



MSLBD

MIDWEST SYMPOSIUM FOR LEADERSHIP
IN BEHAVIOR DISORDERS

SYMPOSIUM 2016

February 25-27, 2016

Sheraton Crown Center, • Kansas City, Missouri

CCBD-Endorsed Activity: A letter certifying attendance may be requested at the Registration Table For CEU.

WELCOME

Welcome to the thirty-fourth annual Midwest Symposium for Leadership in Behavior Disorders. Universities, public schools and state agencies in Colorado, Florida, Illinois, Iowa, Kansas, Missouri, Montana, Nebraska, North Carolina, Oklahoma, Rhode Island, South Carolina, Texas, and Washington 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 E/BD and ASD.

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
 Susan Bashinski, Missouri Western State College
 Marc Benedetto, Westside Schools, Omaha, Nebraska
 Terry Bigby, Kansas City Kansas Public School District
 Lisa Bowman-Perrott, Texas A&M University
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 Michael Couvillon, Drake University
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 Nicholas Gage, University of Florida
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 Antonis Katsiyannis, Clemson University, South Carolina
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 Kathleen Lynne Lane, University of Kansas

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 Chad Rose, University of Missouri
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 Richard Simpson, University of Kansas
 Carl Smith, Iowa State University
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 Jason Travers, University of Kansas
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 Howard Wills, Juniper Gardens Children's Research Project
 Mitch Yell, University of South Carolina
 Cheryl Young-Pelton, Montana State University
 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 25

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

CHICAGO FOYER

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

- 1. Supporting School Success: Feasible Strategies for Supporting Students with Intensive Behavioral Needs** NEW YORK
Kathleen Lynne Lane, Ph.D., Professor and *Emily Cantwell, M.Ed.*, Project Coordinator, University of Kansas, Lawrence, Kansas
In this workshop, we present feasible strategies for supporting students with intensive behavior needs within general education classrooms. We provide step-by-step procedures for using these strategies with high fidelity, offering illustrations in elementary, middle, and high school settings.
- 2. Tertiary Interventions for Classic Behavior Problems: A Focus on Practical Antecedent Strategies** ATLANTA
Timothy Landrum, Ph.D., Professor and Department Chair and *Christopher Sweigart, Ph.D.*, Post-Doctoral Fellow, University of Louisville, Louisville, Kentucky
The classic behavior problems exhibited by students with E/BD can be thought of as falling into a relatively small number of broad categories (e.g., aggression, disruption, noncompliance, inattention, social or interpersonal problems). Similarly, effective interventions generally focus on practical applications of a few simple behavioral principles and take a positive, proactive approach. In this session we argue that the most efficient and effective use of teacher time is directed toward preventive, antecedent strategies. Following a brief overview of a preventive approach to increasing positive engagement and reducing undesirable behavior, we describe and demonstrate the use of the following tertiary level antecedent strategies: (a) choice, (b) behavioral momentum, (c) precision requests, and (d) opportunities to respond. Participants will work with presenters to develop specific action plans for applying these interventions with students in their own classrooms and contexts.
- 3. Aligning FBA Outcomes to Research-based Programming for Students with Challenging Behavior: A Tutorial** CHICAGO
Megan Boyle, Ph.D., BCBA, Assistant Professor, Missouri State University, Springfield, Missouri, and *Joseph Lambert, Ph.D., BCBA*, Assistant Professor, Vanderbilt University, Nashville, Tennessee
The most effective treatments for reducing problem behavior are those that are based on results from functional behavior assessments (FBAs). It is therefore best practice to conduct FBAs to guide the development of behavior intervention plans (BIPs), and it is critical that outcomes from FBAs are directly linked to goals and objectives in BIPs. The purpose of this workshop is to outline a strategy for teachers to align FBA outcomes, especially those from functional analyses (FA; Iwata et al., 1982/1994), with function-based interventions. Attendees will participate in a variety of activities: develop a data collection system, conduct mock-FA and function-based treatment sessions, analyze data, and modify interventions for use in generalization settings.
- 4. Scaling Up the Restorative Paradigm Shift in School Systems, Large and Small** EMPIRE
Nancy Riestenberg, Restorative Practices Specialist, Minnesota Department of Education, Roseville, Minnesota
The field of restorative practices in schools has experienced a great growth spurt in the last few years. Books are being printed, websites set up, tool kits developed; one could spend a day on YouTube reviewing training, testimonial and informational videos. The U.S. Departments of Education and Justice recommend restorative justice practices to address disproportionality; districts are in various stages of storming, forming or norming restorative practices. This session will review the basic principles of restorative measures in schools, demonstrate the basic processes of building community and repairing harm, and discuss steps in scaling up a whole school restorative framework.
- 5. Transform Your Learning Environment with the Implementation of Universal Design for Learning** SAN FRANCISCO
James D. Basham, Ph.D., Associate Professor, and *Richard A. Carter, M.A.*, Graduate Teaching Assistant, University of Kansas, Lawrence, Kansas
Are you wanting to transform your learning environment? Do you want to develop an environment that supports increased engagement, better outcomes, and integrates evidence-based practices, as well as technology? This workshop will provide participants an overview of Universal Design for Learning (UDL) and then introduce the basics for considering implementation. Participants will gain knowledge, resources, and hear about lessons learned when supporting initial implementation across district, school, and classroom environments. This workshop is for educators at all levels. District and school level teams are highly encouraged to attend. Please bring laptops, tablets, and/or smartphones!

