![MSLBD Midwest Symposium for Leadership in Behavior Disorders]

2024 Event Site

# 2024 SYMPOSIUM

**February 29, March 1 & 2, 2024**
**Sheraton Crown Center • Kansas City, Missouri**

*MSLBD is an ACE provider and offers Board Certified Behavior Analyst (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 42nd Annual Midwest Symposium for Leadership in Behavior Disorders. Universities, public schools, non-profits, and state agencies in Florida, Illinois, Iowa, Kansas, Kentucky, Missouri, Nebraska, New Jersey, New Mexico, Oklahoma, Pennsylvania, South Carolina, Texas, Washington, and West Virginia have once again joined in planning a forum to examine many of the important issues facing teachers and parents of students with Emotional and Behavioral Disorders (EBD) and Autism Spectrum Disorders (ASD). We hope that you will gain new insights, establish professional contacts, and obtain new perspectives to meet the ever-changing educational challenges of improving the lives of children and youth with behavioral needs.

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

**No part of the program may be audio or video recorded. Please silence your electronic devices while attending sessions.**

# MISSION STATEMENT

The Mission of the Midwest Symposium for Leadership in Behavior Disorders (MSLBD) is to foster leadership that advances equitable education opportunities and outcomes for students with behavioral needs and to support the professionals and families with whom they are connected.

# PLANNING COMMITTEE

Reesha Adamson, Missouri State University
Mary Jo Anderson, Overland Park, KS
John Augustine, University of Missouri-Columbia
Brenda Bassingthwaite, Munroe-Meyer Institute, UNMC, Omaha, NE
Jennifer Bossow, Albuquerque Public Schools, NM
Lisa Bowman-Perrott, Texas A&M
Cathy Bullock-McCalley, Iowa State University
Michael Couvillon, Drake University, IA
Christopher Delap, Lakemary, Paola & Olathe, KS
Scott Eckman, NeMTSS Team, Milford, NE
Scott Fluke, Olathe Public Schools, KS
Heather Forbes, West Virginia University
Nicholas Gage, WestEd, Gainesville, FL
Nicolette M. Grasley-Boy, WestEd, Bridgewater, NJ
Katherine Graves, University of Missouri-Columbia
Deborah Griswold, University of Kansas
Barbara Gross, Nebraska Education Service Unit 5
James Hogan, Children's Institute for Learning Differences Renton, WA
Mike Hymer, Lawrence, KS
Jeneé Vickers Johnson, University of Missouri-Kansas City
Marilyn Kaff, Kansas State University
Antonis Katsiyannis, Clemson University, SC
Debra Knight, KIPP Oklahoma
Maura Linas, Leawood, KS
Marie Manning, Eastern Kentucky University
Sharon Maroney, Western Illinois University
Rose Mason, University of Missouri-Columbia
Lane Maxcy, University of Central Missouri

Matthew McNiff, Nebraska Education Service Unit 5
Nichole Merritt, Kansas State University
Lindsey Mirielli, University of Missouri-Columbia
Barbara Mitchell, Kansas State University
Jessica Nelson, Geary County USD 475, KS
Shari Beth Niemeyer, Wellsville-Middletown R-1 School District, MO
Regina Oliver, Crete Public Schools, NE
Kaye Otten, Summit Behavioral Services, Kansas City, MO
Cannon Ousley, University of Missouri-Columbia
Mike Paget, Consultant, Overland Park, KS
Reece Peterson, University of Nebraska-Lincoln
Seth Piro, Northwest AEA, IA
Felicity Post, Geary County USD 475, KS
Angela Tuttle Prince, Iowa State University
Tyler Ré, The Chicago School of Professional Psychology
Chad A. Rose, University of Missouri-Columbia
Gretchen Scheibel, University of Kansas
Brian Sims, Pittsburg State University, KS
Carl Smith, Iowa State University
Courtney Sweeney-Legore, Forsyth R3 School District, MO
James Teagarden, Kansas State University
Jason Travers, Temple University, Philadelphia, PA
Kathleen Zimmerman Tuck, University of Kansas
Vanessa Tucker, Pacific Lutheran University, WA
Howard Wills, Juniper Garden Children's Research Project, University of Kansas
Mitchell Yell, University of South Carolina
Keri Frey, MSLBD Manager, Hickman, NE
Tracy Riensche, MSLBD Registration Specialist, Firth, NE

# WEDNESDAY, FEBRUARY 28, 2024

| 7:00 p.m. – 9:30 p.m. | **SYMPOSIUM REGISTRATION/INFORMATION DESK OPEN** | **BALLROOM FOYER** |

# THURSDAY, FEBRUARY 29, 2024

| 7:30 a.m. – 5:00 p.m. | **SYMPOSIUM REGISTRATION/INFORMATION DESK OPEN** | **BALLROOM FOYER** |

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

**1. High-Probability Strategies for Managing Classroom Instruction and Behavior**    NEW YORK
This session provides an overview of high-probability practices and strategies for facilitating positive student behavior in classroom settings. Effective instruction, physical environment, and teacher-student relationships are the focus. Video examples will be provided to engage participants. (Level: Basic, Introductory; Intermediate)
**Terrance Scott, PhD**, Professor, University of Louisville, KY

**2. Teaching From Joy: Practical Functional Assessment and Skills Based Treatment- Our Experience in Public Schools**    SAN FRANCISCO
*BCBA CEUs*
Developed by Dr. Greg Hanley and FTF Consulting, "The practical functional assessment and skills based treatment process, which prioritizes safety and social acceptability, has proven to be a highly effective and generally applicable approach to treating severe problem behavior." The focus is on identifying when students are happy, relaxed, and engaged and subsequently teaching them positive behavioral skills to get their needs and wants met while maintaining safety, dignity, and televisibility. Most commonly, this process has been done in more clinical or private school settings. Our goal is to share how we have implemented the process within public school settings by providing video examples, staff and parent testimonials, and the progress of students participating in the process. (Intermediate, 3.5 BCBA CEUs)
**Ali Sweitzer, MEd, BCBA**, Metro Region Behavior Specialist, Nebraska ASD Network and **Jodie Tagel, MEd, BCBA**, Westside Schools, Omaha, NE

**3. Restorative Justice Practices: Focusing on Prevention First**    CHICAGO
Restorative practices help to build community, celebrate accomplishments, transform conflict, and rebuild relationships that have been harmed. A restorative model fits well within the multi-tiered systems of support framework and is at the heart of a prevention based approach. This session will be an interactive hands-on introduction to restorative practices for building connections and community with staff, students, and families. (Basic, Introductory; Intermediate)
**Cori Bullus, MEd**, Certified Specialist in Restorative Practices, Sound Supports, Seattle, WA

**4. Supporting Students' Engagement During Mathematics Instruction: Mathematics Practices and Behavior Strategies Backed by Research**    EMPIRE
Proficiency in mathematics is a necessary component of many careers and is viewed as essential for adult independence. Yet many students with and without disabilities struggle with mathematics, and mathematics can also serve as a barrier to students' interest in and pursuit of STEM fields. Barriers to STEM learning may limit students' opportunities for future meaningful careers and deprive society of an inclusive STEM workforce. Using behavior strategies during quality instruction can contribute to higher mathematics/STEM outcomes, which may be especially important for students with co-occurring academic and behavioral challenges. This workshop describes examples of mathematics evidence-based practices, shares examples of behavior strategies backed by research, and engages attendees in exploring how the implementation of mathematics practices along with behavior strategies can support mathematics understanding and student engagement. (Intermediate)
**Jessica Rodrigues, PhD**, Assistant Professor and **Lindsey Mirielli, MEd**, Doctoral Student, University of Missouri, Columbia, MO

5. **Managing Myself: Integrating and Intensifying Self- Regulation Skills into Academic and Behavioral Strategies Across Contexts**    ATLANTA

Students with emotional and behavioral disorders often struggle to self-regulate their behavior and emotions, which can negatively impact growth and outcomes. Explicitly teaching students how to use self-regulation skills is one way to improve these skills and outcomes. This presentation will demonstrate how to integrate self-regulation skills instruction into academic and behavioral strategies, as well as how to evaluate student progress and design differentiation and intensifications to meet the needs of all students. (Basic, Introductory)

**Sara Sanders, EdD**, Assistant Research Professor, **Lauren Hart Rollins, PhD**, Research Assistant Professor, **Olivia R. Hester, PhD**, Research Assistant Professor, **Kristine Jolivette, PhD**, Paul W. and Mary Harmon Bryant Endowed Professor, The University of Alabama, Tuscaloosa, AL

**11:00 a.m. – 5:00 p.m.**    **EXHIBITS**    BALLROOM FOYER

We invite you to visit the exhibits and representatives who have joined us for the 2024 Symposium.

