,PhD, BCBA-D, Purdue University, West Lafayette, IN

Self-monitoring is a low-cost intervention that enables performance feedback while minimizing reliance on outside personnel. Teacher self-monitoring can increase implementation fidelity of behavioral interventions in the classroom. This session presents an overview of teacher self-monitoring research and guidelines for bringing self-monitoring into the classroom. (Level: Intermediate) (*BCBA CEUs Available)

4:15 – 6:00 p.m. POSTER SESSION ATLANTA

1. **Assessing Teacher Implementation is a Key Feature of a Positive Behavioral Support Program in an Elementary School**
Ajeeb, Alyaa, BSC, Fulbright Scholar, University of Jordan and University of Nebraska-Lincoln; *Danika Lang, BA, Suzanne Kemp, PhD,* University of Nebraska-Lincoln, Lincoln, NE
Type and frequency of teacher feedback to students has long been a topic of debate. This session will share the data from a study that will assess teacher's quality and rate of feedback to second-grade mainstream classroom students and whether it is affected by variables such as type of subject being delivered and the times during which lesson is being delivered.

2. **Barriers to Employment for Young Adults with Autism**
Leslie Bross, MS, Jason Travers, PhD, BCBA-D, University of Kansas, Lawrence, KS
This presentation examines the barriers to employment faced by young adults with autism in their postsecondary lives. Young adults with autism ages 18 and older and their parents were interviewed about their postsecondary experiences related to education, employment, and independent living. Implications for future research and practice in supporting integrated employment of young adults with autism in their local communities is discussed.

3. **Reducing Exclusion and Disproportionality in School Discipline**
Emily Beck,MEd, Tom Kolbe, PhD, Lincoln Public Schools, Lincoln, NE
Students with disabilities and boys of color are disproportionately disciplined in our schools. A building principal and a PBIS coach, currently serving a highly diverse middle school, will share a school-wide action plan and steps that reduce exclusionary practices and address disproportionality in school discipline.

4. **A Behavior Analytic Approach to Daily Behavior Report Cards**
Benjamin Riden, MEd, Pennsylvania State University, University Park, PA
A single case study was conducted to analyze the effectiveness of teaching a preservice special education teacher to implement a daily behavior report card with a female high school student with autism across three behaviors. A review of the research literature, results of the study, as well as implications for teaching practice and future research are presented.

5. **Effects of Self-Regulated Strategy Development Persuasive Writing and Self-Monitoring on Writing and Off-Task Behaviors of African American Students with EBD**
Robai N. Werunga, MS, Ya-yu Lo, PhD, University of North Carolina at Charlotte
In this session, presenters will share results from a single case study that explored the effects of Self-Regulated Strategy Development in tandem with Self-Monitoring on the writing skills and off-task behaviors of students identified with emotional and/or behavioral disabilities. Participants were 5th-grade students in a self-contained EBD classroom in a public elementary school. Implications for future research and recommendations for practice will be discussed.

6. **Girls with Emotional-Behavioral Disabilities: Caregivers' Recommendations for Educators**
Darcie Whitlow, EdD, Great Prairie Area Education Agency, Centerville, IA; *Elisabeth Rice, EdD, Karen Ihrig, EdD, Melissa Boston, MA*, George Washington University, Washington DC; *Kandace Hoppin, EdD*, Towson University, Baltimore, MD; *Amy Srsic, EdD*, University of Pittsburgh, Pittsburgh, PA; *Margaux Brown, PhD*, Augusta University, Augusta, GA; *Adelaide Kelly-Massoud, EdD, HD*, George Washington University, Washington DC
This poster outlines the findings from two studies that collected data on caregivers of girls with emotional-behavioral disabilities. Both studies generated suggestions for educators from the caregivers' perspectives about how to help their daughters.

7. **Relationships of Teachers and Students with Emotional Disturbance: Applicability of the Student-Teacher Relationship Scale**
Jaime L. Zurheide, PhD, Elmhurst College, Elmhurst, IL
This presentation will share results from a measurement study examining the applicability of a teacher-student relationship scale for students with emotional and behavioral disabilities. Issues related to measuring relationships for students with EBD will be highlighted including (1) scale reliability and validity, and (2) differences in teacher and student perceptions of relationships. Suggestions for using measures of relationship quality with teachers and students with EBD will be discussed.

