



Midwest Symposium for Leadership in Behavior Disorders

SYMPOSIUM 2025

February 20, 21, 22, 2025 | Sheraton Crown Center | Kansas City, Missouri

For the 43rd year, the Midwest Symposium for Leadership in Behavior Disorders will address cutting-edge issues of interest to professionals working with students with emotional/behavioral disorders and autism spectrum disorders.

KEYNOTE

Friday, February 21 | 8:30 - 10:00 a.m.

A Story of Resilience with Ricky Kidd

Ricky Kidd shares an inspiring message of resilience with practical tools for navigating personal and professional challenges. After enduring over two decades of wrongful imprisonment, Ricky's journey from despair to victory exemplifies the power of resilience and determination. Now a national keynote speaker, he offers strategies to foster a positive mindset, tap into inner strength, and create partnerships to support our youth.

Ricky Kidd, National Keynote Speaker and Mindset Coach, Resilience Mode, Kansas City, MO



Visit our website

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

**REGISTER BY JANUARY 24
FOR REGISTRATION DISCOUNT
Register early for preferred workshops
No Walk-In Registrations**

SYMPOSIUM AT-A-GLANCE

Thursday, February 20

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 21

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 22

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

PRE-SYMPOSIUM WORKSHOPS

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

THURSDAY, FEBRUARY 20, 2025 | PRE-SYMPOSIUM HALF DAY WORKSHOPS

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

1. Can't Make You: Attitude Shifts, Techniques, and Derailments for Managing Resistance

How do we respond to a student that says "Make me!" Our authority has been threatened. Yet, we can't make others do anything. Therefore, we want to set an example that shows other students they can't get away with misbehaving. Unfortunately, most of the ways we try and set an example have the opposite effect and actually increase resistance. The solution is to change our responses to students' resistance rather than trying to force students to comply. By doing so, we are able to develop compliance momentum in others. In the presentation resistance will be reconceptualized and techniques for managing it will be presented.

John Maag, PhD, Professor, University of Nebraska-Lincoln, Lincoln, NE

2. Behavior Data Made Easy: Less Time and Better Data

You know interventions. You know your kids. Yet it can still be hard to know where to start with behavior data! In this workshop, educators will learn how to match their data collection strategy to specific behaviors, with the goal of creating simple, practical data sheets that lead to effective decision making. Join this session if you ever get stressed or frustrated when trying to decide how to start an FBA or progress monitor a behavior goal. Come ready to think about specific students you support; you will walk away with data collection strategies and free templates you can use on Monday morning.

Scott Fluke, PhD, School Psychologist and **Cassie Barnett, MSE**, Resource Teacher, Olathe Public Schools

3. Trauma Responsive Techniques for Plan Development (FA/PBSP/BIP/other)

Moving from trauma-informed to trauma-responsive requires a deeper understanding of how behavior is often a direct result of trauma triggers from the environment and interactions with other humans—understanding that the nervous system functions with an automatic response, not driven by cognition, but rather sensory in correlation with previous events (trauma triggers). Developing practices and techniques incorporating nervous system regulation at the forefront of any plan development results in decreased frequency, duration, and intensity of dysregulation. This session will include real-life scenarios and examples of both techniques and perspectives to consider as valuable takeaways that can be incorporated in various settings.

Torri Wright, MA-SPED, QMHP-R, CEO of Behavior Environmental Health Comparative Analysis/BEHCA, LLC, Portland, Oregon

4. Self-Regulated Strategy Instruction in Written Expression for Students with EBD

This session provides K-12 educators with a highly practical step-by-step guide to cognitive strategy instruction, one of the most effective instructional techniques for struggling learners, specifically students with Emotional Behavior Disorders. Teachers will learn well-validated strategies that target self-regulated learning to improve written expression. Detailed classroom examples illustrate how to teach the strategies systematically and monitor student outcomes.

Torri Lienemann, PhD, Consultant, LMP, LCC, Princeton, NE and **Jessica Hagaman, PhD**, Consultant, Omaha, NE

5. Social Savvy: Empowering Teachers to Cultivate Connection

This session will focus on social skills aimed to enhance participants' ability to teach and foster interpersonal skills among students. This session will cover essential topics for education and life beyond including effective communication, active listening, empathy, and conflict resolution. Interactive activities, group discussions, and case studies will provide educators with practical strategies to engage students in developing these skills. Attendees will also explore ways to create supportive classroom environments that promote social interaction and collaboration. As a result of attending this session, participants will gain valuable insights and resources to help students navigate social situations more confidently and effectively.

Felicity Post, EdD, Assistant Director of Special Education, Manhattan-Ogden Public Schools, Manhattan, KS

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

6. Practical Program Design for Behavioral Classrooms: Addressing Intensive Behavioral Needs

In this workshop, we present best-practice strategies for building a positive and proactive self-contained special education classroom for students with intensive behavioral needs. Participants will engage in a variety of activities to build an environment that increases engagement, improves student outcomes (behavioral and academic), integrates evidence-based practices, and promotes generalizability of skills to less restrictive environments. Participants will work with presenters to develop a specific action plan for applying these strategies in their own classrooms.