**12:00 p.m. – 1:30 p.m.**    **LUNCH, ON YOUR OWN**

Enjoy Spectators Restaurant and Link@Sheraton Café. Crown Center Food Court, restaurants and shops are easy to access from "The Link" walkway on the mezzanine level.

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

6. **Key to Choosing and Implementing Evidence-Based Tiered Behavior Support Strategies**    ATLANTA

BCBA CEUs    There is a plethora of evidence-based behavior support strategies. The task facing many educators of choosing and implementing an effective strategy for the individual students they serve can be overwhelming, to say the least. Do you choose one or a combination? How about tier one versus tier two versus tier three strategies in a multi-tiered system of support? Was this particular strategy researched with students and in environments similar to my situation? This session will focus on key things to consider during this process, based on the hypothesized function(s) the challenging behavior serves for individual students, potential environmental and personnel constraints, and limitations of the research literature. (Intermediate;  3.5 BCBA CEUs)

**Kaye Otten,  PhD, BCBA**, Behavior Consultant, Summit Behavioral Services, Kansas City, MO

7. **Advocating for Trauma-Informed Care in Applied Behavior Analytic Practice and Research**    CHICAGO

BCBA CEUs    Although the construct of trauma has largely eluded a thorough behavior analysis, considerations surrounding trauma and trauma-informed care (TIC) have entered mainstream applied behavior analysis (ABA). In the absence of clear findings and guidance from research, conversations surrounding the matter have been polarizing. This talk attempts to bring clarity, vocabulary, and nuance to this discussion. I will first define trauma across multiple levels of scientific understanding and provide a behavior-analytic interpretation. Then, I will outline the commitments of a TIC framework and describe how to incorporate them into ABA. Finally, I will articulate and respond to several concerns and questions that have entered the discourse surrounding trauma and TIC. My primary intention is to increase your capacity and willingness to advocate for TIC in ABA in conversations and collaborations. (Intermediate;  3.5 BCBA CEUs)

**Adithyan Rajaraman, PhD, BCBA-D, LBA-TN**, Director of Behavior Analysis Research, Assistant Professor in Pediatrics, Vanderbilt Kennedy Center's Treatment and Research Institute for Autism Spectrum Disorders, Vanderbilt University Medical Center, Nashville, TN

8. **Foundations in De-Escalation**    NEW YORK

BCBA CEUs    Given the increased behavioral challenges seen in students since the start of the pandemic, we are more acutely aware of the need for educators to be skilled at de-escalation. In the time of crisis, school teams must move from panicking in the moment to implementing a targeted plan. If you are looking for a fresh look at how to best support those who escalate using some innovative tools, then this is the course for you! Regardless if you are new to de-escalation or if you are a certified trainer yourself, this course will offer some great insights and takeaways. (Basic, Introductory; Intermediate;  3.5 BCBA CEUs)

**Patrick Mulick, MEd, BCBA,** Assistant Director of Special Education, Auburn School District, Speaker and Facilitator in Special Education, Renton, WA

9. **Pulling Back the Curtain on Artificial Intelligence and New Technologies in Education**    SAN FRANCISCO

Artificial intelligence, or AI, is everywhere, from ChatGPT to BARD, and is having a direct impact on education. There are many valid concerns related to AI in education, such as students using AI to do their homework or giving false or misleading information to students. However, there is also incredible promise, such as AI's ability to adapt to special needs and AI supporting educators to make their work easier. In this workshop, we will teach educators what AI is and isn't, describe how it works, review successful integrations into the classroom, and try to demystify AI for Education. We will then provide examples of how teachers can use AI in their classrooms to engage students and potential uses for their own practice. (Basic, Introductory)

**Joseph Wiggins, PhD,** Research Director and **Jorge Parra, BCS**, Software Engineer, Katabasis, Inc.

# FRIDAY, MARCH 1, 2024

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|---|---|---|
| 7:30 a.m. – 5:00 p.m. | **SYMPOSIUM REGISTRATION/INFORMATION DESK OPEN** | **BALLROOM FOYER** |

**8:00 a.m. – 5:00 p.m.**    **EXHIBITS**    **BALLROOM FOYER**

We invite you to visit the exhibits and representatives who have joined us for the 2024 Symposium.

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

**The Importance of Choosing to Work with Children Who Hurt: The Strategic Use of Self**

Students with emotional, behavioral, and mental health disorders are often difficult to like. Their behavior can be disrespectful, spiteful, and dangerous. It is not unusual for teachers of these students to be kicked, bitten, hit, or otherwise injured. Recent policy and legislative changes have seemingly reduced common means educators have traditionally employed in an effort to address challenging behavior (e.g., restraint, seclusion, suspension, and expulsion). Most teachers, including those certified in special education, report feeling ill-prepared to address aggressive and assaultive behavior in children and youth. As a result, it is very difficult to find individuals who are willing and capable of successfully teaching these students. Thankfully, some individuals consciously choose to work with these challenging students. As participants in the MSLBD Symposium, you are likely some of these individuals. Together, we will explore issues that impact teachers and school administrators as they attempt to program for these students. We will also explore some effective and practical interventions that can be implemented to support these students when educators are willing to invest and commit to the strategic use of self in the classroom. (Basic, Introductory; Intermediate)

**Richard Van Acker,  EdD,** Emeritus Professor, University of Illinois at Chicago

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

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

1.1    **Tell It How It Is: Increasing Writing Skills and Self-Advocacy for Youth w/EBD Using SRSD Instructional Approach**    ATLANTA

Youth with emotional and behavioral disorders (EBD) often face challenges while writing, producing products that are shorter, less complex, and with fewer ideas. These youth also have diverse academic, behavioral, and social needs and are in need of dynamic instruction to support multiple domains concurrently. Our presentation focuses on using the SRSD instructional approach to improve the persuasive writing and self- advocacy skills of youth with EBD while measuring self- regulation skills and writing motivation. We will provide an overview of the literature and our findings, with major takeaways and practical applications for teachers to consider for their students. (Basic, Introductory)

**Lauren Hart Rollins, PhD**, The University of Alabama, Tuscaloosa, AL; **Aimee Hackney, PhD**, University of New Mexico, Albuquerque, NM; **Sara Sanders, EdD**, **Olivia R. Hester, PhD**, and **Kristine Jolivette, PhD**, The University of Alabama, Tuscaloosa, AL

**1.2**	**Need to Reduce Chronic Absenteeism? But Don't Know How?...MTSS!**	<span style="float:right">NEW YORK</span>

With millions of students missing more than 10% of school days, chronic absenteeism has emerged as a national crisis affecting our students' educational outcomes. Through a Multi- Tiered System of Supports, districts can address not only academic concerns but social, emotional and behavioral issues that lead to students missing school. This session will provide concrete, evidence-based strategies utilized with districts that have proven to reduce or eliminate chronic absenteeism. (Intermediate)

**Beth Clavenna-Deane, PhD, Tori Ballew, MSEd**, and **Nicholas Gage, PhD**, WestEd

**1.3**	**MASTER TEACHER STRAND**	<span style="float:right">CHOUTEAU</span>
**What To Do When You Don't Know What To Do: Focus on Tier Two**

Educators typically begin building evidence-based multi-tiered systems of behavior support at the universal, or tier one, level. Yet, very often, there is a need to start with tier two supports as many schools are "fat in the middle," meaning they have over 15% of their students who need some level of behavior support beyond tier one. This session will describe an effective tier two "reset self-regulation" process developed in one school district in Missouri. Student data and freely accessible resources will be shared. (Basic, Introductory)