11:00 a.m. – 5:00 p.m.	<p>Exhibits <i>Tables on both sides of the Sheraton Grand Ballroom Foyer.</i> <i>Spend time looking through current publications and products for children.</i> <i>Visit school district and university information and recruiting tables.</i></p>	<p>SHERATON GRAND BALLROOM FOYER</p>
12:00 - 1:30 p.m.	<p>Lunch (on your own) Lunch Suggestions: Spectators Restaurant at the Sheraton. Brasserie Restaurant at the Westin. Milano Italian Dining, Crayola Café and Food Court available at the Crown Center Shops.</p>	
1:30- 4:30 p.m.	<p>AFTERNOON HALF-DAY PRESYMPOSIUM WORKSHOPS</p>	
	<p>6. What’s Happening in Washington: An Overview of Policy and Practices on Behavior, Discipline and Issues Impacting Children with E/BD <i>Renee Bradley Ph.D.</i>, Deputy Director, Office of Special Education Programs, U.S. Department of Education, Washington, D.C. This session will provide an overview of how the U.S. Department of Education is “Rethinking Discipline.” Session will address ways in which the U.S. Department of Education, and specifically OSEP, invest and promote prevention services and multi-tiered systems of support. Current updates on the reauthorization of Individuals with Disabilities Education Act, and the Elementary and Secondary Education Act as well as OSEP initiatives/centers in support of students with E/BD will be discussed.</p>	<p>CHICAGO</p>
	<p>7. Powerful Positive Procedures for Promoting Prosocial Behavior Change <i>Thomas McIntyre, Ph.D.</i>, Professor and Coordinator of the Graduate Program in Behavior Disorders, Hunter College of CUNY, New York, New York <i>“Nothing works with this kid. I’ve tried EVERYTHING!”</i> Despite the claim, it’s likely that we haven’t yet tried a couple of procedures that are proven effective with intervention-resistant kids. During this activity-filled session, we’ll discuss and practice these research proven behavior-change interventions. Topics addressed will include differential reinforcement, self-recording procedures, and presentation and activity on weaning kids from reinforcement and/or moving them to higher-level reinforcement.</p>	<p>ATLANTA</p>
	<p>8. Equity and PBIS: Using Discipline Data and Specific Strategies to Neutralize Implicit Bias <i>Kent McIntosh, Ph.D., NCSP</i>, Associate Professor, Associate Director, Education and Community Supports, University of Oregon, Eugene, Oregon This session will start with an introduction to implicit bias and its role in disproportionality in school discipline. Participants will learn and practice how to use discipline data to identify specific situations that are more likely to lead to disproportionality, as well as strategies to reduce the influence of implicit bias on discipline decision making.</p>	<p>SAN FRANCISCO</p>
	<p>9. Rage to Reason: Behavior Intervention for the Treatment of Explosive Behavior in Children with Emotional Disorders <i>Amy Buie, M.Ed., BCBA, LBA</i>, CEO and Founder of Learning Momentum, LLC, Old Monroe, Missouri This workshop teaches professionals who work with children who exhibit explosive behavior, how to reduce meltdowns and teach coping skills. This training is designed for those children who have average to above average cognitive skills and some ability to reason and understand problem-solving skills. These children may have a diagnosis of bipolar, ADHD, Anxiety Disorder, OCD, and other Emotional Disorders that fall in the category of Childhood Mental Illness. The workshop includes training in the implementation of “Rage to Reason.” Rage to Reason is a step by step curriculum in the treatment of explosive behavior due to refusals to follow directions, complete school work, transition, and accept “no.” Participants will learn how to teach children to use coping skills and reduce aggression, property destruction, and other explosive behaviors due to refusal to learn to follow directions and task demands.</p>	<p>NEW YORK</p>
7:00 p.m. - 7:45 p.m.	<p>SPECIAL PROGRAM Consideration, Progress and Angst: Reflections on Building Authentic and Appropriate Educational Opportunities for Students with Emotional and Behavioral Disorders <i>James Kauffman, Ph.D.</i>, Professor Emeritus, University of Virginia, Charlottesville, Virginia and <i>James Teagarden, Ed.D.</i>, Associate Professor, Kansas State University, Manhattan, Kansas This session will consider past, present, and future issues facing students with emotional and behavioral disorders. A series of contemplations and recollections will spotlight historical advancements as well as obstacles and impediments confronting learners with emotional/behavioral disorders and the educators who service them.</p>	<p>EMPIRE</p>

FRIDAY MORNING, FEBRUARY 26

7:30 a.m.- 4:30 p.m. **Registration/Information Desk Open**

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

Exhibits

*Tables on both sides of the Atlanta/New York/San Francisco Foyer.
Spend time looking through current publications and products for children.
Visit school district and university information and recruiting tables.*

8:30 - 10:00 a.m.

KEYNOTE SESSION

Positive Education: Hope for Children and Youth with Emotional and Behavioral Challenges

SHANE LOPEZ, PH.D., Gallup Senior Scientist and Research Director of the Clifton Strengths Institute

Drawing from positive psychology research and practice, Shane Lopez, Ph.D., discusses how attention to strengths, hope, and well-being can transform the educational experience of all children and youth.

10:00 - 10:20 a.m.

COFFEE BREAK & EXHIBITS

10:20 - 11:20 a.m.

CONCURRENT SESSIONS – SET 1

ACADEMIC STRAND 1

Intensive Academic Interventions for Students with Emotional and Behavioral Disorders: An Experimental Framework

Joseph Wehby, Vanderbilt University, Nashville, TN, Daniel Maggin, University of Illinois at Chicago, Chicago, IL

This session will focus on the development of academic intensive interventions for students with emotional and behavioral disorders (E/BD). Session participants will learn about the use of an experimental approach to the identification of effective academic practices and strategies that can be used to assist with intervention selection. The use of such a framework can increase efficiency in the process of intervention selection and increase confidence that each student receives academic interventions that are tailored to their individual needs. (Level: Intermediate; Advanced)

BEHAVIORAL STRAND 1

Eliminating Disparities and Increasing School Completion in a Large Ethnically-diverse Urban School District through Universal Screening and Evidence-based Advanced Tiers of Support

Kelcey Schmitz, Greg Benner, Rayann Silva, Center for Strong Schools, University of Washington, Tacoma, WA

In this session we will describe whole child screeners used by a large urban school district to detect students in need of additional support. We will review the systems necessary to initiate, support and sustain screening at the district and building level. Participants will learn more about two evidence-based interventions, Check and Connect and The Behavior Education Program (Check In/Check Out), and the structures created at a district level to train, implement and ensure sustainability of these programs. Examples of how schools in the district are utilizing these programs and other high yield strategies will be shared. (Level: Intermediate)

Strategies for Dropout Prevention and Discipline Reform in Schools

Natalie Hoff, Ana Cathcart, Shir Palmon, Reece Peterson, University of Nebraska-Lincoln, Lincoln, NE

The reform of exclusionary discipline consequences and prevention of dropout in schools are topics of policy and research. This session will identify strategies for schools to use to reduce their rate of school dropout and exclusionary discipline for students with E/BD as well as for other students. The session results from an extensive literature review where the research behind these strategies was examined and classified using a three-tiered model. Recommendations for screening and school resource assessment procedures and individual student risk indicators related to dropping out will be identified. (Level: Intermediate)

MASTER TEACHER STRAND 1

The View from the Top: Don't Jump. . . We've Got You! Strategies for Tier III's Most Challenging Students

Anna Henry, Grandwood Education Center, Woodward, IA, Michalla Schartz, Lincoln Public Schools, Lincoln, NE, Kaye Otten, University of Central Missouri, Kansas City, MO

A common struggle is how to effectively support students with the highest behavioral needs. The top 1% of students who have challenging behavior tend to be the most aggressive and disruptive students in the entire school. This presentation will provide tools to effectively educate and behaviorally intervene with these students who are in the most desperate need of assistance without using seclusion. Two master teachers working with this population of students will provide participants with a variety of examples and strategies to help reduce frustration and increase academic time. (Level: Basic/Introductory; Intermediate)

CHICAGO FOYER

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ATLANTA

NEW YORK

CHICAGO A

CHICAGO B/C

Review of Mathematical Interventions for Students with Emotional and/or Behavioral Disabilities