8. **Increasing On-Task Behavior in an Independent Group Contingency in a Special Education Kindergarten Classroom**
Blake D. Hansen, PhD, Brigham Young University, Provo, UT
This study evaluated the effects of an independent group contingency program in a kindergarten classroom. Two children with disruptive behavior disorders and autism participated. Within a changing criterion design, we measured on-task and disruptive behaviors. The intervention consisted of teaching skills, goal setting, points, and contingent reinforcement. Each student demonstrated socially significant reductions in problem behavior and increases in on-task behavior. Results indicated that children who engage in disruptive behaviors show improvements in independent group contingencies.

9. **Increasing the On-task Behavior of Two Middle School Students with Disabilities Using Multi-Element, Function-Based Interventions**
   Kimberly Thorpe, MEd, Paris DePaepe, PhD, Missouri State University, Springfield, MO
   This poster session includes the results of two separate ABAB single-subject studies which examined whether there was a functional relationship between the implementation of two different multi-element interventions and increases in the on-task behavior of two middle school students with learning disabilities. After completing a functional behavior assessment, the off-task behavior of Becky was hypothesized to serve and obtain teacher attention function and an escape function. The off-task behavior of Dylan was hypothesized to serve escape and obtain both teacher and peer attention functions. A multi-element intervention including functional communication training, a prompt card, and increased rates of behavior specific praise (BSP) was implemented with Becky. For Dylan, an intervention package that included a new classroom rule, increased BSP, self-monitoring and the teacher's planned ignoring of off-task behavior was implemented. Both intervention packages were respectively associated with substantial increases of the on-task behavior of Becky and Dylan and a functional relationship between the interventions and increases in each student's on-task behavior was demonstrated.

10. **The Use of Teacher "Small Talk" to Address Attention Maintained Off-Task Behavior**
    Mary Howell, MEd, Paris DePaepe, PhD, Missouri State University, Springfield, MO
    The purpose of this poster session is to present the results of an ABAB study which assessed whether there was a functional relationship between the implementation of the teacher "small talk" intervention (Patterson, 2009) and increases in the on-task behavior of an 18-year old high school student with diagnosed learning disabilities. After the results of a functional behavior assessment including a brief descriptive analysis were reviewed, the off-task behavior was hypothesized to serve and obtain teacher attention function. The intervention implemented was associated with substantial increases in the on-task behavior of the student and a functional relationship between this intervention and increases in the student's on-task behavior was demonstrated.

11. **A Comparison of Preference Assessment Methods**
    Megan A. Boyle, PhD, BCBA-D, LBA, Kara L. Forck, BS, Kaitlin S. Curtis, BS, Brittany M. Fudge, Heather N. Speake, BS, Missouri State University, Springfield, MO
    The purpose of this study was to compare three methods of assessing preference for toys and activities with children diagnosed with autism spectrum disorders who engaged in problem behavior. Specifically, we were interested in the extent to which a novel approach that combined multiple-stimulus and free-operant procedures identified a range of preferred items while maintaining low levels of problem behavior.

12. **Teacher and Parent Perspectives Regarding Communication About Student Behavior**
    Stephanie Woodley, MSEd, Eastern Illinois University, Charleston, IL
    One of the greatest stressors for teachers and parents is child behavior, which can, in turn, create a barrier to positive parent-teacher relationships. The purpose of this study was to explore parent and teacher perspectives on communication regarding student behavior. Findings and implications for practice will be discussed.

13. **Training Schools to Build Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention: A Look across Time**
    Grant Allen, MSEd, Mark Buckman, MSEd, University of Kansas; *Eric Common, PhD, BCaBA,* University of Michigan-Flint, MI; *Kathleen Lynne Lane, PhD, BCBA-D,* University of Kansas, Lawrence, KS
    Comprehensive, integrated, three-tiered (Ci3T) models of prevention are designed to integrate academic, behavior, and social skills into a one-tiered system of support. This poster outlines the training process schools undertake to build a Ci3T model for their school and how this training process has changed over time. In this six-part training series, school leadership teams learn the "how" and the "why" for building data-driven tiered models to support students academically, socially, and behaviorally through primary, secondary, and tertiary supports and how this process has evolved to support others in implementing the training series.

