



Midwest Symposium for Leadership in Behavior Disorders

2027 SYMPOSIUM

February 25-27, 2027 | Kansas City, Missouri | Sheraton Kansas City Hotel at Crown Center

For the 45th year, the Midwest Symposium for Leadership in Behavior Disorders will address cutting-edge issues for professionals working with students with emotional/behavioral disorders and autism spectrum disorders.

KEYNOTE

Friday, February 26 | 8:30 - 10:00 a.m.

Saving the World: Embracing Your Powers and Remembering Why We Teach

Deep in the belly of the school system there is a hero waiting to be the champion of children everywhere. Their name is called and they leap to action, ready to advocate, support, and encourage those who need help. It is no mystery, surprise, or secret that our staff who work with children with special needs are heroes. The work is challenging and exhausting, but these heroes report every day because they know that there is a child who needs them. This keynote address will lay out why your work is so important, how to be the very best teacher for your students, and how to meet the challenges of including our students in all aspects of the school day.

Matt McNiff, PhD, Behavior Consultant, Educational Service Unit #5, Beatrice, NE



SYMPOSIUM AT-A-GLANCE

Thursday, February 25

7:30 a.m.	Conference Desk Opens
9:00 a.m. - 12:00 p.m.	Pre-symposium Workshops
11:30 a.m. - 5:00 p.m.	Exhibits
12:00 p.m. - 1:30 p.m.	Lunch (on your own)
1:30 p.m. - 4:30 p.m.	Pre-symposium Workshops

Friday, February 26

7:30 a.m.	Conference Desk Opens
8:00 a.m. - 5:00 p.m.	Exhibits
8:30 a.m. - 10:00 a.m.	Keynote Session
10:20 a.m. - 11:20 a.m.	Concurrent Breakouts, Set 1
11:30 a.m. - 12:30 p.m.	Concurrent Breakouts, Set 2
12:30 p.m. - 2:00 p.m.	Lunch (on your own)
2:00 p.m. - 3:00 p.m.	Concurrent Breakouts, Set 3
3:15 p.m. - 4:15 p.m.	Concurrent Breakouts, Set 4
4:15 p.m. - 6:00 p.m.	Poster Session with Cash Bar and Complimentary Hors d'oeuvres
8:00 p.m. - 11:00 p.m.	Symposium Party

Saturday, February 27

8:00 a.m.	Conference Desk Opens
9:00 a.m. - 11:30 a.m.	Saturday Concurrent Sessions
11:45 a.m.	Adjournment

Visit our website

<https://mslbd.org/symposium-conference/>

REGISTER BY JANUARY 29, 2027

FOR REGISTRATION DISCOUNT

Register early for preferred workshops

No Walk-In Registrations

PRE-SYMPOSIUM WORKSHOPS

Additional fee applies. Participants select one morning and one afternoon session to attend.

FEBRUARY 25, 2027 | PRE-SYMPOSIUM HALF DAY WORKSHOPS

MORNING SESSIONS | 9:00 a.m. – 12:00 p.m.

1. What Works-Reworked: Adapting Behavior Strategies for Middle and High School Classrooms

Challenging classroom behaviors are a critical concern for teachers in middle and high school settings. Unfortunately, trainings and resources on evidence-based classroom management practices often center on elementary contexts, leaving a gap in implementation guidance for middle and high school teachers. In this session, we will present strategies from the What Works Clearinghouse Practice Guide on Behavior Interventions to support positive social and behavioral outcomes for students. We will then model a step-by-step approach secondary teachers can apply to adapt these practices to meet the developmental needs of their adolescent students. We will also share how AI can be leveraged for developing adapted implementation plans. Attendees will leave with practical strategies to adapt evidence-based practices for secondary settings. (*Foundational, Intermediate*)

Renee Speight, PhD, BCBA-D, Assistant Professor of Special Education, Curriculum and Instruction, Fayetteville, AR and **Sara Estrapala, PhD**, Assistant Professor, University of Missouri, Columbia, MO