EMPIRE A

Kimberly Vannest, Corey Peltier, Texas A&M University, College Station, TX

The authors recently conducted a meta-analysis on mathematical interventions implemented with students with E/BD. Explicit connections between interventions and the intended outcomes will be made with particular interest being paid to practical implementation. (Level: Intermediate)

Fifteen Behavioral Interventions to Increase Academic Success

EMPIRE B

Beverley Johns, MacMurray College, Jacksonville, IL

This session will provide specific examples of how fifteen-positive and evidence based behavior interventions can be utilized to increase academic success. Strategies such as behavior momentum, behavior interspersal, choices, interest based interventions, response cards and more will be demonstrated in this session. (Level: Intermediate)

Bogus! Avoiding Unproven and Pseudoscientific Interventions in a Special Education

EMPIRE C

Jason Travers, University of Kansas, Lawrence, KS

Special education is rife with controversial, unproven, and pseudoscientific interventions. Unfortunately, simply listing evidence-based practices and mandating their use is an insufficient deterrent. Slick advertising, compelling stories, and exploitation of teacher compassion often motivate the adoption of questionable and potentially harmful practices, including sensory integration treatments, colored lenses, and dietary restrictions, to name a few. This session will provide special education professionals with practical strategies to evaluate claims of intervention efficacy in order to protect themselves and their students from pseudoscientific and unproven interventions. (Level: Intermediate)

AUTISM STRAND 1

CHOUTEAU

Peer Networks and Coaching to Improve Social Skills and Engagement for Children and Young Adults with ASD*Deborah Kamps, Rose Mason, Stephen Crutchfield, University of Kansas, Juniper Gardens Children's Research Project, Kansas City, KS*

This session will describe procedures for implementing peer network groups including scripting lessons, text cues and reinforcement for young children; use of support groups to facilitate social engagement for community college students with ASD; and use of instructional modules and coaching to increase skill knowledge and community participation for adolescents and young adults on the spectrum. (Level: Basic/Introductory)

11:30 a.m. - 12:30 p.m. CONCURRENT BREAKOUT SESSIONS – SET 2**ACADEMIC STRAND 2**

ATLANTA

The Use of Early Writing CBM's to Determine Writing Performance in At-risk Students with E/BD*Erica Lembke, Kim Moore, Alex R. Smith, University of Missouri, Columbia, MO*

In this session we will describe some curriculum-based measures in writing (CBM-W) that can be given to early elementary students, or older students who have writing delays. CBM's are intended to provide a reliable and valid snap-shot of a student's academic performance. Because CBM-W can be quickly administered and scored, they are an ideal assessment to use with reluctant writers. Each CBM we will describe in this session can be administered individually or to a group of students, in 3 minutes. These measures were developed to assess student writing skill development in terms of spelling, grammar, mechanics and fluency of writing production. They can be used to assess students' writing skills at the word level (Word Dictation), sentence level (Picture-Word Prompt) and paragraph (Story Prompt) level. (Level: Intermediate)

BEHAVIORAL STRAND 2

NEW YORK

A Review of Self-management Interventions Targeting Academic Outcomes for Students with E/BD*Joseph Ryan, Jennifer Counts, Katherine Ingraham Lawton, Michelle Popham, Clemson University, Clemson, SC*

This presentation provides an overview of an extensive literature review of self-management interventions designed to increase academic outcomes for students with E/BD. This session presents an overview of self-management interventions, including: self-monitoring, self-evaluation, self-instruction, goal setting, and strategy instruction. Findings will be shared regarding the (a) characteristics of students studied (e.g., ethnicity), (b) placement settings, (c) academic outcomes addressed (e.g., reading), and (d) the efficacy (effects) of these self-mediated interventions. (Level: Intermediate; Advanced)

Identifying Components of School-wide Systems that Correlate with Student Success

CHICAGO A

Corey Pierce, Jennifer Mathis, University of Northern Colorado, Greeley, CO

In an effort to come closer to identifying the components of school-wide systems that lead to real student academic success, a large-scale survey and correlational design study was conducted across 178 rural schools. This presentation will share the results of this research project, describing the various components of school-wide systems, principal, general education and special education teacher ratings of component implementation, and how implementation of these components correlate with student academic outcomes. The presentation will conclude with discussion of how these results impact schools and individual classroom teachers. (Level: Intermediate)

MASTER TEACHER STRAND 2

CHICAGO B/C

Unstuck and In Control: How to Teach Students to Chill!*Sherry White, Kansas State University, Manhattan, KS, Jodie Tagel, Westside Community Schools, Omaha, NE*

Many students that are identified as E/BD, often lack the three crucial skills: emotional regulation, impulse control, and flexible thinking. Leaders in the field suggest these behavior regulation skills are prerequisite for achieving efficient and organized problem solving and positive behavior change. In this breakout session, presenters will review assessment tools and applicable instructional strategies to assist students in acquiring these essential skills. Further, the presenters will provide examples and case studies of how these tools have been effective. (Level: Intermediate)

What's Really "Incredible" About 5-Point Scales? How to Effectively Implement and Individualize 5-Point Scales to Manage and De-escalate Behaviors

EMPIRE A

Sarah Ingram, Columbia Public Schools, Columbia, MO, Reesha Adamson, Missouri State University, Springfield, MO

The 5-Point Scale is an, "activity based method for evaluating and supporting highly anxious students." The 5-Point Scale is a highly individualized de-escalation and self-monitoring tool that is easy to implement in any setting. This presentation will take attendees through the components, implementation and benefits of the Incredible 5-Point Scale. Included will be specific examples of incorporation of the 5-Point scale into classroom structures, levels systems, and specific/individualized Behavior Intervention Plans (BIPs). (Level: Intermediate; Advanced)

Social Emotional and Behavioral Problems and Learning: All Sides of the Elephant

EMPIRE B

Jennifer Ganz, Kimberly Vannest, Texas A&M University, College Station, TX, Antonis Katsiyannis, Clemson University, Clemson, SC, Nicholas Gage, University of Florida, Gainesville, FL

There are functional, communicative, diagnostic, and legal perspectives for understanding social emotional and behavioral problems and learning. This panel presentation will discuss challenging behavior and intervention from each of these technical perspectives based on the relative expertise of the panel members. Panel experts representing different but compatible perspectives will present a brief overview of current issues, followed by Q&A related to the intersection of understanding and treatment of challenging behaviors and emotional behavioral disorders, legal aspects and issues, function, and communication. (Level: Basic/Introductory; Intermediate)

Connections: Strategies for Internalizing Students with Mental Illness and E/BD Age 16-21