14. **Exploring Solutions to Address Students' Social-Emotional Learning: A Tier 2 Social Skills Feasibility Study**
    Mark Buckman, MSEd, University of Kansas; *Eric Common, PhD, BCaBA,* University of Michigan-Flint, MI; *Grant Allen, MSEd, Kathleen Lynne Lane, PhD, BCBA-D,* University of Kansas, Lawrence, KS
    This poster describes a usability and feasibility study related to implementing social skill interventions as a Tier 2 support in the context of a schoolwide, three-tiered model of prevention. This small study was part of a larger partnership grant focused on supporting the installation of comprehensive, integrated, three-tiered (Ci3T) models of prevention. Using a mixed methods approach, we conducted an underpowered treatment outcome study comparing two commercially available social skill programs: Social Skills Improvement System Intervention Guide (SSIS-IG) and Positive Action. This study included 24 students across four Ci3T-implementing schools. Direct Behavior Ratings (DBR) were used as an initial support and progress monitoring tool for each student. This was followed by the addition of counselor-led small groups using either SSIS-IG or Positive Action over 12 weeks. This poster will describe the process of implementing data-informed social skill instruction as a Tier 2 support within the context of tiered model of support, and detail the extent to which these interventions were feasible and acceptable to stakeholders.

15. **Teaching Emotion Recognition with the Transporters DVD**
Paul G. LaCava, PhD, Rhode Island College, Providence, RI
Individuals with autism spectrum disorder (ASD) commonly have delays in recognizing emotions (Baron-Cohen, 1995; 2003). To improve emotion recognition (ER) we used the Transporters DVD (Crown, 2006), which contains 15 short episodes of animated vehicles with human faces. A quasi-experimental pre-test post-test pilot study was conducted with 12 children with ASD. Participant ER was tested before and after 4-weeks of watching the DVD. Findings provide initial evidence of DVD effectiveness to improve ER in a diverse group of children with ASD.

16. **Impact of Exclusionary Discipline Practices on English Learners**
Jennifer Counts, MA, Clemson University, Clemson, SC; *Denise Whitford, PhD,* Purdue University, West Lafayette, IN; *Antonis Katsiyannis, EdD,* Clemson University, Clemson, SC; *Michael Couvillon, PhD,* Drake University, Des Moines, IA
Trends of exclusionary discipline for English Learners across the U.S. will be examined as a barrier to positive student outcomes and equal access to educational opportunities. Practitioners will gain an awareness of current practices so they can evaluate and improve their own systemic practices. Practical recommendations for policy and improved outcomes will be provided.

17. **Reducing Child Problem Behavior: The Contribution of Teachers' Behavior Management Efficacy and Teacher-Child Relationships**
Jessica R. Wright, MEd, Jason Chow, PhD, Kristin Granger, PhD, Rachel Kunemund, MEd, Katrina Markowicz, MEd, Kevin Sutherland, PhD, Virginia Commonwealth University, Richmond, VA; *Maureen Conroy, PhD,* University of Florida, Gainesville, FL
BEST in CLASS (BIC; Behavioral, Emotional, & Social Training: Competent Learners Achieving School Success) is a teacher-delivered early childhood intervention with documented success in reducing preschoolers' problem behaviors. After BIC intervention strategies, child behavior outcomes were measured and problem behaviors were found to decrease in frequency. The present study examines the role of teacher behaviors (as self-efficacy in behavior management and the teacher-child relationship) in influencing the success of intervention implementation in the classroom setting.

18. **Substance Abuse and Emotional Disturbance: An Examination of Case Law**
Mickey Losinski, PhD, Sara Sanders, MS, Jessica Lane, PhD, Nicole Wiseman, MS, Kansas State University, Manhattan, KS
The purpose of the poster is to present judicial cases concerning students with disabilities who have substance abuse issues. The research was predicated on the following questions: Who has been the prevailing party in cases dealing with substance abuse and students with disabilities, and why? Do the cases hold in favor of including services for students with substance abuse issues, or against? Discussion centers around district court and higher decisions that involved students with disabilities and substance abuse issues along the areas of eligibility, placement, and disciplinary changes of placement.

