

2016 Symposium

Saturday Two Hour Workshops

February 27, 2016 | 9:00 a.m. – 11:15 a.m.

Participants select one session to attend.



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

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.

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

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

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.

Mitchell Yell, Ph.D., Professor of Special Education, University of South Carolina, Columbia, South Carolina; **Carl Smith, Ph.D.**, Professor, Iowa State University, Ames, Iowa; **Antonis Katsiyannis, Ed.D.**, Professor, Clemson University, Clemson, South Carolina

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

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.

Paul LaCava, Ph.D., Rhode Island College, Providence, Rhode Island, **Richard Simpson, Ph.D.**, University of Kansas, Lawrence, Kansas, **Allison Shefcyk, B.A.**, University of Connecticut, Storrs, Connecticut

Developing Paraprofessionals: Strategies for Training and Effectively Utilizing Paraprofessionals

Paraprofessionals are essential for supporting students with disabilities, yet, insufficient evidence exists regarding effective and efficient training protocols. This presentation will share insight from a multi-method study of practices, time use, and training needs of elementary paraprofessionals in a large urban school district. Implications for paraprofessional training and suggestions for increasing the quality of the paraprofessional workforce will be discussed. Participants will gain an awareness of the roles, challenges, and professional development needs of elementary paras both at a systems and classroom level. Specific behavior and academic strategies to target for training will be discussed with a focus on discrete skills with evidence for improving student outcomes. Additionally, ideas for incorporating ongoing evaluation and feedback to increase fidelity of implementation will be discussed.

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