EMPIRE C

Leslie Hoer, Daniel Ellis, Columbia Public Schools, Columbia, MO

This session will present a program model for addressing a unique population of internalizing students with E/BD and mental health diagnoses. An overview of the Connections program will be discussed including common characteristics of the program's population of students. Presenters will describe program entrance criteria, detailed classroom structure and supports including restorative practices, tiered interventions within the program, and a model for coordinating wraparound services with community agencies. Program success and student success data will also be shared with participants. (Level: Intermediate; Advanced)

AUTISM STRAND 2

CHOUTEAU

Aligning the DSM-V Criteria for Diagnosis of Autism to State Criteria to Ensure Effective Programming for Students with Autism*Catherine Mancina-Smith, University of Kansas, Lawrence, KS, Paul La Cava, Rhode Island College, Providence, RI*

In this session participants will discuss the goals and characteristics of the clinical diagnosis of autism spectrum disorder and IDEA educational eligibility for special education services. Strategies for the collaboration of clinicians, educators and families will be shared to support the provision of optimal programming for students with ASD. (Level: Basic/Introductory)

12:30 - 2:00 p.m.**LUNCH** (on your own)

Lunch Suggestions: Spectators Restaurant at the Sheraton. Brasserie Restaurant at the Westin. Milano Italian Dining, Crayola Café and Food Court available at the Crown Center Shops.

CONCURRENT BREAKOUT SESSIONS – SET 3**ACADEMIC STRAND 3****NEW YORK A****Evidence-based Interventions for Teaching Early Writing Skills for Students with E/BD***Erica Lembke, Kim Moore, Alex R. Smith, University of Missouri, Columbia, MO*

In this session, we will provide an overview of evidence-based writing interventions that can be used with reluctant writers. We will present highlights from a comprehensive literature review of early writing interventions that have empirical evidence supporting their effectiveness. (Level: Basic/Introductory)

BEHAVIORAL STRAND 3**NEW YORK B****Tips and Tools for Assessing and Managing Problem Behavior***R. Kenton Denny, Paul Mooney, Louisiana State University, Baton Rouge, LA*

Presenters will provide information on managing challenging behavior through assessment-based intervention and a focus on academic-based interventions. A variety of tools and procedures to support more effective and efficient data collection will be presented and discussed. Research on academic-based interventions and assessment will be presented. Technology-based assessment options will be presented and discussed. (Level: Basic/Introductory)

Good Plans Today or Perfect Plans Tomorrow: Selecting Intervals for Self-monitoring Interventions**CHICAGO A***Benjamin Mason, Howard Wills, Juniper Gardens Children's Research Project, Kansas City, KS, John Davis, University of Utah, Salt Lake City, UT*

This session will describe necessary components of self-monitoring interventions with a focus on two simple and efficient methods for selecting interval length between prompts. Examples from elementary, middle and high school studies will be provided. Guidelines will also be discussed for how and when to increase the self-monitoring intervals. Attendees will leave with paper-based self-monitoring templates and simple guidelines for selecting intervals in their classrooms that can be used on Monday. (Level: Basic/Introductory; Intermediate; Advanced)

MASTER TEACHER STRAND 3**CHICAGO B/C****How to Keep Your Main "Stream" from Flooding: Mainstream and Inclusion Solutions for Students with E/BD***Megan Rees, USD 383, Manhattan, KS, Jessica Nelson, Kansas State University, Manhattan, KS, Joel Naaf, USD 364, Marysville, KS*

Any resource teacher can tell you how difficult it is to have students with E/BD successfully mainstreamed in a general education classroom. It can be a struggle to navigate this murky water. Students struggle in the inclusive environment for various reasons including environmental distractions, conflicts with adults and peers, staff fidelity to programming and skill deficits. This presentation will provide interventions and strategies to help you maneuver your students to success. (Level: Basic/Introductory; Intermediate)

A Review of Peer-mediated Intervention Studies on Academic Achievement for Students with E/BD**EMPIRE A***Joseph Ryan, Michelle Dunn, Jill Shelnut, Clemson University, Clemson, SC*

This presentation provides an overview of an extensive literature review of peer reviewed interventions designed to increase academic outcomes for students with E/BD. This session presents an overview of peer mediated interventions, including: class wide peer tutoring, cooperative learning, cross-age tutoring, peer tutoring, peer-assisted learning strategies, peer assessment, peer modeling, and peer reinforcement. Findings will be shared regarding the (a) characteristics of students studied (e.g., ethnicity), (b) placement settings, (c) academic outcomes addressed (e.g., reading), and (d) the efficacy (effects) of peer-mediated interventions. (Level: Advanced)

State of the Science of Communication Interventions for People with ASD**EMPIRE B***Jennifer Ganz, Texas A&M University, College Station, TX*

The presenter, an expert researcher in communication interventions, will discuss the current state of the science in the area of communication interventions, with a particular focus on augmentative and alternative communication interventions for people with autism spectrum disorder. Further, anticipated directions and suggestions for future research in this area will be discussed. Audience participation will be elicited to gather input regarding practitioners' and other stakeholders' priorities. (Level: Basic/Introductory; Intermediate)

Supporting the Effective Use of Paraprofessionals: Promoting Student Independence

EMPIRE C

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

Paraprofessionals often assume a primary instructional role instead of a supportive one (Giangreco & Broer, 2007; Patterson, 2006), often have inadequate training to effectively support the students they are assigned (Carter et al., 2009), and can have detrimental effects for the student (Carter et al., 2008; Chung, Carter, & Sisco, 2012). This session outlines how to comprehensively plan for the effective use of paraprofessionals. Discussion will include a process for identifying when paraprofessional support is necessary, programming for the use of a paraprofessional in the IEP, and providing targeted training and feedback. (Level: Intermediate; Advanced)

AUTISM STRAND 3

CHOUTEAU

Recent Advances in Functional Analysis of Challenging Behavior in the Classroom

Mandy Rispoli, Purdue University, West Lafayette, IN

Preparing school personnel to conduct systematic functional behavior assessments with fidelity is one means of increasing school capacity to assess student-challenging behavior. Trial-based functional analysis (TBFA) allows for systematic functional behavior assessments to be conducted by teachers in the natural setting in which challenging behavior occurs. The purpose of this session is to provide an overview of TBFA and to present recent empirical evidence on the use of TBFA in classrooms for students with autism spectrum disorder as well as classrooms located within Head Start centers. (Level: Intermediate)

3:15 - 4:15 p.m.