2. The Intelligence Advantage: Practical AI tools for All Learners

Artificial intelligence is no longer a distant promise — it stands at the classroom door. Drawing on the nationally funded work of the Center for Innovation, Design, and Digital Learning (CIDD), presenters examine how AI and emerging technologies produce meaningful, evidence-informed outcomes for students with learning and behavioral disabilities. Attendees will explore applied tools across instructional, assistive, and behavioral domains, interrogate equity and ethical implementation frameworks, and engage directly with resources designed to scale. CIDD's mission centers on influencing change through appropriate educational technology use in K–12 environments to improve outcomes, especially for students with disabilities. Participants leave equipped — not merely inspired. (*Foundational, Intermediate*)

Eleazar Vasquez, PhD, Professor, University of Kansas, Lawrence, KS

3. Stop Assigning Writing – Start Teaching It: Practical Strategies for Building Better Writers

Many teachers assign writing, but few know how to teach students to become better writers. In this session, I will explain why common approaches to writing, such as daily writing prompts, journals, and even process writing, do not help students become better writers. As with any complex task, the key to teaching writing is to break down the component parts—from content (what to write about) to syntax (how to write it) to transcription (how to get it on the page)—and, through systematic practice, build students' writing proficiency. Participants will learn specific techniques they can integrate immediately into any setting (K-12) that address the learning and behavioral needs of students with high-incidence disabilities. (*Foundational, Intermediate*)

Kristin Sayeski, PhD, Professor, University of Georgia, Athens, GA

4. Beyond the Device: A Collaborative Framework for Improving AAC for Students with Autism

When special educators, speech-language pathologists, and behavior analysts work in silos rather than in sync, even the best Augmentative and Alternative Communication (AAC) tools can fail to deliver real progress for autistic students. The result is often slow, inconsistent, or stalled AAC growth — despite everyone's best intentions. This session introduces a practical, evidence-based collaboration model that turns fragmented teamwork into

a coordinated, results-driven process. Attendees will leave with clear, step-by-step strategies for building cross-disciplinary partnerships that produce measurable and timely AAC gains. (*Intermediate*)

Heather Forbes, PhD, BCBA-D, CCC-SLP, Assistant Professor, West Chester University, Coatesville, PA

5. Creating Legally Defensible FBAs and BIPs in Schools (BCBA CEUs)

This workshop is designed for educational professionals, administrators, and behavior analysts who supervise, conduct, and implement functional behavior assessments (FBAs) and behavior intervention plans (BIPs) in schools. Federal special education law (IDEA) includes little information or guidance on who needs FBAs or BIPs, when they are needed, and what the reports should include. This means each state and/or local education agency must decide the format, content, and methods for implementing effective FBAs and BIPs. Not surprisingly, there have been many schools and families that have found themselves in court to decide whether a student has been provided with an appropriate and effective FBA and/or BIP that is helping the student to make progress in his/her goals and objectives.

Join us for this workshop to review federal special education guidelines, federal law, and case law regarding the creation and implementation of FBAs and BIPs. This includes information from the new Dear Colleague letter provided by OSERS and OESE in November 2024. A guidance document created by this presenter and three colleagues will be provided that currently outlines the who, how, what, when, and where needed to develop FBAs and BIPs that can be reliably defensible in a court of law, while also being useful for school staff and effective for implementation with students. Participants will need to bring redacted copies of their own completed FBAs and BIPs to use alongside the guidance document as each section is discussed and reviewed in small groups. (*Intermediate* | BCBA CE: 3.5 General Learning)

Sonja de Boer, PhD, BCBA-D, Behavior Analyst Consultant, Sheepscot Valley, ME

AFTERNOON SESSIONS | 1:30 p.m.- 4:30 p.m.