19. **A Meta-Analytic Review of Interventions Targeting Internalizing Disorders in Juvenile Justice Facilities**
Skip Kumm, MAT, Daniel Maggin, PhD, Christerralyn Brown, MA, Elizabeth Talbott, PhD, University of Illinois at Chicago, Chicago, IL
The purpose of this systematic review and meta-analysis was to evaluate the methodological characteristics and effectiveness of mental health interventions delivered in juvenile justice settings on symptoms associated with internalizing disorders. The ten studies included in the current review incorporated a pretest-posttest research design, were conducted on juveniles within a secure facility and had outcome measures of depression, anxiety, posttraumatic stress disorder, or internalizing disorders. Meta-analytic findings indicate mixed results across internalizing symptoms and varying results between studies implementing an experimental design compared to those using a single group design.

20. **The Janus Project: Looking Back to Move the Field Forward**
Jim Teagarden, EdD, Marilyn Kaff, PhD, Kansas State University, Manhattan, KS
The poster session will provide the participants with an overview of the Janus Project. This oral history project has collected video conversations with many of the leaders in the field both past and present. This session will share with the participants with some "lessons learned" from those conversations.

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 24

8:00 – 11:45 a.m.   **Symposium Registration/Information Desk Open**   CHICAGO FOYER

9:00 – 11:30 a.m.   **CONCURRENT TWO HOUR SESSIONS**

1. ***A Behavioral Systems Approach to Ethics Training and Supervision**   CHICAGO

    Matthew T. Brodhead, PhD, BCBA-D, Assistant Professor, Michigan State University, East Lansing, MI

    Professional and ethical behaviors are critical for high-quality care and consumer protection. By using behavioral systems, behavior analysts may increase the probability of employees engaging in professional and ethical behaviors because systems may describe "what to do" instead of "what not to do" when faced with a professional or ethical issue. This presentation will discuss strategies for using behavioral systems for teaching and maintaining professional and ethical behavior in an organization, building and maintaining relationships in interdisciplinary settings, developing cultural awareness of employees, and defining the scope of competency and boundaries of practice. (BCBA CEUs Available)

2. **Endrew F. v. Douglas City School District (2017), The U.S Supreme Court Rules on Special**   ATLANTA
    Education: What Teachers Need to Know and Why

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

    On March 22, 2017, the U.S. Supreme Court announced its decision in Endrew F. v. Douglas County School District. This case, coming 35 years after the Supreme Court's first special education decision in Board of Education v. Rowley (1982), addressed the free appropriate public education (FAPE) requirement of the IDEA. Specifically, the High Court answered the question of how much educational benefit public schools are required to provide to students with disabilities in order to confer a FAPE. In this presentation, we will (a) review these Supreme Court decisions, (b) discuss five major takeaways from the Endrew decision, and (c) offer recommendations to special education teachers and administrators on developing special education programs that meet the new Endrew standard. We will also be presenting information from developments in school discipline and behavioral disorders/mental health directions in relation to the Endrew decision.

3. **Trauma Informed Care: Developing Student and Staff Resiliency Through Education and**   NEW YORK &
    Mindfulness   SAN FRANCISCO

    Andy Campbell, MSE, Principal, Summit Ridge Academy, Lee's Summit R-7 School District, Lee's Summit, MO

    Developing an understanding of the growing body of research in the area of Trauma Informed Care is essential in today's educational setting. Through this presentation, participants will gain an understanding of what Trauma Informed Care is and the importance of applying this knowledge to the educational setting. This presentation provides a review of available research in the area from leading experts taken from a variety of sources as well as look at the impact this information and its application can have in the educational setting based on results at Summit Ridge Academy.

4. **Designing and Implementing Video-Based Instruction for Students with Autism**   EMPIRE A/B

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

    This workshop will hone attendee's skills in developing video-based instruction for students with autism. Video Modeling, Video Priming, Video Prompting and various hybrids and extensions of these procedures have become increasingly popular with both researchers and practitioners. However, limited information is available regarding how to practically implement these procedures, what steps to take to increase the likelihood of their success, and how to calibrate and adjust these procedures to meet individual student needs. During this workshop attendees will be given guided practice in creating these instructional supports, and will leave with an understanding of the tech skills necessary to independently craft these materials for the students in their care.