CONCURRENT BREAKOUT SESSIONS – SET 4**Interventions for the Top Ten Most Common Problem Behaviors**

NEW YORK A

Kimberly Vannest, Texas A&M University, College Station, TX

Not all interventions work for all students. Students with or at risk for depression or anxiety often function differently than students with attention problems or aggression or conduct problems. This session will present the ten most common problem behaviors based on a nationally representative sample of more than 10,000 students and interventions with evidence to support their use in the population with those problems. Learners will leave the session with a) how to steps for interventions, b) annotated references of evidence to support their use, and c) considerations when things don't go as planned in classrooms and schools. (Level: Basic/Introductory; Intermediate)

Designing and Installing Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention: Lessons from the Field

NEW YORK B

Kathleen Lane, University of Kansas, Lawrence, KS; Leah Wisdom, Kevin Harrell, Lawrence Public Schools, Lawrence, KS

We present one district's journal in designing and installing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention in Kansas. We discuss the training process, the role of district leaders, and lessons learned from school-site Ci3T team leaders. We will share some of the implementation blueprints and professional learning topics that supported implementation. (Level: Basic/Introductory)

Are You Talking to Me? Increasing Student Engagement in the Classroom

CHICAGO A

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

Even in the best programs, motivation may be lacking, interest levels may be low, boredom creeps in and behaviors tend to increase. Depending on the setting, this can be a perfect storm of discontent for both the teachers and the students. It doesn't have to be that way, though. This presentation will help teachers to develop ways to keep students engaged in meaningful curriculum and create an experience that is pleasurable for both the teacher and the child. We will also discuss what to think about when developing your programming for students to enhance engagement and behavior strategies that can encourage engagement. (Level: Basic/Introductory; Intermediate)

MASTER TEACHER STRAND 4

CHICAGO B/C

"I didn't have time, I was too tired and I thought it was due tomorrow": Self-management as an Executive Functioning Skill for Students with E/BD

Michael Persampieri, Norris Public Schools, Firth NE, Seth Piro, Green Hills AEA, Harlan Region Office, IA

Transitioning students from a staff dependent plan to managing their own behavior is a priority for all teachers. Engaging in self-management/monitoring are often overlooked executive functioning skills that are necessary for student success. This session will review how plans were developed to enhance a student's ability to assess their performance, ensure they have the information needed to complete assignments and that they are moving towards timely task completion. Particular focus will be placed on intervention components. Participants will learn to assess executive functioning skills and develop interventions that can be implemented immediately in the general education classroom. (Level: Intermediate)

A Consumer's Guide to Crisis Intervention – Physical Restraint & Seclusion Training

EMPIRE A

Reece Peterson, Elisabeth Kane, University of Nebraska-Lincoln, Lincoln, NE, Joe Ryan, Clemson University, Clemson, SC, Michael Couvillon, Drake University, Des Moines, IA

The use of physical restraint and seclusion procedures in schools is controversial, and has generated bills in the U.S. Congress as well as numerous state laws and policies. Many vendors provide training on these topics. We will summarize the current state of federal and state policy as well as the results of a survey of vendors that offer crisis intervention, conflict de-escalation and physical restraint & seclusion training to schools in the U.S. We will compare the delivery modalities, and relative emphasis placed on various components of training content, length of training, and certification of trainees across these programs. (Level: Intermediate)

It Takes a Village: The Child and Family Support Process

EMPIRE B

Stacy Leeper, Torie Clark, Raina Martin, Columbia Public Schools, Columbia, MO

This session will explore how students are identified for a district-wide program for general education elementary school students with behavior problems, the CFSP program. School personnel, caregivers, and community agencies work together to provide wraparound support. The purpose of the program will be discussed, as will the interventions that are provided at the tier 1 and tier 2 levels, such as Student-Classroom Observation Analysis (SCOA). Strategies for collaborating with family and community agencies and the use of data in determining appropriate resources and levels of support will be discussed. (Level: Intermediate: Advanced)

Best Practice for Comprehensive Program Planning Toward Successful Transition for Students with ASD

EMPIRE C

Karen O'Connor, Jena Randolph, University of Missouri, Thompson Center for Autism and Neurodevelopment Disorders, Columbia, MO

Postsecondary outcomes for adults with autism are bleak despite cognitive abilities (Howlin et al. 2004; Schall, Wehman, & McDonough, 2012). This population consistently has high rates of unemployment and underemployment, less postsecondary training, minimal social involvement, and decreased overall independence (Taylor & Seltzer, 2011; Shattuck et al., 2012; NLTS2, 2005). This session will discuss the importance of programming with transition in mind throughout the school years and on creating and implementing meaningful transition plans. (Level: Intermediate; Advanced)

Social Emotional Learning Prevention and Intervention for Students With Behavioral Disorders: An MTSS Behavior Model

CHOUTEAU

Kelcey Schmitz, Greg Benner, Rayann Silva, Center for Strong Schools, University of Washington Tacoma, Tacoma, WA

In this presentation we demonstrate a model for social emotional learning (SEL) for students with behavioral disorders within a multi-tiered system of support. We begin with a brief overview of the essential elements of primary level prevention system (Tier I) with emphasis on SEL. We offer strategies for embedding SEL into a multi-tiered system of supports. We continue with a brief overview of evidence-based, standard protocol Tier II behavioral supports and data-based individualization. We conclude with demonstration of an easy to use, web-based system for screening, progress monitoring, and Tier II social emotional learning intervention. (Level: Intermediate)

4:15 – 6:00 p.m.

POSTER SESSION

ATLANTA

1. Let's Chat: Positive Parent-teacher Interactions

Christine Anderson, Western Illinois University, Moline, IL, Beth Thompson and Rachel Cuppy, Bettendorf School District, Bettendorf, IA

Social media and other forms of technology were used to improve and increase parent-teacher communication. Data was maintained on the quantity and type of correspondence as well as academic and behavior outcomes for elementary and high school students identified as having emotional and behavioral disorders. Results were positive for improving student achievement and parents' perceptions of school support.

2. The Tacoma Whole Child Initiative: Scaling-up a Multi-tier System of Support in a Large Urban District

Rayann Silva, Kelcey Schmitz, Greg Benner, University of Washington, Tacoma, WA, Jennifer Kubista, Tacoma Public Schools, Tacoma, WA

A partnership between the Center for Strong Schools at the University of Washington, Tacoma and the Tacoma Public Schools was established to create sustainable change in schools. We will discuss data, systems and practices implemented as a large urban district scales up an approach to support the whole child. Evidence-based interventions as well as professional development, assessment and evaluation of a comprehensive system will be reviewed. Implementation examples from preK-12 schools will be shared.

3. Effects of The Good Behavior Game on Student Behaviors: Pre-K through Grade 12

Mack Burke, Lisa Bowman-Perrott, Samar Zaini, Nan Zhang, Kimberly Vannest, Texas A&M University, College Station, TX

This poster will review the literature related to the Good Behavior Game, and findings from a meta-analysis of this widely-used classroom intervention. Specifically, the impact of E/BD risk status, reinforcement frequency, target behaviors (on- and off-task), GBG format, and grade level will be discussed in light of students' outcomes while participating in the GBG.