**Andrew Morton, MEd, EdS**, Williard R-II School District, Willard, MO; **Kaye Otten, PhD, BCBA**, Summit Behavioral Services, Kansas City, MO

**1.4**	**Data Mountain: Including Students Within Data-Based Decision-Making During Reading Instruction**	<span style="float:right">CHICAGO A</span>

Teachers collect reading data frequently on a variety of skills. When teachers share this progress monitoring data with students, positive outcomes are observed. This session will present findings of Data Mountain, a self-determination program designed to share progress monitoring data with students. The session will illustrate how Data Mountain can be layered on top of the data-based decision-making cycle of inquiry in reading (Intermediate)

**Lisa Didion, PhD**, University of Kansas, Lawrence, KS

**1.5**	**Leveraging Machine Learning Technology for Classroom Management Support: Considerations for Educators'**	<span style="float:right">CHICAGO B</span>
**BCBA CEUs**	**Perception of Automated Feedback**

Advancements in classroom sensing technologies (e.g., smartphones, smartwatches, robotic cameras) combined with recent breakthroughs in machine learning have opened up new possibilities for enhancing feedback and support mechanisms for teachers. As technology continues to evolve, it becomes imperative to actively involve educators in the development and utilization of these tools. In this session, we will share the insights gathered from a survey of 451 teachers, focusing on their perceptions of using classroom audio and machine learning tools to generate automated data on their implementation of evidence-based classroom management practices. Through a guided discussion, we will explore the reported benefits and concerns expressed by the surveyed teachers and delve into how we can harness this advancing technology to effectively support teachers working with students with behavioral needs. (Basic, Introductory; Intermediate, 1.0 BCBA CEUs)

**Jessica Boyle, MEd** and **Joseph Wehby, PhD**, Vanderbilt University, Nashville, TN

**1.6**	**Can We Be Friends? Examining Online Social Relationships**	<span style="float:right">CHICAGO C</span>

As technology evolves, our social interactions have also evolved. Youth are developing friendships with people in online spaces, and these friendships are as meaningful as those in physical spaces. This session will detail findings from three studies, while providing recommendations for digital citizenship programming, assessing youths' social engagement online, and strategies for talking to and working with youth on socializing safely in online spaces. (Intermediate)

**Chad Rose, PhD, Madison Imler, MS, Lindsey Mirielli, MEd, Tracey Milarsky, MAT, Tiffany Crawford, MS, Cannon Ousley, MS, BCBA, Katie Graves, MEd,** and **Shannon Locke, MS, CCC-SLP**, University of Missouri, Columbia, MO

**1.7** **Teaching Paraprofessionals to Make the Right Call: Creating a Culture of Ethical Decision-Making**

Ethical dilemmas are often complex issues fraught with nuances that make them difficult to navigate. The challenge with ethical issues does not end with problem-solving them for yourself. Perhaps even more concerning is that it is difficult to teach others how to traverse these circumstances. This session outlines resources and how to use them to teach paraprofessionals to acquire, increase, and maintain ethical decision-making. (Intermediate, 1.0 BCBA CEUs)

**Shannon Hoey, MEd, Sarah Bendekovitz, MEd, Tyler Re, PhD**, and **Rachel Garcia, PhD**, The Chicago School of Professional Psychology Online

EMPIRE A

**1.8** **Pipeline to Prison-NO MORE-There is a better way!**

EMPIRE B

This session will share the transformation of Westside (K-12) Alternative School. Through the MTSS process and a program evaluation, we recognized that Westside Students didn't have access to Tier 1 curriculum, their attendance was poor and ultimately, we were not seeing the results of successful high school graduates from the students who attended Westside. With significant behavior, trauma, and ESI reports on the rise, we knew we had to search for a better way. We dove into the research regarding alternative programs, and trauma informed practices. "When you change the way you look at things, the things you look at change." Attendance rates are up by 12%, 84% of students are in transition back to their base schools and we are closer to living our mission of #EveryStudentEveryDay489, #TogetherWeChampion. (Intermediate)

**Melinda McDaniel, MS Ed** and **Kyle Carlin, MSEd**, West Central Kansas Special Education Cooperative, Hays, KS

**1.9** **A Trauma-Informed Mirror: Are We Partially Responsible**

EMPIRE C

Traditionally educators view trauma as a designated event that occurs outside of the school walls, the effects of which educators are faced with mitigating. But what is going on inside those school walls? Join us for a presentation that combines equity and trauma-informed work to critically explore ways in which schools cause and perpetuate traumatization. We will explain how 4 priorities in decision-making (predictability, flexibility, empowerment, and connection) can lead to the creation of a proactive, universal trauma-informed approach.(Basic, Introductory; Intermediate; Advanced)

**Valerie Broderick, MAEd, Patrika Brown, EdD**, and **Torie Clark, MEd**, Columbia Public Schools, Columbia, MO

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

**2.1** **Aligning Special Education Transportation with LRE in IDEA to Facilitate Positive Behavior**

ATLANTA

Aligning transportation options for students with emotional/behavior disorders with the LRE mandate in IDEA. Strategies for collaboration and training to facilitate consistency when working with students with behavioral needs and implementing researched-base interventions to encourage positive behavior will be discussed. (Basic, Introductory)

**William McDermott, EdS**, First Consulting; **Theodore Stec, PhD**, Lombard District 44 and Coop. Assoc. for SPED Dupage County, IL; **Susan King, PhD** and **Laura Greene-Halley**, First Consulting, New Lenox, IL

**2.2** **MASTER TEACHER STRAND**

NEW YORK

**Student Self-Sabotage & Disengagement: Helping Students Get Out of Their Own Way!**

This session examines and defines student self-sabotage and disengagement. Several factors that predict these problematic behaviors will be explored. We will discuss various examples of self-sabotage in students' academic lives and what practical strategies educators can use to reduce these behaviors and boost student motivation. (Basic; Introductory)

**Carrie Fairbairn, MEd** and **Sallye Vanderplas-Lee, BA**, Education Service Unit #3, LaVista, NE

**2.3** **MASTER TEACHER STRAND**

CHOUTEAU

**Restorative Practices - Improving School Climate to Keep Kids in School**

An introduction to the origins, components and benefits of a restorative approach to school discipline.(Basic, Introductory; Intermediate; Advanced)

**Anne Baptiste, MA**, Educational Service Unit 7, Columbus, NE; **Jan Burgress, MME, MAEd**, Retired, Liberty, MO

**2.4** **Team-Based Coaching and Collaboration Tools to Help Educators Implement Individualized Support in the Classroom**                                                                 <span style="float:right">**CHICAGO A**</span>

Despite continued growth of evidence-based practices for implementing positive behavior supports in classrooms, schools struggle with collaboration and communication between the school team and family. We will (a) review the benefits of team-based individualized supports; (b) describe a technology tool that facilitates coaching and collaboration between teachers, coaches, and families; and (c) present usability, acceptability, and feasibility data about the coaching and family materials and tools.(Basic, Introductory)

**Carol Davis, EdD** and **Scott Spaulding, PhD, BCBA-D**, University of Washington, Seattle, WA

**BCBA CEUs** **2.5** **Merging Worlds: Integrating Social-Emotional Behavioral Supports for Student Success**                     <span style="float:right">**CHICAGO B**</span>

Do you want to prioritize social-emotional development but don't know where to start? In this session, presenters will review simple ways to integrate a focus on social-emotional competencies with your Tier 1 behavior practices, discuss the importance of a comprehensive social-emotional and behavioral approach, and share resources for the future. (Basic, Introductory, Intermediate, Advanced, 1.0 BCBA CEUs)

**Robin Parks Ennis, PhD, BCBA-D** and **Mary Rose Sallese, PhD**, University of Alabama at Birmingham

**2.6** **Physical Restraint and Seclusion Investigations by the Office of Civil Rights and the U.S. Department of Justice**                                                                 <span style="float:right">**CHICAGO C**</span>

This session will describe the Office of Civil Rights (OCR) and Department of Justice (DOJ) ongoing investigations of school district and the use of physical restraint and seclusion procedures. It will identify legal issues and common problems found as a result of these investigations. Resulting agreements about how to improve practices related to restraint and seclusion based on these reviews will be described. New investigations through February 2024 will be included. (Intermediate; Advanced)