11:15 a.m.   **Adjournment and Hotel Checkout**

2018 AWARD AND STIPEND RECIPIENTS

MSLBD annually recognizes individuals for several awards related to outstanding service to individuals with emotional/behavioral disorders. 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 behavioral disorders or closely related field. We would like to congratulate the recipients of this year's awards.

Outstanding Leadership Award
Dr. Antonis Katsiyannis, Clemson University

Outstanding Educator Award
Janet Burgess, North Kansas City School District

Building Bridges: Seeds for Program Development Stipend
Columbia Public Schools – Child and Family Support Process
Raina Martin, Rebecca Townlain, Claire Slama, Courtney Blackwell

Doctoral Degree Stipend
Leslie Bross, University of Kansas
Jennifer Counts, Clemson University
Sara Sanders, Kansas State University

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

Ajeeb, Alyaa, alyaa.aljeeb@gmail.com

Allen, Andrew, aallen@yss.org

Allen, Grant, grant.allen@ku.edu

Anderson, Christine cj-anderson2@wiu.edu

Balluch, Felicity, fballuch@peru.edu

Beck, Emily, ebeck@lps.org

Boyle, Megan, meganboyle@Missouri State.edu

Bradshaw, Catherine P., cpb8g@virginia.edu

Bricko, Nicole, nicole.bricko@gmail.com

Brodhead, Matthew, mtb@msu.edu

Bross, Leslie, leslie.bross@ku.edu

Buchan, Jill, buchanj@uiu.edu

Buckman, Mark, buckman@ku.edu

Campbell, Andy, andy.campbell@lsr7.net

Chauvin, Casey Batemen, casey.m.bateman@vanderbilt.edu

Chow Jason, jcchow@vcu.edu

Common, Eric, Eric.ecommon@umflint.edu

Counts, Jennifer, jcounts@g.clemson.edu

Couvillon, Michael, michael.couvillon@drake.edu

Croissant, Eddie, eddiec@tasnatbs.org

Crutchfield, Stephen, sacrutch@calpoly.edu

DePaepe, Paris, parisdepaepe@missouristate.edu

DeSalvo, Catherine, cathy.desalvo@ops.org

Eakle, Christopher D., cdemcb@mail.missouri.edu

Ennis, Robin Parks, rennis@uab.edu

Fairbairn, Carrie cjfairbairn@mpsomaha.org

Forsberg, Malinda, mforsber@usd497.org

Fudge, Brittany, fudge030612@live.missouristate.edu

Fundermann, Theo, theodore.fundermann@lps53.org

Gage, Nicholas A., gagenicholas@coe.ufl.edu

Hansen, Blake D., blake_hansen@byu.edu

Hirt, Stacy, smhckd@missouri.edu

Hoff, Natalie , nataliehoff03@gmail.com

Hogan, James, hoganj4@myuw.net

Howell, Mary, Mhowell488@gmail.com

Hunt, Cassandra, Cassandra.hunt@ku.edu

Johns, Beverley H., beverley.johns@mac.edu

Jones, Rachel, rachel.jones@burrellcenter.com

Kaff, Marilyn, mkaff@ksu.edu

Kane, Elisabeth J., elisabethjkane@gmail.com

Katsiyannis, Antonis, antonis@clemson.edu

Kemp, Suzanne, skemp2@unl.edu

Kern, Lee, lek6@lehigh.edu

Koegel, Lynn Kern, lynnk@stanford.edu

Kumm, Skip, skumm2@uic.edu

LaCava, Paul, placava@ric.edu

Landrum, Timothy, t.landrum@louisville.edu