- 4. Using a Token Economy and FBA to Increase On-task Behavior in a Student with Autism**
Kara Forck, Kaitlin Curtis, Linda Garrison-Kane, Missouri State University, Springfield, MO
 A functional behavioral assessment was employed to assist a fifth grader who was diagnosed with Autism and ADHD in a public school setting. The student engaged in high rates of off-task behaviors (70%) during math activities within the special education classroom. Based upon direct observations, classroom environmental manipulations and indirect assessments, the hypothesized function of attention from adults with escape from demand tasks was formulated. An ABAB design was employed with a dual function-based intervention for the student. The student's on-task behavior increased to 91%.
- 5. Assessing Challenging Behavior in the Home Using Parent-implemented Trial-based Functional Analysis**
Stephanie Gerow, Mandy Rispoli, Texas A&M University, College Station, TX
 The purpose of the poster is to evaluate the feasibility of assessing challenging behavior and implementing function-based interventions in the home setting. Three parent-child dyads participated in the study. The poster will present the results of the three parent-implemented trial-based functional analyses and the subsequent function-based interventions. The poster will provide information on the time required to assess challenging behavior and the parent's ratings of treatment acceptability.
- 6. Moderating Factors of Technology-Based Augmentative and Alternative Communication**
Kristi Morin, Jennifer Ganz, Emily Gregori, Stephanie Gerow, Texas A&M University, College Station, TX
 Augmentative and Alternative Communication (AAC) is a term used to describe a variety of methods that are used to supplement or replace speech for individuals with complex communication needs (i.e., nonverbal or minimally verbal). This poster presents a meta-analysis that was conducted with single-case studies to determine the variables that influenced the effectiveness of technology-based AAC when used with individuals with complex communication needs. The moderators that were investigated included setting, implementer, age, disability, and communication function.
- 7. Interventions to Treat Adults with Self-injurious Behavior**
Emily Gregori, Texas A&M University, College Station, TX
 This systematic review summarizes studies that implemented non-pharmacological interventions to treat self-injurious behavior in adults with developmental disabilities. A systematic search of two databases yielded 42 studies that implemented behavioral interventions from 1995-2015. A total of 83 participants were evaluated across the 42 studies. Interventions used to treat self-injury included: differential reinforcement, noncontingent reinforcement, and functional communication training. Results indicated that all interventions reduced self-injury.
- 8. Increasing On Task Behavior of High School Students in a Special Education Resource Room Using Antecedent Interventions**
Doug Gripka, East Newton High School, Granby, MO, Paris DePaepe, Missouri State University, Springfield, MO
 This poster will present a study that included two high school students, one diagnosed with autism and one with emotional disturbance, who received their education in a resource room. Each displayed high levels of off task behavior during instruction. Data from a functional behavior assessment, with a brief functional analysis, completed on each student were used to identify two different antecedent interventions that were implemented to increase each student's on task behavior. ABAB designs were used to evaluate the effectiveness of the interventions in increasing each student's on task behavior.
- 9. Transition to Adulthood Class Module for Undergraduate and Graduate Students in Special Education**
Sloan Huckabee, Boston University, Boston, MA, Angela Prince, The University of Tennessee-Chattanooga, Chattanooga, TN
 Youth with E/BD experience the poorest post-secondary outcomes of any identified group of youth with disabilities. To improve outcomes for this group the Transition to Independence Process (TIP) model was developed. It includes engaging these youth in their planning, providing supports that are developmentally appropriate, non-stigmatizing and culturally competent. Inclusion of TIP system training in a pre-service teacher preparation class will be described. Future plans for implementing the modules for pre-service and in-service special educators, career and transition specialists, and guidance counselors will be discussed.
- 10. Using QR Codes in the Classroom**
Shawn Huisinga, Carol Wetherell, Indiana State University, Terre Haute, IN
 All students, including those from culturally diverse backgrounds and those with disabilities, need to have access to the general education curriculum. Quick response (QR) codes are one way in which teachers can scaffold the curriculum and increase student engagement. This interactive poster presentation provides an overview of QR codes and how these codes can be used in the PreK-12 grade classroom. The presenters will share actual examples of QR codes being implemented in classroom. Participants will receive instructions for creating a QR code and an audio file using mobile devices.
- 11. Embedding Preferences of Individuals with ASD: Quality Review and Evidence Synthesis**
Jennifer Ninci, Texas A&M University, College Station, TX
 As successful instruction requires a sufficient level of engagement and motivation on behalf of the learner, research has explored the uses of preferences to facilitate positive outcomes in an area of need for individuals with autism spectrum disorder (ASD). Embedding preferences into the learning environment may be an effective intervention as demonstrated by an emerging literature base. This poster will present a review of the quality of research on embedding preferences of learners with ASD. Moderator analyses will be presented and implications for practice will be explored.

12. Effects of Increasing Positive Feedback and Opportunities to Respond for Students with Challenging Behaviors during Reading Instruction

Lauren Evanovich, University of Louisville, Louisville, KY

Providing support to students with challenging behaviors is a critical focus of classroom teachers' success. The focus of this session will be on implementation strategies and suggestions for classroom teachers as a result of a single-subject alternating treatments design study that examined the effects of increasing the rate of teachers' positive feedback and OTRs on students' engagement for students identified with or at risk of challenging behaviors. We will discuss classroom and research recommendations as well as method and results.

13. Implementing Check-in/Check-out in a Truncated Schedule

Lauren Evanovich, University of Louisville, Louisville, KY, Robin Parks Ennis, University of Alabama at Birmingham, Birmingham, AL, Nicole Cain Swoszowski, University of Alabama, Tuscaloosa, AL

This presentation will review a pilot study completed on the feasibility of implementing CICO as a tier 2 behavioral intervention during summer school in a residential facility for court involved youth. Administrator, teacher, and unit staff interviews as well as student behavioral data will be presented. Suggestions for implementation of CICO in truncated schedules will be provided.

14. The Janus Project: Looking Back to Move the Field Forward; 10 Years and Counting

Jim Teagarden, Marilyn Kaff, Kansas State University, Manhattan, KS

The Janus Project has been collecting the reflections from many of the leaders in the field of the education of children with significant behavioral or emotional challenges. These conversations are the bases of this presentation. Selected video excerpts will be shared with the audience to illustrate the collective wisdom of these leaders. The presentation will focus on the future of the field and advice offered for those entering the field.

15. Self-regulation Strategy Development for English Language Learners with Challenging Behaviors

Mandy E. Lusk, Clayton State University, Atlanta, GA, Kelly M. Carrero, Texas A&M – Commerce, Commerce, TX

Self-regulated strategy development (SRSD) is an evidence-based practice for use with students with challenging behaviors. This study investigates secondary English language learners with challenging behaviors' academic progress after completing a six-week of SRSD intervention. The results of the study and future directions will be discussed.