6. High Probability Strategies for Classroom Behavior Management

This workshop will explore teacher-based strategies that are known to provide high probabilities for student success. Key discussions and demonstrations will focus on strategies related to instruction, the physical classroom environment, scheduling, and relationships. Across all, the key is balancing what is realistic for teachers with what we know provide the best chances of student success - with both academics and behavior. (*Foundational, Intermediate*)

Terrance Scott, PhD, Professor, University of Louisville, Gainesville, FL

7. From "Cooked" to "Cooking": Cultivating a GOATed EBD Classroom

If your EBD (Emotional Behavior Disorder) classroom ever feels straight-up cooked — chaotic, reactive, and running you instead of the other way around, then this session is your recipe for flipping the script. "From 'Cooked' to 'Cooking'" dives into a practical, high-impact framework for building a GOATed (Greatest Of All Time) classroom environment where systems — not stress — drive success. You'll learn how to design proactive structures, tighten routines, and implement behavior supports that actually stick, so students with intensive emotional and behavioral needs can regulate, engage, and grow. Expect real strategies, zero fluff, and a few laughs as we turn survival mode into a classroom that's confidently cooking every single day. (*Intermediate*)

Chris Perry, MS, Executive Director, Cultivate Education, Baldwin City, KS

8. "But We Trained Them!" Why Staff Drift Happens and How Feedback Brings Them Back (BCBA CEUS)

This presentation highlights the critical role of feedback and procedural fidelity in enhancing direct-support staff competencies in proactive behavioral interventions and de-escalation strategies with youth with dual diagnoses of Intellectual Developmental/Disability and a psychiatric disorder. These youth were being served in a USD school setting within a psychiatric residential treatment facility in an urban setting. We will provide an example of how behavior analysts and supervisors (i.e., administrators and teachers) working with RBTs and paraprofessionals can track procedural drift in the implementation of teaching procedures and behavior interventions, and how to use these fidelity measures to prevent drift and keep staff on target in their day-to-day performance. Using evidence-based training methods, specifically Behavioral Skills Training (BST), we will examine the impact of pinpoint performance feedback on direct-support staff retention, quality of care for the youth (e.g., increases in rapport building with the youth along with more opportunities to attain positive reinforcement), staff burnout, compassion fatigue, and secondary trauma. Video clips embedded in the presentation will show behavior analysts providing this pinpoint performance feedback to direct-support staff and illustrate how those staff members experienced the feedback as both motivational and supportive. Together, these examples provide evidence that feedback is an important component of ongoing supervision, professional development, and overall system effectiveness. *(Advanced | BCBA CE: 3.5 Supervision)*

Christopher Delap, BCBA, LMLP, Senior Director Behavioral Services, **Melissa Potchad, BCBA, LBA**, Residential Board Certified Behavior Analyst, **Bridget Fleming, BCBA**, Residential and Crisis BCBA, Lakemary Center, Paola and Overland Park, KS

9. From Behavior Problems to Design Problems: Applying UDL to Support Students with Behavioral Needs

Challenging behavior is often addressed through reactive interventions rather than proactive instructional design. Universal Design for Learning (UDL) offers educators a framework for removing barriers that influence engagement, self-regulation, and student success. This interactive workshop examines how educators can intentionally implement UDL to support K–12 students with behavioral needs while improving learning opportunities for all students. Participants will explore the connection between learner variability, executive functioning, and behavior through authentic classroom examples, collaborative activities, and practical planning tools. The emphasis will be on designing flexible instruction, environments, and assessments that reduce barriers before challenging behaviors occur. Attendees will leave with evidence-informed strategies and an actionable implementation plan to strengthen engagement, improve behavioral outcomes, and create more inclusive classrooms that support every learner through intentional design and sustainable instructional decision-making practices. *(Intermediate)*

Cassandra Williams, PhD, Assistant Professor, Louisiana State University at Shreveport, Shreveport, LA.