**Reece Peterson, PhD**, Emeritus Professor, University of Nebraska-Lincoln, Lincoln, NE; **Eryn Van Acker, PhD**, Pleasanton Unified School District, Pleasanton, CA

**BCBA CEUs** **2.7** **Ongoing Staff Development through a Behavioral Skills Training Model: Increase Staff Retention and Reduce Emergency Safety Interventions**                              <span style="float:right">**EMPIRE A**</span>

Focus of the presentation is on the importance of evidenced based training strategies and how they can aid in the reduction of Emergency Safety Interventions (ESI) and increase staff retention. We will be discussing and reviewing preventative behavioral skills being taught through the behavioral skills training model to establish the ability to create pinpoint performance feedback opportunities to increase staff competencies and confidence. We will be looking at the development of an IGNITE Mentor program that is designed as a continuation of new hire training from the classroom training to on-the-job practical training to ensure efficacy of preventative behavioral skills that aid in the reduction of ESI and in turn provides staff retention. (Intermediate, 1.0 BCBA CEUs)

**Christopher Delap, BCBA, LBA, LMLP, AS**, Lakemary Center, PRTF, Paola, KS

**2.8** **Battling Autism-Specific Stigma with Peer Perceptions and Belongingness**                                         <span style="float:right">**EMPIRE B**</span>

Autistic individuals are subjected to ongoing Public/Enacted Stigma and resulting internalized Felt/Self Stigma creating negative self-beliefs and reduced self-worth from an acute awareness of being stereotyped and rejected (Han et al., 2022). Recent studies also highlight acute and chronic mental health concerns from compensation strategies such as masking to deal with internalized social stigma, rejection, and normative social expectations (Pearson & Rose, 2021; Miller et al., 2021; Perry et al., 2022; Turnock et al., 2022). Intervention strategies for social competence focus primarily on skill training with autistic individuals, yet social engagement takes two people and stigmatization originates from our social environment. During this interactive presentation, implications on lifetime outcomes from autism-specific stigma will be discussed. One moderating factor, a sense of belonging, will be reviewed, and interventions for self-reflection and peer interactions to improve the social context will be shared. (Advanced)

**Shannon Locke, MS, CCC-SLP** and **Nargiza Buranova, PhD**, University of Missouri, Columbia, MO

**2.9**    **Relationships Take Work!**    EMPIRE C

Students' sense of belonging to a school and within a classroom are critical to their social, emotional, behavioral, and academic success, including graduation. This presentation will highlight formal and informal strategies, including reals-world examples from K-12 schools, that educators can use to build a sense of belonging and foster positive, healthy relationships with students. (Basic, Introductory)

**Allison Bruhn, PhD** University of Iowa & Scanlan Center for School Mental Health, Iowa City, IA

**12:30 p.m.–**    **LUNCH, ON YOUR OWN**
**2:00 p.m.**
Enjoy Spectators Restaurant and Link@Sheraton Café. Crown Center Food Court, restaurants and shops are easy to access from "The Link" walkway on the mezzanine level.

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

**3.1**    **Classroom WISE: Tools for Supporting Student Mental Health in the Classroom**    NEW YORK A

Educators and school staff play a vital role in promoting mental health and well-being and identifying and responding to emerging mental illness in children and adolescents. However, they often have not received the education, training, and/or ongoing support needed to respond in the classroom. To address this need, the MHTTC Network, in partnership with the National Center for School Mental Health, developed a FREE self-guided online course focused on educator mental health literacy. This session will overview the curriculum, resources available to you, and how to obtain ongoing training and technical assistance in implementation.(Basic, Introductory)

**Hannah West, PhD, BCBA**, **Erika Franta, PhD**, and **Jessica Christensen, MEd**, Mid- America MHTTC, University of Nebraska Medical Center, Omaha, NE; **Rayann Silva, MEd**, and **Kelcey Schmitz, MSEd**, University of Washington, Northwest MHTTC, Seattle, WA

**3.2**    **Tier 2 Interventions: What's Available Beyond Check-In/ Check-Out?**    NEW YORK B

Check-In/Check-Out is a wonderful Tier 2 intervention - but it is not right for all students! Join this session to expand your menu of evidence-based Tier 2 interventions that can be implemented within a PBIS framework. This session will describe specific Tier 2 interventions for students who want to avoid work, students with internalizing concerns, students with social skills deficits, and even middle schoolers who don't do their homework. All are welcome, but this session is especially appropriate for administrators, school-based mental health professionals, and others involved in prevention and intervention services at school. (Intermediate)

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

**3.3**    **MASTER TEACHER STRAND**    CHOUTEAU
**Teacher Retention and Self Care**

Teacher retention and self-care are critical aspects of the education field that deserve attention and support. Teachers play a pivotal role in shaping the lives of students, but the demands of the profession can be overwhelming and lead to high levels of burnout and attrition. This presentation aims to address the importance of teacher retention and the significance of self-care practices in maintaining a healthy and sustainable teaching career. (Basic, Introductory)

**Stephanie Kopecky, MEd** and **Kristen McKearney, MEd**, Education Service Unit #3, LaVista, NE

**3.4**    **The Power of the Arts to Restore Our Students' Hope, Health, and Well-Being**    CHICAGO A

With the increasing population of students who have experienced trauma, lost hope, and may have mental health challenges, the arts have the potential to restore their health, strength, and self-confidence. The arts can assist students in regulating their emotions. This session provides multiple practical strategies that can be used in any classroom to reach students through the arts. (Basic, Introductory)

**Beverley H. Johns, MS**, Southern Illinois University, Carbondale, IL; **Lisa Kaye, EdD, ATR-BC**, Temple University, Philadelphia, PA; **Donalyn Heise, EdD**, University of Texas at Austin, Austin, TX

**3.5** **Keeping Students Engaged: Practical Strategies for Teachers and Families** CHICAGO C

**BCBA CEUs** In this session, we provide teachers and families with effective, practical strategies to increase student engagement and minimize disruption in remote, in person, and hybrid learning environments. We provide step-by-step guidance for using behavior specific praise, precorrection, active supervision, and instructional choice. These strategies are often incorporated as foundational elements of integrated tiered systems of support such as Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention and can be used by teachers and families in schools without tiered systems in place. (Basic, Introductory; Intermediate, 1.0 BCBA CEUs)

**Kathleen Lynne Lane, PhD, BCBA-D, CF-L2** University of Kansas, Lawrence, KS; **Grant Allen, PhD**, University of Wisconsin-Stout, Menomonie, WI; **Rebecca Sherod, MSEd**, Arizona State University, Tempe, AZ; **Paloma Perez, PhD**, University of Virginia, Charlottesville, VA; **Mark M. Buckman, PhD**, University of Kansas, Lawrence, KS; **David James Royer, PhD, BCBA-D**, University of Louisville, Louisville, KY; **Eric Alan Common, PhD, BCBA-D, LBA**, University of Michigan-Flint, Flint, MI

**3.6** **Team Work Makes the Dream Work: The Potential of Co-Teaching Students with Emotional Disabilities and** CHICAGO C
**Those Who Are At-Risk**

The purpose of this presentation is to address the basics of co-teaching and discuss strengths and challenges through both general and special educator perspectives, and their impact on the field. Presenters will introduce best practices using real-life classroom-based scenarios from both the general education and special education perspectives. Participants will be provided practical tips on how to address the academic and behavioral needs of students with behavioral disorders and at-risk students using a co-teaching model. By the end of this presentation, participants will develop a lesson plan using the presenter format that includes the roles, responsibilities, and expectations of both parties. (Basic, Introductory; Intermediate; Advanced)

**Bobbi McBride, MEd**, Fayette County Public Schools, Lexington, KY; **Amanda Boor, MEd**, CodeRVA, Richmond, VA; **Marie Manning, PhD**, Eastern Kentucky University, Richmond, KY

**3.7** **Strategies to Scale Behavior Interventions and Supports Across Schools and Districts** EMPIRE A

**BCBA CEUs** In this presentation, we will discuss strategies to scale Tier 2 behavior interventions and supports across schools or entire districts using the principles of implementation science. We will illustrate these strategies with I- Connect, a technology- based self-monitoring intervention that can be used to promote positive behavior in elementary and secondary classrooms. (Basic, Introductory, 1.0 BCBA CEUs)