16. Equity in the Evidence-base: A Systematic Review of Sample Demographics Reported in Intervention Research for Youth with Behavior Disorders

Kelly Carrero, Texas A&M University – Commerce, Plano, TX, Mandy Lusk, Clayton State University, Atlanta, GA

Building a strong evidence base of effective intervention practices for youth with emotional/behavioral disorders (E/BD) has been a goal of our field, as well as a federal initiative. Another major concern in all areas of education is that of equity for students from diverse backgrounds. This presentation shares the results of a systematic review of sample demographics reported in the leading intervention research studies that are informing practice for educating youth with E/BD.

17. Video Self-modeling for the Masses: Using Video Self-modeling to Enhance Tier 1 Behavior Programming in Schools

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

Video modeling has proven to be an evidence based intervention for individuals. However, this has rarely been used with groups of students to impact a wide audience. By exploring the benefits of using this strategy on groups of students, a teacher can effectively teach and re-teach groups of students with absolute precision and fidelity. Further, this strategy can be used by PBIS teams as a tier 1 support to teach routines as there are no negative behaviors associated with video modeling. This session will address how to set up a VSM program for groups of students and a successful demonstration in how it was used.

18. Parents' Perceptions of Teacher and Parent Collaboration for Children with Challenging Behaviors: A Case Study

Stephanie Woodley, Eastern Illinois University, Charleston, IL

A parent of a child with disruptive classroom behaviors provided data about aspects she considered helpful when building parent-teacher relationships as well as barriers. Strong relationships were built on communication and specified role assignments. Communication was also cited as a hindrance between not only the parent and the teachers, but also with other school personnel. Not being recognized as an equal team member further led to weak collaboration. Suggestions to strengthen ties with parents will be discussed as well as further research directions.

19. Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Using the SRSS-IE across the K-12 Span

Emily Cantwell, Kathleen Lynne Lane, University of Kansas, Lawrence, KS

In this session, we present findings of recent studies showing how to use the newly adapted Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) across the K-12 span. We will present the findings of two validation studies, one conducted at the elementary level and one conducted in middle and high schools. We present illustrations on how to use these data to connect students to Tier 2 and 3 supports and examine the overall level of risk in schools.

- 20. Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention: Monitoring Treatment Integrity**
Emily Cantwell, Kathleen Lynne Lane, David Royer, Eric Common, Liane Johl, University of Kansas, Lawrence, KS, Ashley Quell, University of South Carolina, Columbia, SC
 In this poster we will share how schools monitor treatment integrity of their comprehensive, integrated, three-tiered (Ci3T) model of prevention. We detail the process, timeline, and tools for monitoring Ci3T models. We will also show sample reports for supporting school-site leadership teams in data-based decision making.
- 21. Instructional Choice Interventions Promoting On-task and Other Appropriate Behaviors: A Field Test of CEC 2014 Quality Indicators**
David Royer, Kathleen Lynne Lane, Emily Cantwell, University of Kansas, Lawrence, KS
 This poster reviewed 12 instructional choice intervention studies in a field test of the Council for Exceptional Children (2014) quality indicators. Article inclusion criteria were: (a) independent variable was instructional choice; (b) dependent variables included disruptive behavior or academic engaged time, or both; (c) participants were school-age students; (d) the study followed single-subject experimental design; and (e) the article was published in English between 2002 and July 9, 2014. Quality indicator results and implications for evidence-based practice are discussed.
- 22. The Effects of Increased Opportunities to Respond During Math for Two Elementary Students with Internalizing Behavior Patterns**
Eric Common, Emily Cantwell, Kathleen Lynne Lane, University of Kansas, Lawrence, KS, Mallory Messenger, Miami University in Oxford, Dublin
 This poster discusses teacher-delivered strategies to support student engagement. In our study, we explored increased opportunities to respond (OTR) for two fourth-grade girls with internalizing behaviors during math instruction. We present the following findings: (a) implementation and integrity with limited university support; (b) extent to which a functional relation was established in this alternating treatment design comparing choral and mixed responding (70% choral, 30% individual); and (c) teachers' and students' views on the goals, procedures, and outcomes of the OTR interventions.
- 23. Designing and Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention in St. Louis... Moving Forward!**
Lisa Powers, Taryn Gaskill, Special School District of St. Louis, St. Louis, MO, Ashley Quell, University of South Carolina, Columbia, SC, Kathleen Lane, University of Kansas, Lawrence, KS
 In this poster, we describe one district's journey in designing comprehensive, integrated, three-tiered (Ci3T) models of prevention. School-site teams engaged in a year-long professional learning series, with extensive coaching to assist teams in developing a Ci3T framework to meet students' academic, behavioral, and social needs in an integrated fashion.
- 24. Working Together Against all Odds: A Collaborative Approach to Support Students with Significant Behavior Concerns**
Raina Martin, Claire Slama, Columbia Public Schools, Columbia, MO
 This presentation aims to outline methods used by the IEP-Community Family Support Program (IEP-CFSP) for addressing significant behavior concerns by providing support both in and out of the school setting. While teachers and parents are often dealing with similar issues, they are not always able to connect in order to provide a clear and consistent set of goals for the student. IEP-CFSP provides both a learning specialist, as well as an intervention counselor to make connections between all resources that the student is accessing in order to facilitate a more effective team approach and improve educational, social, and emotional outcomes.
- 25. Those That Play Together ... Learn Together!**
Stacy Leeper, Torie Clark, Claire Slama, Columbia Public Schools, Columbia, MO
 This session will explore an evidence-based approach to learning social skills and building social emotional intelligence through 'Stop & Think' and Games, PATHS, and social skill groups.

8:00 – 11:00 p.m.

SYMPOSIUM PARTY

ATLANTA

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

Join us for MSLBD's Friday Night Social. Yes, that's right! Here is 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 your program folder for a free beverage. DON'T MISS THE FUN!

SATURDAY, FEBRUARY 27

8:00 – 11:30 a.m.

Registration/Information Desk Open

CHICAGO FOYER

9:00 – 11:15 a.m.

CONCURRENT TWO HOUR SESSIONS

1. Evidence-Based Practices in Effective Instruction for Students with Challenging Behavior

NEW YORK

Terrance M. Scott, Ph.D., Professor, University of Louisville, Louisville, KY

This session will provide logic for identifying and using evidence-based practices to drive effective instruction. These include teacher behaviors that increase the probability of student success from both an academic and social perspective. A range of evidence-based practices will be discussed and demonstrated using video-based scenarios and data from actual classroom observation will be shared as a means of considering how teachers can set goals to increase their own effective teaching behaviors.

2. Legal Developments in the Education of Students with E/BD: What You Need to Know and Why

CHICAGO

Mitchell Yell, Ph.D., Professor, University of South Carolina, Columbia, SC; Carl Smith, Ph.D., Professor Emeritus, Iowa State University, Ames, IA; Antonis Katsiyannis, Ed.D., Professor, Clemson University, Clemson, SC

In this presentation we will provide an update on legal information that is important to all teachers of children and youth with behavioral disorders. We will include coverage of recent court decisions, state level due process hearings, policy letters from the U.S. Department of Education, and the status of the reauthorization of the Elementary and Secondary Education Act (formerly No Child Left Behind) and the Individuals with Disabilities Education Act. We will also discuss providing mental health services to students with E/BD and the most common school district mistakes that have led to due process hearings and court cases and how school district personnel can avoid making these mistakes.