SATURDAY, FEBRUARY 27, 2027 | 9:00 a.m. – 11:30 a.m. SATURDAY WORKSHOPS

1. Designing Out Crisis: Systems That Prevent Escalation in Schools

This workshop explores how Behavioral Systems Analysis (BSA) and Organizational Behavior Management (OBM) can build sustainable school systems that reduce crisis escalation and conditions associated with seclusion and restraint. Participants will learn to design and structure process maps outlining job functions and phases of district or school processes, identify decision points, and develop data-based teaming structures that include request-for-assistance procedures and routines for reviewing behavioral data. The focus is on translating BSA-informed systems design into practical tools that strengthen proactive leadership and educator practices within MTSS frameworks. Participants will then develop a district implementation action plan integrating process mapping and teaming structures to support systems change and improve student safety and outcomes. *(Intermediate, Advanced)*

Alison Lovelace, PhD, BCBA-D, Director of Behavior, Anchorage School District, Anchorage, AK

2. Built to Last: Building Systems to Sustain Your Tier 2 Behavior Interventions

Tier 2 behavior interventions are only as effective and durable as the Tier 2 systems supporting them. This workshop will focus on building the critical infrastructure needed to support Tier 2 interventions. Participants will explore essential features of Tier 2 systems and interventions, including effective teaming structures, progress monitoring, and data-based decision-making. We will discuss practical tools and resources to help districts and schools implement these foundational systems. *(Foundational, Intermediate)*

Angus Kittelman, PhD, Assistant Professor, Department of Special Education, University of Missouri-Columbia, MO

3. From Policy to Practice: What's Changing in Special Education Law for Students with EBD

What do recent changes in special education law and policy mean for educators working with students with emotional and behavioral disorders (EBD)? This interactive workshop moves beyond legal jargon to examine the developments educators need to know—and what they mean for everyday practice. Participants will explore recent court decisions, federal guidance, and policy changes related to behavior and discipline; IEP development and implementation; identification and eligibility; placement; inclusion; and the provision of a free appropriate public education. Using practical examples and real-world scenarios, we will connect emerging legal issues to the decisions educators make in classrooms, IEP meetings, and school teams. Participants will leave understanding what is changing, what remains the same, and how to translate legal requirements into effective practices for students with EBD. *(Intermediate)*

Katherine Graves, PhD, Assistant Professor, Utah State University, Logan, UT; **Angela Tuttle Prince, PhD**, Associate Professor, Iowa State University of Science & Technology, Ames, IA; **Mitchell L. Yell, PhD**, Professor, University of South Carolina, Columbia, SC

4. A Tutorial on Using Behavioral Systems Analysis to Improve Documentation Practices (BCBA CEUS)

Documentation may seem like an everyday, mundane responsibility of a behavior analyst fulfilling their obligations. However, careful and accurate documentation practices can often end up being extremely beneficial to the behavior analyst, themselves. For example, a behavior analyst may be called to testify about a behavior plan in front of a judge in a parental custody dispute, or they may be questioned by local law enforcement about a suspected case of abuse. Here, good documentation practices can increase the likelihood that an independent party (e.g., a judge or law enforcement) will find the behavior analyst's account reliable and credible. The purpose of this presentation is to

- 1) expand behavior analysts' viewpoint of documentation to include an understanding of the ethical obligations we have to our clients, and
- 2) provide an overall easy-to-use documentation system with six different steps that help behavior analysts improve their record-keeping practices.

The presentation will also provide useful tools, tricks, and strategies that administrators, teachers, and behavior analysts can use immediately. *(Intermediate | BCBA CE: 3.0 Ethics)*

Matthew Broadhead, PhD, BCBA-D, LBA, Associate Professor, Michigan State University, Lansing, MI

2027 Symposium Registration

All registrations are processed on a first-come, first-served basis. Seating in Presymposium Workshops is limited! REGISTER EARLY!

Online registration for groups and individuals paying with a credit card. <https://mslbd.org/symposium-conference/registration.html>

Name of Attendee (Note name for badge if different) _____

E-mail _____ Position _____

Address _____

City _____ State _____ Zip _____

Mobile Phone (_____) _____ (Best option for two-factor access to the online event program)

PAYMENT (select one of the options)

- ☐ **Credit Card Payment.** MSLBD will send electronic invoice to coordinator, payment due on receipt.
- ☐ **Check payable to Midwest Symposium.** Mailed payment with completed registration form. MSLBD, PO Box 202, Hickman, NE 68372
- ☐ **Purchase Order.** PO's accepted through January 29. Payment terms 30 days from date of invoice. Email: registration@mslbd.org, Fax 402-313-4702