Lane, Kathleen Lynne, kathleen.lane@ku.edu

Lang, Danika, dlang8092@gmail.com

Larson, Kristine E., klarson3@jhu.edu

LeJeune, Lauren, lauren.m.lejeune@vanderbilt.edu

Lo, Ya-yu., ylo1@uncc.edu

Losinski, Mickey, mlosins@ksu.edu

MacSuga-Gage, Ashley S., asmg@coe.ufl.edu

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

Mason, Rose A., rosemason519@gmail.com

McNiff, Matthew, mmcniff@esu5.org

Miller, Emily, emily.miller@lsr7.net

Nagel, Stephanie, sand54@mail.missouri.edu

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

Oakes, Wendy Peia, wendy.oakes@asu.edu

Otten, Kaye, otten@ucmo.edu

Perry, Chris, chris@kansasmtss.org

Peterson, Reece L., rpeterson1@unl.edu

Pierce, Corey, Corey.Pierce@unco.edu

Randolph, Jena, randolphj@health.missouri.edu

Rees, Megan, meganr@usd383.org

Riden, Benjamin, bsr9@psu.edu

Rieken, Barb, brieken@esu5.org

Rispoli, Mandy, mrispoli@purdue.edu

Rose, Chad, rosech@missouri.edu

Ryan, Joseph, jbryan@clemson.edu

Sanders, Sara, sasndrs@ksu.edu

Scharping, Pamala, pams@tasnatbs.org

Schwartz, Ilene, ilene@uw.edu

Scott, Terrance, t.scott@louisville.edu

Selders, Kim, seldersk@health.missouri.edu

Simpson, Jessica, jnsc55@mail.missouri.edu

Smith, Carl, csmith@iastate.edu

Smith, Dominique, dsmith@hshmc.org

Tagel, Jodie tagel.jodie@westside66.net

Teagarden, Jim, mrt@ksu.edu

Thorpe, Kimberly, kimberly.thorpe@mjays.us

Travers, Jason, jason.travers@ku.edu

Vaca, Javier, jvaca@hshmc.org

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

Walker, Brenda L. Townsend, brendawalker@usf.edu

Werunga, Robai N., rodhiamb@uncc.edu

Whitford, Denise, dwhitford@purdue.edu

Whitlow, Darcie, Darcie.whitlow@gpaea.org

Wilkinson, Sarah, sarah.wilkinson@uconn.edu

Wills, Howard, hpwills@ku.edu

Wiseman, Nicole, nicolew@usd383.org

Woodley, Stephanie, sawoodley@eiu.edu
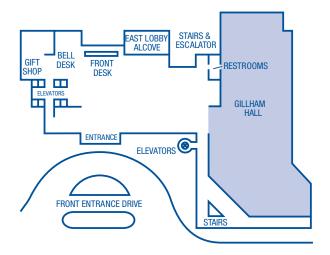
Wright, Jessica, Wrightj4@mymail.vcu.edu

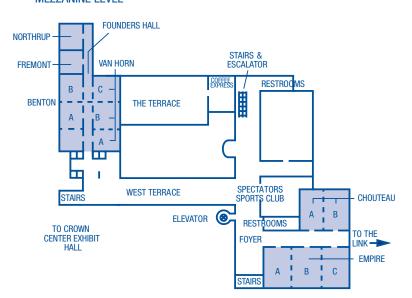Yell, Mitchell, myell@mailbox.sc.edu

Zimmerman, Kathleen, kathleen.n.zimmerman@vanderbilt.edu

Zurheide, Jaime L., jaime.zurheide@elmhurst.edu

HOTEL MAP

LOBBY LEVEL

GIFT SHOP
BELL DESK
FRONT DESK
EAST LOBBY ALCOVE
STAIRS & ESCALATOR
RESTROOMS
GILLHAM HALL
ELEVATORS
ENTRANCE
ELEVATORS
STAIRS
FRONT ENTRANCE DRIVE

MEZZANINE LEVEL

NORTHRUP
FOUNDERS HALL
FREMONT
VAN HORN
STAIRS & ESCALATOR
COFFEE EXPRESS
RESTROOMS
BENTON
B
C
THE TERRACE
A
B
A
SPECTATORS SPORTS CLUB
CHOUTEAU
STAIRS
WEST TERRACE
A
B
ELEVATOR
RESTROOMS
TO CROWN CENTER EXHIBIT HALL
FOYER
TO THE LINK
A
B
C
EMPIRE
STAIRS

BALLROOM LEVEL

ADMINISTRATIVE OFFICES
EMERGENCY EXIT
STAIRS
RESTROOMS
THE GRAND OFFICE
ESCALATOR
STAIRS
ATLANTA
A
B
STAIRS
NEW YORK
A
B
THE SHERATON GRAND BALLROOM
BOARDROOM
ELEVATOR
SAN FRANCISCO
A
B
FOYER
CHICAGO
A
B
C
STAIRS