3. Evidence-Based Practices (EBP) and Autism Spectrum Disorders (ASD): Navigating a Sea of Challenges

SAN FRANCISCO

Paul LaCava, Ph.D., Associate Professor, Rhode Island College, Providence, RI, Richard Simpson, Ph.D., Professor, University of Kansas, Lawrence, KS, Allison Shefcyk, B.A., Graduate Research Assistant, University of Connecticut, Storrs, CT

Using EBP to promote optimal student outcomes has become a recent imperative in the ASD field. However, due to a variety of challenges, there exists significant confusion regarding EBP, the various processes to evaluate and rank practices, and how to implement practices with fidelity and for meaningful student progress. This session addresses these challenges by including an in-depth discussion of critical EBP terms and definitions, a description of EBP components, and a process for incorporating EBP into classroom practices. Of importance will be a discussion of the important questions that educators need to ask and a procedure for guiding practitioners in choosing, using and evaluating EBP with students with ASD. Practical and practitioner-friendly information, procedures and activities will be features of this session.

4. Developing Paraprofessionals: Strategies for Training and Effectively Utilizing Paraprofessionals

ATLANTA

Howard Wills, Ph.D., Associate Research Professor and Rose Mason, Ph.D., Assistant Research Professor, Juniper Gardens Children's Research Project, Kansas City, KS Darcey Bast and Melissa Veatch, Special Education Coordinators, Kansas City Kansas Public Schools, Kansas City, KS

This session will address several nuisance behaviors that are common in schools but difficult to solve. Behaviors of interest will involve student elopement (running), stealing, disruptions, and power and control. The focus of this session is to give evidence-based interventions with real life suggestions from the MSLBD Master Teacher group on how to solve these troublesome issues. In addition to solutions, the session will address how to find the right intervention to fit the behavior that you are addressing.

11:15 a.m.

Adjournment and Hotel Checkout

2016 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. Timothy J. Lewis, University of Missouri, Columbia, MO

Outstanding Building Leadership Award

Canise Salinas, Kansas City Kansas Public Schools, Kansas City, KS

Building Bridges Seeds for Development Stipend

Carrie Fairbairn, Millard Public Schools, Omaha, NE

Doctoral Degree Stipend

Jennifer M. Ninci, Texas A&M University, College Station, TX

Master's Degree Stipend

Katie L. Cook, Kansas State University, Manhattan, KS

Stipend applications and individual award nominations are due each year on November 1. Nominations for the Outstanding Building Leadership Award, recognized at the MSLBD Conference on Behavior Issues for School Leaders, due May 1. A complete list of available awards, due dates and nomination forms may be viewed on our website: www.mslbd.org.

PRESENTERS

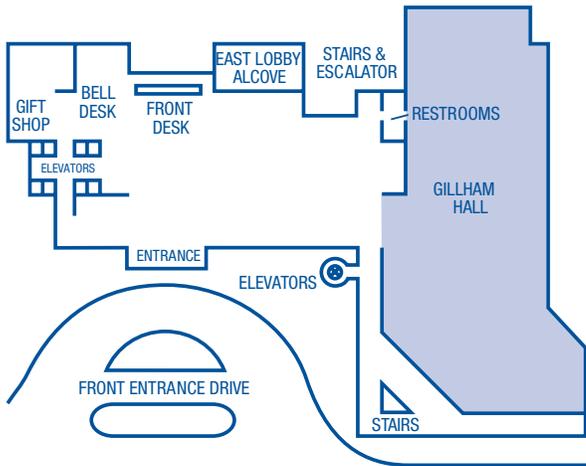
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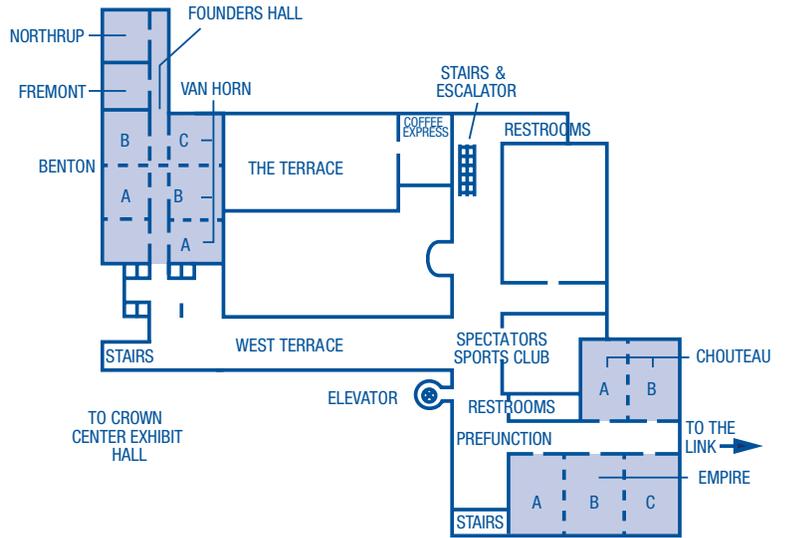
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HOTEL MAP

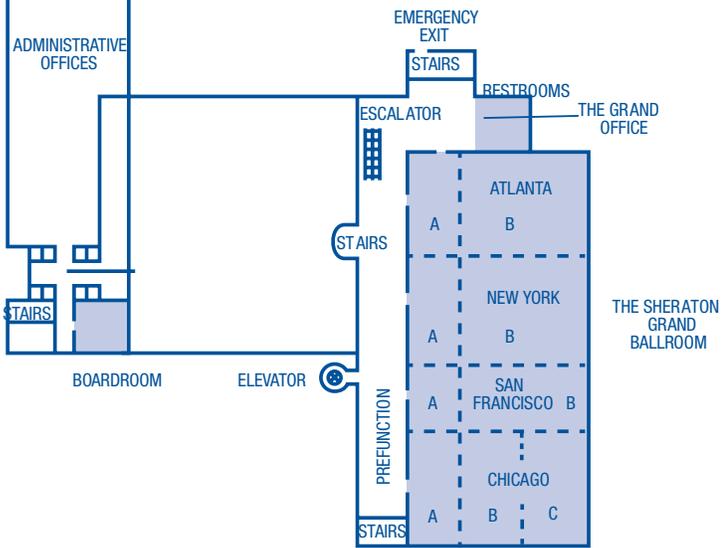
LOBBY LEVEL



MEZZANINE LEVEL



BALLROOM LEVEL



CROWN CENTER EXHIBIT HALL