REGISTRATION OPTIONS (Select type of registration)

	Early Registration (Attendees-Jan 29)	Regular Registration Rate (After Jan 29)
☐ *^ Presymposium Workshop & Symposium Thursday, Friday, & Saturday	\$265.00	\$345.00
☐ ^Symposium Only Friday & Saturday	\$250.00	\$330.00
☐ *Pre-symposium Workshop Only Thursday Only	\$235.00	\$315.00
☐ Flat Rate for BCBA Type 2 CEUs Up to 14 units available. Pay with registration or add at the conference	\$100.00	\$100.00

* HALF-DAY PRE-SYMPOSIUM WORKSHOPS ON THURSDAY | February 25, 2027

Morning – 9:00 a.m. – 12:00 a.m. (choose one)

- ☐ 1. What Works-Reworked: Adapting Behavior Strategies for Middle and High School Classrooms
- ☐ 2. The Intelligence Advantage: Practical AI tools for All Learners
- ☐ 3. Stop Assigning Writing—Start Teaching It: Practical Strategies for Building Better Writers
- ☐ 4. Beyond the Device: A Collaborative Framework for Improving AAC for Students with Autism
- ☐ 5. Creating Legally Defensible FBAs and BIPs in Schools (BCBA, CEU)
- ☐ Unknown at this time, please contact me to select my Presymposium workshop.

Afternoon Half-Day Presymposium Workshops (choose one)

- ☐ 6. High Probability Strategies for Classroom Behavior Management
- ☐ 7. From “Cooked” to “Cooking”: Cultivating a GOATed EBD Classroom
- ☐ 8. “But We Trained Them!” Why Staff Drift Happens and How Feedback Brings Them Back (BCBA, CEU)
- ☐ 9. From Behavior Problems to Design Problems: Applying UDL to Support Students with Behavioral Needs
- ☐ Unknown at this time, please contact me to select my Presymposium workshop.

FRIDAY SYMPOSIUM KEYNOTE AND BREAKOUT SESSIONS

All sessions on Friday are general seating. No preselection of sessions is required.

Schedule for breakout sessions will be posted by October 1

Board Certified Behavior Analysts Type 2 credits are available at the conference from the Behavior Analyst Certification Board. Information about obtaining BCBA credit is available on our website or from our office. Participants who would like to track contact hours for professional development may track sessions during the conference. Tracking forms are collected and a Letter of Attendance with participants detailed attendance is emailed to them for documentation.

^SATURDAY MORNING WORKSHOPS | February 27, 2027| (choose one)

- ☐ 1. Designing Out Crisis: Systems That Prevent Escalation in Schools
- ☐ 2. Built to Last: Building Systems to Sustain Your Tier 2 Behavior Interventions
- ☐ 3. From Policy to Practice: What's Changing in Special Education Law for Students with EBD
- ☐ 4. A Tutorial on Using Behavioral Systems Analysis to Improve Documentation (BCBA, CEU)
- ☐ I will attend Saturday Workshop – Please contact me for my preferred session
- ☐ Unable to Attend

CANCELLATION, TRANSFER, AND INCLEMENT WEATHER POLICIES

Cancellation Policy

If you must cancel your registration, please notify the MSLBD Office at manager@mslbd.org, in writing by 5:00 p.m. central time on January 29, 2027, to receive a refund less a \$35 administrative fee. No refunds will be given after January 29, we are happy to help transfer a registration to another individual at no cost.

Transfer a Registration

Registrations may be transferred to another individual without penalty. Please notify the MSLBD Office at manager@mslbd.org in writing as soon as possible about the change.

Inclement Weather Policies

MSLBD events will be held even when inclement weather occurs, and registration refunds will not be provided related to inclement weather. If the event is held, but weather conditions prohibit you from traveling, MSLBD will not provide a refund of your registration fee nor any travel expenses incurred. Events would only be canceled if the event venue informs MSLBD that it is closed or is incapable of holding the event due to flood, fire, natural disaster or governmentally declared emergency. In that case, your registration fee will be applied to a future MSLBD event but would not be refunded.