**Gretchen Scheibel, PhD, OTR, BCBA**, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS; **Sara Estrapala, PhD**, University of Missouri, Columbia, MO; **Howard Wills, PhD, BCBA**, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS

**3.8** **Where are They Now? Outcomes and Advice from Students Who Have Completed Behavior Programs** EMPIRE B

"Where are They Now?" shares the wisdom and advice of students who have received special education services to support behavior. Looking back on their experiences, the students share through recorded interviews what made a difference for them and what they think educators need to know. (Basic, Introductory)

**Anne Baptiste, MA, ESU 7**, Columbus, NE; **Tracey Milarsky, MAT**, University of Missouri, Columbia, MO

**3.9** **What about the Other Kids in the Room?** EMPIRE C

Student behavior has become and continues to be more destructive and dangerous. This behavior often leads to rooms being torn apart and classrooms evacuated, with whole group instruction occurring in alternate locations within the school. The student exhibiting the behavior often gains the most support from the building response team, but what about the students who witness the behavior and then see that same student return to the classroom for a fresh start? This presentation offers a different perception on student behavior and encourages participant reflection on current classroom practices. Participants will leave with trauma-informed strategies on how to best provide equitable support to ALL students before, during, and after dangerous and destructive behavior events. Furthermore, it will provide a forum to better understand the stress, anxiety, or trauma caused by witnessing such behavior. Participants will discuss methods for debriefing the experience through productive conversation, which allows students to make meaning from the event and strategize how they can feel safe in the future. (Basic, Introductory; Intermediate)

**Anne-Marie Bixler-Funk, PhD**, **Katherine Clifford**, **Thomas Hanken, MS Ed**, and **Stacy Slabaugh, MS Ed**, Olathe Public Schools, Olathe, KS

**3:15 p.m. –**
**4:15 p.m.**

**CONCURRENT BREAKOUT SESSIONS – SET 4**

**4.1** **Addressing A Sleeping Giant: Responding Ethically to the "Reduced Day Fix"**   NEW YORK A

*BCBA CEUs-*
*ETHICS*
Presenters will discuss an overview of ethical challenges and limitations with using disciplinary exclusions as a reactive management strategy. Participants will engage with four interactive decision- making models to effectively determine the ethical appropriateness of this school-based practice. Participants will be eligible to receive 1 CEU credit that directly relates to BCBA ethics. (Intermediate,1.0 BCBA CEUs -ETHICS)

**Vanessa Tucker, PhD, BCBA-D, LBA**, Pacific Lutheran University, Tacoma, WA; **Marie Manning, PhD**, Eastern Kentucky University, Richmond, KY

**4.2** **School-Based Mental Health: What Do Educators Need to Know?**   NEW YORK B

The American Academy of Pediatrics, American Academy of Child and Adolescent Psychiatry and Children's Hospital Association have declared a national state of emergency in children's mental health. In response, schools have become critical places for identifying students in need of mental health support. This session will provide an overview of school-based mental health and connect educators with free resources and information. (Basic, Introductory)

**Nicholas Gage, PhD**, WestEd, Gainesville, FL

**4.3** **MASTER TEACHER STRAND**   CHOUTEAU
**Let's Talk About Verbal De-Escalation**

Students are coming to school angrier than ever before. Verbal de-escalation can be one of the quickest ways to de-escalate a situation before the student becomes a risk to themselves or others. However, verbal de-escalation is not a skill you just have or don't have but a tool that takes preparation. (Basic/Introductory)

**Josh Wikler, MEd, RBT**, Piper Unified School District 203, Kansas City, KS; **Janice Motta, MEd**, Lee's Summit School District, Lee's Summit, MO; **Tricia Dwyre, MEd**; Piper Unified School District 203, Kansas City, KS

**4.4** **Smooth Sailing: Navigating FBAs with Ease!**   CHICAGO A

We all know FBAs are a critical part of effectively serving our students with behavioral challenges, yet most were never taught how to do them! In this session we will talk through the steps of completing a meaningful FBA without getting lost at sea in the process! We will discuss why we do FBAs, how to do them, timelines for each step, and how to analyze the data collected. You will walk away with a step-by-step guide and example data sheets that will keep you on course! (Basic, Introductory)

**Cassie Barnett, MSE**, Olathe Public Schools, Olathe, KS

**4.5** **Tips for TIPS: An Overview of Team-Initiated Problem Solving**   CHICAGO B

School-based MTSS teams must make data-based decisions effectively and efficiently. Team-initiated problem solving (TIPS) is one framework designed to help teams have productive meetings and progress monitor action plans. In this presentation, we will provide an overview of the TIPS framework and evidence base, along with a detailed discussion of key features of TIPS implementation and resources for attendees to use TIPS in their schools. (Basic, Introductory; Intermediate)

**Nicolette Grasley-Boy, PhD, BCBA**, WestEd, Bridgewater, NJ; **Scott Fluke, PhD**, Olathe Public Schools, Olathe, KS

**4.6** **SESSION CANCELED**

**4.7** **Exploring Behavioral Intervention Adaptation in Inclusive Elementary Classrooms**   EMPIRE A

*BCBA CEUs*
Come explore how behavioral interventions are adapted in inclusive elementary classrooms to support learning in whole group, small group, and student-led activities. Observational data from 60 classroom observations will be shared to facilitate attendee discussion of the ways in which behavioral interventions can be adapted to support young students with behavioral support needs. Attendees will leave with four decision-making guides to support behavioral intervention adaptation decisions next week in your classrooms! (Intermediate, 1.0 BCBA CEUs)

**Kathleen N. Tuck, PhD, BCBA-D, Elisabeth J. Malone, MEd, BCBA**, and **Kelsey H. Smith, MEd, BCBA**, University of Kansas, Lawrence, KS

**4.8    PBIS From Scratch: Our District's PBIS Journey**                                                                    EMPIRE B

The Olathe School District has 30,000 students across 57 buildings; prior to the 2020-21 school year, the district did not have a systematic process for how buildings supported student behavior. Olathe implemented PBIS in their buildings starting in the 2020-21 school year. When the 2023-24 school starts, we will implement Tier 1 PBIS in more than half of our buildings. Come to this session to learn about how we are implementing Tier 1 and Tier 2 PBIS practices across our district and the work we do to sustain that work with building leadership teams. (Basic, Introductory)

**Thomas Hanken, MS** and **Anne-Marie Bixler-Funk, PhD**, Olathe Public Schools, Olathe, KS

**4.9    Using Student Voice to Enhance the Cultural Responsiveness of Tier 2 Interventions**                                 CHICAGO C

We will discuss strategies to include student voice across common Tier 2 interventions: self-regulation, social skills, and feedback. Strategies include teaching students to determine problem and replacement behaviors, design key intervention components, and self- evaluate progress. (Basic, Introductory)

**Sara Estrapala, PhD** and **Kimberly Selders, MA**, University of Missouri, Columbia, MO

**4:15 p.m. –**    **POSTER SESSION & TABLE TALKS**                                                                          ATLANTA
**6:00 p.m.**
Please plan to join us for this interactive, self-paced session where you engage presenters one-on-one with their poster presentation.

Table Talks are hosted conversations about the following topics: *1. Classroom Academic Strategies, 2. Current Trends, 3. Research Methods, 4. Behavior Strategies* where you can ask questions, brainstorm ideas, and share information relevant to your personal situations and experiences.

A cash bar is offered and complimentary hors d'oeuvres are provided. Beverage tickets are NOT valid at this event.

**P01.    The Research on Relationships: Strengthening Teacher-Student Relationships in Elementary School Classrooms**

Close teacher student relationships (TSRs) are critical components of effective classroom management. TSRs contribute to a wide range of positive behavioral outcomes but building them can be tricky! This presentation will review evidence for improving TSRs, with a focus on what the research says about improving TSR for students with externalizing behavior. Attendees will become critical consumers of costly intervention packages and generate tangible ideas to create equitable and meaningful relationships with their students.