REMEMBER YOUR HOTEL RESERVATIONS

<https://mslbd.org/symposium-conference/hotel-information.html>

Please return this form to Tracy Riensche, MSLBD Registrar, at registration@mslbd.org
MSLBD, PO Box 202, Hickman, NE 68372 | P. 402-792-3057 | F. 402-313-4702

2027 Symposium Breakout Sessions

Friday, February 26, 2027 | 10:20 a.m. – 4:15 p.m.

MASTER TEACHER STRAND

Where Hope Meets Hardship: Supporting Students with Behavioral Challenges in Rural Communities

Compassion and Accountability: The Power of High Expectations in Trauma-Informed Classrooms

Building Strong Teams: Collaboration & Programming for Complex Learners

"I Have a Kid Who...": Practical Solutions for Real Classroom Behaviors

BCBA CEU STRAND

Bringing the Joy with Compassionate Care: A Cohort-Based Implementation Model
No, Wait, Not Yet: Building Behavioral Flexibility in the Classroom Through Teaching Tolerance Skills

When "I'm Not Ready" Works: A Shaping Framework for Functional Refusal and Re-Engagement

"Let Me Communicate!" Supporting Students Who Use AAC

Anxiety is Behavior, Too: Evidence-Based Supports Across MTSS

Practical Doesn't Mean Less Analytic: Preserving Behavior Analytic Integrity in Public Schools

Effective Instruction and Interventions for Students with and At-Risk for Emotional and Behavioral Disorders

Intentional Interventions: Individualizing Implementation to Ignite Engagement

GENERAL BREAKOUT SESSIONS

When Students Won't Engage: Practical Strategies That Turn Motivation Into Positive Behavior

From Support Staff to Strategic Partners: Effective Paraprofessionals Practices in Special Education

Intersectionality in Special Education: Practical Tools for Equity-Centered Decision Making

Small Groups, Big Skills: Designing Effective Social Skills Groups

From Involvement to Partnership - Aligning Family Engagement with PBIS through a Millennial Lens

Getting Started with PBIS: An Administrator's Guide to Building a Sustainable Framework
Serving Students, Strengthening Systems: A Sustainable Alternative to Outplacement

From Reaction to Response: Language As Intervention for Special Educators

Tried & True Behavior Strategies for the Classroom: The Four-phase Behavioral Loop

Bridging the Gap: Co-Regulating High-Intensity Behaviors in Neurodivergent Students
Using Affirming, Evidence-Based Practices

A Single System of Delivery: An Overview of the Interconnected Systems Framework

Calm Is Contagious: The Power of Modeling Self-Regulation

The School Climate Data Lab: Using Attendance, Behavior, and Student Voice Data to Identify Root Causes and Select Effective Supports

Supporting the Supporters: Building Effective Behavior Teams for Students with Challenging Behaviors and the Educators Who Serve Them

From Task Refusal to Task Engagement: Using High-P Sequences to Support Students with Emotional and Behavioral Needs

Amplifying the Impact of Writing Instruction using Purposeful Technology Tools

Scroll Smart: Evaluating Teacher Influencer Tips Through a Behavioral Lens

Systems, Data, and Training, Oh My! Evidence-Based Strategies for Implementing Check-in/ Check-Out

Why Aren't My Students Listening to Me? Addressing Behavioral Challenges Due To Hearing Loss and/or Deafness

From Evidence to Endurance: Sustaining Class Wide Evidence Based Practices with CW-FIT

Implementing Individualized Supports in the Classroom? Team-Based Technology Tool to Support Collaboration and Ongoing Support

Hotel Reservations

Sheraton Kansas City Hotel at Crown Center
2345 McGee St. • Kansas City, MO 64108

Reservations online: <https://mslbd.org/symposium-conference/hotel-information.html>

- Guest Room Rate \$198 plus tax, fees (single/double/triple/quad)
- Book Online: From the MSLBD Website, you may book rooms online or request assistance from our dedicated guest room specialist. The hotel does not accept purchase orders.
- **Cutoff Date January 29, 2027, by 5:00 PM CST, subject to availability.** The block can fill quickly, book early! Reservations requested after the block is full OR the cut-off date will be based on availability at the hotel's prevailing rates.
- 2027 Special Amenities: Those booking in the room block are eligible for complimentary self-parking and guest room internet. Instructions for using the parking credit for those booked in the room block will be communicated closer to the time of the conference. Parking services are automated with a third-party app hosted by Metropolis.

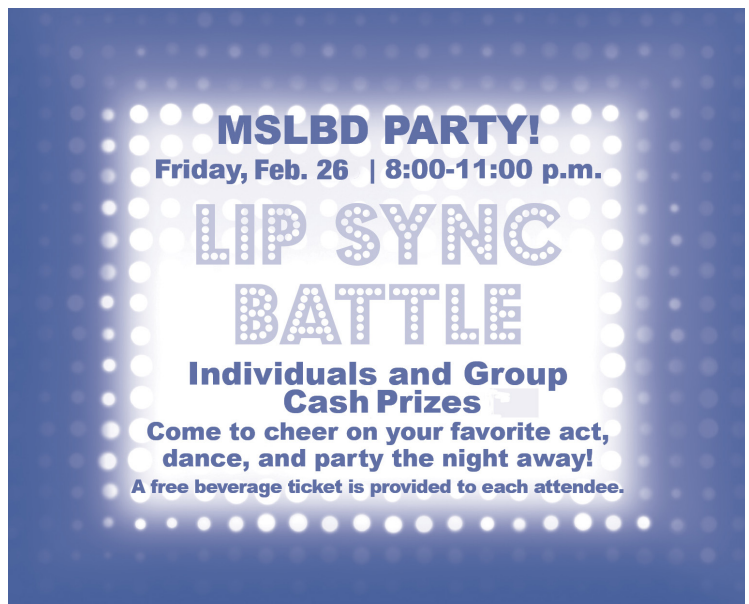
Parking Information

<https://mslbd.org/symposium-conference/getting-there-parking.html>

Parking may be found in the parking facility immediately to the north of the Sheraton Crown Center. Self and valet parking are available in the covered garage \$29-39/day. Parking spaces are limited. Enjoy unlimited in/out privileges by booking early within the negotiated guest room block. A height restriction of six feet, eight inches applies. Please contact the hotel for more information.

Special Accommodations

For questions about accessibility or request accommodations please contact Keri Frey, (402) 792-3057, manager@mslbd.org, mslbd.manager@gmail.com. Requests should be made as soon as possible, but four or more weeks advance notice is requested.





Midwest Symposium for
Leadership in Behavior Disorders
P.O. Box 202
Hickman, NE 68372

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How to GET THERE

DRIVING IN:

The Sheraton Crown Center is located at 2345 McGee Street in Kansas City, Missouri. The following are directions to the hotel from:

I-70 Eastbound: Take I-35 South exit to 20th Street exit. Turn left on 20th Street. Right on McGee Street to hotel entrance.

I-70 Westbound: Take I-35 South exit to 20th Street exit. Turn left on 20th Street. Right on McGee Street to hotel entrance.

I-35 Southbound: Take I-35 South to 20th Street exit. Turn left on 20th Street. Right on McGee Street to hotel entrance.

I-35 Northbound: Take I-35 North to Broadway exit. Turn right on Broadway. Turn left on 20th Street. Right on McGee Street to hotel entrance.

FLYING IN:

<https://mslbd.org/symposium-conference/getting-there-parking.html>
See our website for private service options for 1-10 passengers
Alternate options: Uber, Lyft

CONTACT INFORMATION:

Midwest Symposium for Leadership in Behavior Disorders
Keri Frey, Manager
P.O. Box 202, Hickman, Nebraska 68372
402-792-3057; fax 402-313-4702
manager@mslbd.org, mslbd.manager@gmail.com

MISSION STATEMENT

The Mission of the Midwest Symposium for Leadership in Behavior Disorders 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.

Visit our website for session descriptions and updates: www.MSLBD.org