**Kelsey Smith, MEd, Kathleen Tuck, PhD**, **Grace Reeder,** and **Kayla Cisneros,** University of Kansas, Lawrence, KS

**P02.    A Crash Course in Implementing Check-In/Check-Out with Elementary Students**

Check-In/Check-Out (CICO) is an evidenced-based intervention that has been shown to be effective in addressing a variety of behavioral concerns and requires minimal materials to implement. In this presentation, we will briefly explain the evidence base that supports the use of CICO as a tier two intervention, provide an overview of the steps needed to implement CICO, discuss function-based adaptions, and general tips for implementing CICO.

**Lauren Zaeske, MS** and **Shannon Spadoni, BS**, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS; **Tim Lewis, PhD**, University of Missouri, Columbia, MO

**P03.    Why Paper/Pencil?! Exploring Response Modalities on Writing and Self-Determination for Girls At-Risk for EBD in a Juvenile Justice Facility**

This study examined the effects of self-regulated strategy development (SRSD) with self-determination instruction on the persuasive writing outcomes of adolescent girls at-risk for emotional and behavioral disorders (EBD) in a juvenile justice facility. An alternating treatment design was used to evaluate the effects of SRSD with self-determination across three writing response modalities: 1) paper/pencil, 2) iPad, and 3) laptop. Youth wrote more (e.g., essay elements) and self-advocated more in their writing using the iPad and laptop versus the traditional paper/pencil mode of response. Limitations and future directions are also discussed and practical applications for teachers are provided.

**Allyson Pitzel, PhD**, Kent State University, Kent, OH; **Kristine Jolivette, PhD, Sara Sanders, EdD**, **Olivia R. Hester, PhD**, and **Lauren Hart Rollins, PhD**, University of Alabama, Tuscaloosa, AL

**P04.** **Summarize It!: Teaching Written Summarization Skills to Students with Emotional and Behavioral Disorders**

Creating written summaries is an often overlooked but important skill for students with emotional and behavioral disorders (EBD) to improve academic and post-secondary outcomes. Using the self-regulated strategy development (SRSD) instructional approach can be an effective way to improve students' written summaries. This presentation provides participants with demonstrations of how to use the strategy to create high-quality written summaries, as well as real-life examples across grade levels and content areas, and information on assessing written summaries.

**Olivia R. Hester, PhD**, University of Alabama, Tuscaloosa, AL; **Allyson Pitzel, PhD**, Kent State University, Kent, OH; **Lauren Hart Rollins, PhD**, **Kristine Jolivette, PhD**, and **Sara Sanders, EdD**, University of Alabama, Tuscaloosa, AL

**P05.** **My Goal for Today: Purposeful Goal-Setting Intensifications During Academics for Youth with EBD**

Due to challenges in executive functioning skills, youth with emotional and behavioral disorders often need explicit instruction and additional supports in setting goals. We provide examples of how to deliver and intensify goal-setting instruction to youth across content areas and settings to support youth in the acquisition and development of this lifelong skill. Specific examples of how goal setting is integrated into reading and writing instruction are provided and highlights from several studies will be illustrated.

**Sara Sanders, EdD**, **Lauren Hart Rollins, PhD**, **Olivia R. Hester, PhD**, and **Kristine Jolivette, PhD**, University of Alabama, Tuscaloosa, AL

**P06.** **A District-Wide Improvement Process Resulting in Reductions in Restraint and Seclusion**

The use of seclusion and restraint in schools has been a highly debated topic, particularly in response to student deaths and potential negative outcomes from these practices. Muskegon Public Schools (MPS) has utilized a peer review process to ensure that the district is engaged in a safe, legal, and ethical framework for responding to student crises. Through the implementation of this system, the district decreased the average number of students subjected to R & S, and average total monthly emergency interventions from baseline.

**Katherine A. Graves, MEd**, University of Missouri, Columbia, MO; **Taylor Thorpe, PsyS, BCBA, LBA**, **Christine Robertson, EdD**, and **Leanne Bauer, MEd**, Muskegon Public Schools, Muskegon, MI

**P07.** **Putting Your Mask On First: Compassion Fatigue in Education**

Teaching and working with youth is stressful. The day-to-day job demands, student needs, and behavioral incidents can add to this stress. Addressing compassion fatigue with early intervention can lessen the effects of this stress.

**Melissa Zieammermann, MA**, and **Stacie Morris, PhD**, USD 259, Wichita Public Schools, KS

**P08.** **Culturally Sustaining and Antiracist Tier II & Tier III Behavior Support**

This poster addresses the critical need for culturally sustaining and anti-racist tier II and tier III behavioral support. It is imperative that practitioners are equipped with effective strategies to promote positive behavior interventions that honor diverse cultural backgrounds. By understanding and implementing culturally sustaining tier I and tier II behavior supports, educators and practitioners can work towards equitable opportunities and outcomes for all students.

**Calli Lewis Chiu, PhD**, California State University-Fullerton, CA; **Mandy Lusk, PhD**, Clayton State University, Morrow, GA

**P09.** **Individualized Education Program (IEP) Team Members' Perceptions of Student-Led Meetings**

Little research exists about IEP team members' perceptions of a student-led meetings. Following a year-long intervention, a focus group was held to consider the experiences of IEP team members at a Title 1 urban high school in the Midwest. Benefits and barriers to implementing the process will be discussed.

**Sihan Wu, MA** and **Angela Tuttle Prince, PhD**, Iowa State University, Ames, IA

**P10.** **Elementary Teacher Usage of Daily Behavior Report Cards with Students with Disabilities**

The purpose of the qualitative study was to explore how elementary teachers used DBRC with students with disabilities to manage their behaviors. An exploration occurred on how teachers created rules and expectations and provided positive reinforcement with repetition when structuring and administering DBRC with students with disabilities. The findings and the recommendations for future research and practice will be presented.

**Patrika Brown, EdD**, Columbia Public Schools, MO

**P11.** **Using Virtual Coaching to Increase Teacher Implementation Fidelity: A Systematic and Quality Review**

Teachers often report feeling that they need more training and support to implement evidence-based practices in the classroom. One way to help teachers feel better equipped in this area is to provide them with professional development and coaching. Recently, there has been a move towards providing coaching and feedback via virtual methods. A systematic and quality review was conducted to assess what research is currently available on this topic. The review results will be shared along with future implications for the field around virtual coaching methods.

**Charissa Richards, MSEd** and **John Augustine, MSEd**, University of Missouri, Columbia, MO; **Amanda Borosh, MEd**, Purdue University, West Lafayette, IN; **Rose Mason, PhD**, University of Missouri, Columbia, MO

**P12.** **Practice-Based Coaching with Teacher-as-Coach to Increase Paraeducator Systematic Instruction Fidelity: A Randomized Controlled Trial**

Paraeducators typically serve students with moderate-to-severe developmental disabilities (MSDD) in school, but previous research has demonstrated they infrequently use evidence-based instructional approaches and are not appropriately trained. Although special education teachers are required to train and supervise paraeducators, they report they do not have the skills and feel underprepared to do so. In this session, I will present a non-hierarchical, job-embedded coaching framework for special education teachers to train and coach their paraeducators to demonstrate evidence-based practices with high procedural fidelity.

**John Augustine, MSEd** and **Rose Mason, PhD, BCBA-D**, University of Missouri-Columbia, Columbia, MO; **Mandy Rispoli, PhD, BCBA-D**, University of Virginia, Charlottesville, VA; **Howard Wills, PhD, BCBA**, Juniper Gardens Children's Project, Kansas City, KS

**P13.** **Phonics and Fluency Interventions for Adolescents with Co-Occurring Behavioral Needs: A Systematic Review**

In this systematic review, we explored participant characteristics, intervention components, measurement tools, and social validity data of studies designed to improve phonics and/or fluency outcomes for adolescents with co-occurring behavioral needs. In this poster, we present findings, implications for educators, and future directions for research.

**Elise Sarasin, MSE** and **Kathleen Lynne Lane, PhD, BCBA-D, CF-L2**, University of Kansas, Lawrence, KS

**P14.** **Project ENHANCE: Designing Effective Professional Learning Modules to Support Implementation of Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention**

We share findings from an IES-funded study aimed at designing professional learning materials to support educators implementing comprehensive, integrated, three-tiered (Ci3T) models of prevention. First, we share usage and educator perceptions of 20+ professional learning modules. Then, we preview these soon-to-be available (free access) modules (August 2024) representing topics ranging from principles of behavior science to low-intensity teacher delivered strategies (e.g., behavior-specific praise, pre-correction, instructional choice) to supporting students with internalizing behavior concerns.

**Elise Sarasin, MSE**, **Kathleen Lynne Lane, PhD, BCBA-D, CF-L2**, and **Mark M. Buckman, PhD**, University of Kansas, Lawrence, KS; **David Royer, PhD**, University of Louisville, Louisville, KY; **Eric A. Common, PhD**, University of Michigan-Flint, Flint, MI; **Paloma Perez, PhD**, University of Virginia, Charlottesville, VA; **Allison M. Bernard, MEd**, University of Kansas, Lawrence, KS

**P15.** **Using the SESSS to Build Expectation Matrices**

Teams use the Schoolwide Expectations Survey for Specific Settings (SESSS; Lane, Oakes, & Menzies, 2010) to gather opinions on behaviors critical for success across settings. We used a standardized rubric to score data from 10 schools and determine how much and which data from the survey were actually included in their expectation matrices.

**David James Royer, PhD, BCBA**, University of Louisville, Louisville, KY; **Katie Scarlett Lane, MA**, University of Connecticut, Storrs, CT; **Kathleen Lynne Lane, PhD, BCBA-D, CF-L2**, University of Kansas, Lawrence, KS; **Wendy Peia Oakes, PhD**, Arizona State University, Tempe, AZ

**P16.** **A Systematic Review of Check-In/Check-Out as a Tier 2 Support for Students with Internalizing Behaviors**

In this systematic review, we evaluated the current evidence base of Check-in/Check-out intervention for students with internalizing behaviors. We determined initial classification using CEC (2014) Quality Indicators, then used QI results to make evidence-based practice determinations. We discuss limitations of the review, educator implications, and future directions for research.

**Allison M. Bernard, MEd** and **Kathleen Lynne Lane, PhD, BCBA-D, CF-L2**, University of Kansas, Lawrence, KS; **Eric A. Common, PhD, BCBA-D, LBA**, University of Michigan-Flint, Flint, MI

**P17.** **Enhancing Student Well-being: Examining the Effectiveness of Recognize. Relax. Record.**

We present findings from an IES-funded single case study of Recognize. Relax. Record., a school-based Tier 2 intervention designed to help students with anxiety, including student outcomes, implementation fidelity, and social validity. Next, we discuss professional learning around Recognize. Relax. Record.

**Kathleen Lynne Lane, PhD, BCBA-D, CF-L2**, University of Kansas, Lawrence, KS; **Eric A. Common, PhD**, **BCBA-D, LBA,** University of Michigan-Flint, Flint, MI; **Kantodeia Caeli Schnabel, MSE** and **Amy Buffington, MSE**, University of Kansas, Lawrence, KS

**P18.** **Former Students, Current Parents: Narratives of Individuals who Experienced Special Education Placement as a Student and as a Parent of a Child in Special Education**

The project asks qualitative research questions to explore how adults who received special education services and now have a young child in special education use narratives to make sense of their lived experiences, including their experiences as parents of a student in special education and how their narratives describe a salient disability identity. These questions are:
- What are the narrated lived experiences of these adults who were once "in special education?"
- What are the narrated lived experiences of these adults who are now parenting young children (3-8) who also receive special education services?
- How do these narratives reflect a relationship with disability identity for:
  - These adults as former students?
  - These adults as current parents?

**Tracey Milarsky, MAT** and **Chad A. Rose, PhD**, University of Missouri, Columbia, MO

**P19.** **An Analysis of Predictive Variables on Bullying Perpetration and Victimization**

Bullying is a perversive problem among school-aged youth and can impact many areas of student well-being. A particular area of interest is middle school-aged youth due to the unique developmental phase regarding the interactions between physical, verbal, and social behaviors (Rose et al., 2023). The sample included 354 students and looked specifically at empathy, social support (i.e. peer, teacher, family), personal resilience, and school belonging as predictors for bullying perpetration and victimization.

**Madison H. Imler, MS** and **Chad A. Rose, PhD**, University of Missouri, Columbia, MO

| 8:00 p.m. – | **MSLBD PARTY** | **ATLANTA** |
| 11:00 p.m. | **Lip Sync Battle, DJ, Dancing, Competition, Prizes, Cash Bar and Snacks** | |

Join us for MSLBD's Friday Night Party! Here is your chance to show off your Lip Sync talents and win cash 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, MARCH 2, 2024

| 7:30 a.m. – | **SYMPOSIUM REGISTRATION/INFORMATION DESK OPEN** | **BALLROOM** |
| 11:45 a.m. | | **FOYER** |

| 9:00 A.M. – | **CONCURRENT SATURDAY SESSIONS** | |
| 11:30 A.M. | | |

**SA 1.** **What You Need to Know About Special Education Law and Why: Lessons from Due Process Hearings, Court Cases, Policy Documents, and Legislation**     **CHICAGO**

The essential obligation of school district administrators and teachers of students with disabilities who are eligible for special education services is to provide a free appropriate public education (FAPE). The development and implementation of a student's individualized education program (IEP) is the means by which a FAPE is conferred. It is estimated that 90% of all due process hearings and special education litigation involve FAPE-related issues. The three presenters, one of whom is a state review officer (SRO) and another who is a mediator, are experts in special education law and will provide practical information from due process hearings, new court cases, including the most recent special education Supreme Court decision: Perez v. Sturgis School District (2023), and policy documents on important issues in special education. (Basic, Introductory; Intermediate; Advanced)

**Mitchell L. Yell, PhD**, Professor, University of South Carolina, Columbia, SC; **Antonis Katsiyannis, EdD**, Professor, Clemson University, Clemson, SC; **Michael Couvillon, PhD**, Drake University, Des Moines, IA

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| **SA 2.** | **The Many Faces of Children with Oppositional Defiant Behaviors: Strategies That Work and Strategies That Don't** | **ATLANTA/ NEW YORK** |

We are seeing an increase in students coming into schools with oppositional defiant behaviors, and these children threaten our feelings of competence. Their external behaviors may be a cover-up for other problems we can't see. What else may the child's behavior tell us, how can we teach them to emotionally regulate their behavior, what strategies don't work, and what are the strategies that make a positive difference? (Basic, Introductory; Intermediate)

**Beverley H. Johns, MS**, Learning and Behavior Consultant; Former Professional Fellow, MacMurray College, Jacksonville, IL

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| **SA 3.** | **Teaching Cultural Competency in Promoting Social Emotional Development with Children from Marginalized Populations with/at-risk of EBD** | **SAN FRANCISCO** |

The attitudes, values, and behaviors of the family, peer group, and community influence student social- emotional development. In this session, participants will learn the importance of cultural relevance in promoting social emotional competencies, how to increase self-awareness as a teacher, and concrete strategies for integrating culturally responsive social emotional learning. (Basic, Introductory)

**Aaron Campbell, PhD**, Assistant Professor, University of Missouri, Columbia, MO

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| **SA 4.** **BCBA CEUs-SUPERVISION** | **Responsive Supervision: Mapping The Supervision Journey with an Ethical Compass** | **EMPIRE AB** |

Behavior analysis is at a major crossroads in 2024. With looming changes in requirements, fairly recent changes to supervision standards, and substantial service needs occurring globally, the need for behavior analysts has only gotten greater. However, developing new behavior analysts requires intentional, effective practices from the beginning. These practices require intentional and ethical consideration to ensure that we are producing the best possible practitioners for an exponentially growing field. In this talk, Dr. Spiker will orient supervising practitioners to ethical practices using current research and nuanced, individualized practices that fit each trainee's unique needs and goals. (Intermediate; Advanced; 3.0 BCBA CEUs-SUPERVISION)

**Shane T. Spiker, PhD, BCBA**, Clinical Training and Safety Director, Positive Behavior Supports, Corp., Ormand Beach, FL

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| **11:30 a.m.** | **Adjournment and Hotel Checkout** |

# 2024 AWARD AND STIPEND RECIPIENTS

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

*Outstanding Leadership Award*
Dr. Richard Van Acker
Emeritus Professor, University of Illinois at Chicago

*Unsung Hero Award*
Dr. Deborah Griswold
University of Kansas, Lawrence, KS

*Outstanding Building Leadership Award*
Mrs. Teagan L. Stanley
Pine Hills School Miles City, MT

*Doctoral Degree Stipends*
Mya H. Kelley, M.A., CCC-SLP
Clemson University, SC

Lindsey Mirielli, M.Ed.
University of Missouri, Columbia, MO

*2024 MSLBD Master Teacher*
Stacy Slabaugh
Olathe Public Schools, Olathe, KS

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: https://mslbd.org/get-involved/awards-nomination.html.
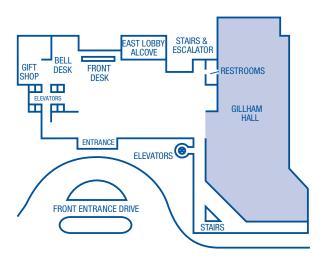
# 2024 MSLBD SYMPOSIUM PRESENTERS

Grant Edmund Allen, allengr@uwstout.edu
John Augustine, ja9g5@umsystem.edu
Tori Ballew, vballew@wested.org
Anne Baptiste, abaptiste@esu7.org
Cassie Barnett, csbarnett@olatheschools.org
Leanne Bauer, lbauer@mpsk12.net
Allison M. Bernard, Allison.bernard@ku.edu
Anne-Marie Bixler-Funk, abixlerfunk@olatheschools.org
Amanda Boor, amanda.boor@coderva.org
Jessica Boyle, jessica.r.boyle@vanderbilt.edu
Valerie Broderick, vbroderick@cpsk12.org
Patrika Brown, pbrown@cpsk12.org
Allison Bruhn, allison-bruhn@uiowa.edu
Amy Buffington, a.buffington@ku.edu
Cori Bullus, cori.bullus@gmail.com
Jan Burgess, burgessjanet@yahoo.com
Aaron Campbell, aaroncampbell@missouri.edu
Kyle Carlin, kcarlin@usd489.com
Calli Lewis Chiu, clewichiu@fullerton.edu
Torie Clark, vclark@cpsk12.org
Beth Clavenna-Deane, bclaven@wested.org
Katherine Clifford, keclifford@olatheschools.org
Eric Alan Common, ecommon@umich.edu
Michael Couvillon, michael.couvillon@drake.edu
Tiffany Crawford, tcrnf@missouri.edu
Carol Davis, cadavis1@uw.edu
Christopher Delap, christopher.delap@lakemary.org
Lisa Didion, lisadidion@ku.edu
Tricia Dwyre, tricia.dwyre@piperschools.us
Robin Parks Ennis, rennis@uab.edu
Sara Estrapala, sle9bb@missouri.edu
Carrie Fairbairn, cfairbairn@esu3.org
Scott Fluke, smfluke@olatheschools.org
Erika Franta, erika.franta@unmc.edu
Nicholas Gage, ngage@wested.org
Nicolette Grasley-Boy, ngrasle@wested.org
Katherine A. Graves, kgd45@umsystem.edu
Laura Greene-Halley, laura.greene-halley@firstgroup.com
Aimee Hackney, ajhackney@unm.edu
Thomas Hanken, tjhanken@olatheschools.org
Olivia R. Hester, orhester@ua.edu
Shannon Hoey, shoey@ego.thechicagoschool.edu
Madison Imler, mhivby@health.missouri.edu
Beverley H. Johns, beverleyhjohns@gmail.com
Kristine Jolivette, jolivette@ua.edu
Antonis Katsiyannis, antonis@clemson.edu
Susan King, sking4edu@aol.com
Stephanie Kopecky, skopecky@esu3.org
Kathleen Lynne Lane, kathleen.lane@ku.edu
Katie Scarlett Lane, katie.lane@uconn.edu
Shannon Locke, slocke@mail.missouri.edu
Mandy Lusk, mandylusk@clayton.edu
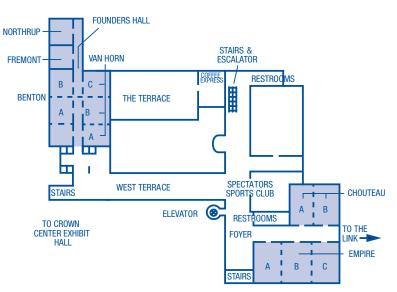Elisabeth J. Malone, ejmalone@ku.edu

Marie Manning, marie.manning@eku.edu
Rose Mason, rosemason@missouri.edu
Bobbi McBride, bobbi.mcbride@fayette.kyschools.us
Melinda McDaniel, mmcdaniel@usd489.com
William McDermott, william.mcdermott@firstgroup.com
Kristen McKearney, kmckearney@esu3.org
Tracey Milarsky, tkmilarsky@mail.missouri.edu
Lindsey Mirielli, lgmt37@missouri.edu
Stacie Morris, smorris2@usd259.net
Andrew Morton, andrew.morton21@gmail.com
Janice Motta, janice.motta@lsr7.net
Patrick Mulick, patrickmulick@gmail.com
Kaye Otten, kayeotten@mac.com
Jorge Parra, jorge.parra@katabasis.org
Paloma Pérez, hks5sk@virginia.edu
Reece Peterson, rpeterson1@unl.edu.
Allyson Pitzel, apitzel@kent.edu
Angela Tuttle Prince, aprince@iastate.edu
Adithyan Rajaraman, a.rajaraman@vumc.org
Tyler Ré, tre1@thechicagoschool.edu
Charissa Richards, crgc9@umsystem.edu
Christine Robertson, croberts@mpsk12.net
Jessica Rodrigues, rodriguesjm@missouri.edu
Lauren Hart Rollins, jlhart@ua.edu
Chad A. Rose, rosech@missouri.edu
David James Royer, david.royer@louisville.edu
Mary Rose Sallese, msallese@uab.edu
Sara Sanders, sara.sanders@ua.edu
Elise Sarasin, elise.sarasin@ku.edu
Gretchen Scheibel, gscheibel@ku.edu
Terrance Scott, t.scott@louisville.edu
Kimberly Selders, seldersk@missouri.edu
Rebecca Sherod, rebeccasherod@ku.edu
Stacy Slabaugh, sslabaugh@hotmail.com
Kelsey H. Smith, kelseysmith@ku.edu
Shannon Spadoni, shannon.vail@ku.edu
Shane Spiker, sspiker@teampbs.com
Ali Sweitzer, asweitzer@esu3.org
Jodie Tagel, tagel.jodie@westside66.net
Taylor Thorpe, tthorpe@mpsk12.net
Kathleen N. Tuck, kathleen.zimmerman@ku.edu
Vanessa Tucker, lbatuckerve@plu.edu
Eryn Van Acker, eryn.vanacker@gmail.com
Richard Van Acker, vanacker@uic.edu
Sallye Vanderplas-Lee, slee@esu3.org
Hannah West, hannahwest.mhttc@outlook.com
Joseph Wiggins, joseph.wiggins@katabasis.org
Josh Wikler, josh.wikler@piperschools.us
Howard Wills, hpwills@ku.edu
Sihan Wu, sihanwu@iastate.edu
Mitchell Yell, myell@sc.edu
Lauren Zaeske, lauren_zaeske@ku.edu
Melissa Zieammermann, mzieammermann@usd259.net

# HOTEL MAP

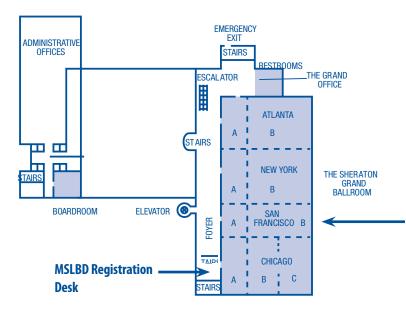## LOBBY LEVEL

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

## MEZZANINE LEVEL

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

## 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
FOYER
SAN FRANCISCO
A
B
**On Friday, San Francisco becomes a corridor to access New York A, New York B, Chicago A, Chicago B, Chicago C.**
CHICAGO
A
B
C
STAIRS

**MSLBD Registration Desk**