Jessica Sprick, MS, Education Consultant, Safe & Civil Schools, Eugene, OR

7. Comfortably Numb: Understanding the Roles of Medications in Managing Complex Behaviors

Students with complex behavior profiles often take medications as part of their overall treatment plans. It's imperative that educators and interventionists understand these medications, their role in behavioral treatment and the potential side effects that can influence health, learning and behaviors. We will overview common medications, how to ask for and receive information and what to look for in behavioral planning and treatment. In addition, participants will develop a method for ensuring consistent professional development and communication regarding students' medications for the best possible planning and outcomes.

Vanessa Tucker, PhD, BCBA-D, Faculty, University of Washington, Puyallup, WA

8. Beyond the Box: Teaching Students with IDD to Communicate in the Real World

There is no greater focus of education than on effective communication skills. In this engaging session, Dr. Pennington will provide guidance for implementing research supported strategies to promote meaningful social communication outcomes for students with IDD across educational settings. He will focus on pragmatic strategies for promoting generalization, embedded instruction within natural routines, and building inclusive environments for promoting skill acquisition. He will engage participants with humor and by relating concepts to his over 30 years of practical experience.

Robert Pennington, PhD, BCBA-D, William T. Bryan Endowed Chair in Special Education Technology, University of Kentucky, Louisville, KY

9. Implementing Tiered Prevention Models: Mapping your Professional Learning Journey

To implement tiered systems with fidelity, ongoing professional learning holds benefit for educators. In this workshop, we share a set of multi-media professional learning modules designed based on the priorities of and in collaboration with educators from four states implementing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention. Modules were created as part of the i-MTSS Network funded by the Institute of Education Sciences with school partners over the past 5 years and are now available for free-access, wide-scale use. Participants in this workshop will access the modules, preview the structures and content, and work together to create professional learning maps for themselves or others they serve.

Wendy Peia Oakes, PhD, Nadine Mathis Basha Professor in Early Childhood and Associate Director of Graduate Pathways, Mary Lou Fulton Teachers College, Arizona State University; **Kathleen Lynne Lane, PhD, BCBA-D, CF-L2**, Roy A. Roberts Distinguished Professor in the Department of Special Education and Associate Vice Chancellor for Research, University of Kansas; **Eric Alan Common, PhD, BCBA-D, LBA (MI)**, Associate Professor, University of Michigan-Flint; **Carrie L. Brandon, M.A., NBCT**, Doctoral Student and Ci3T Research Project Coordinator, Mary Lou Fulton Teachers College, Arizona State University; **Allison M. Bernard, MEd**, Doctoral Student, Department of Special Education, University of Kansas.

10. Prevention and Intervention Efforts to Address Bullying, Peer Aggression and School Violence

This research-practice workshop will discuss two decades of research on bullying, aggression and school violence using a social-ecological analysis that frames these public health concerns. More specifically, this workshop will discuss what is known about the risk and protective factors of aggression and violence at the individual-, family-, peer-, school-, and policy-level. Meta-analytic results will be highlighted to demonstrate efficacy of school-based programs and their components. Innovative efforts to address youth violence will be summarized, including trauma-informed approaches, social-emotional learning, restorative practices, and equity-based practices. These innovative efforts involve developing apps for students to communicate both emotional and physical safety concerns, youth-led student campaigns to address mental health issues and school climate concerns, and professional development training programs for school police officers.

Dorothy Espelage, PhD, William C. Friday Professor of Education, University of North Carolina Chapel Hill, Chapel Hill, NC

SATURDAY, FEBRUARY 22, 2025 | 9:00 a.m. – 11:30 a.m. SATURDAY WORKSHOPS

1. Legal Developments in the Education of Students with EBD: What Teachers Need to Know and Why

In this presentation, we will provide an update on legal information that is important to all teachers of children and youth with behavioral disorders. We will include coverage of recent court decisions, state-level due process hearings, policy letters from the U.S. Department of Education, and the status of the new Regulations to Section 504 of the Rehabilitation Act (released in June 2024) and the Individuals with Disabilities Education Act. We will also discuss providing mental health services to students with EBD, the most common school district mistakes that have led to due process hearings and court cases, and how school district personnel can avoid making these mistakes.

Mitchell Yell PhD, Fred & Francis Lester Chair of Teacher Education, University of South Carolina, Columbia, SC; **Antonis Katsiyannis, EdD**, Professor, Clemson University, Clemson, SC

2. Know My Name, Face, and Story: Integrating Culturally Responsive Community, Home, and School Supports to Engage Me!

Students of color with disabilities often experience success in their homes and communities, but wisdom from their families or communities is rarely sought when considering best practices for educating them (Boutte, 2023). Efforts to engage families are most successful when educators take an asset-based approach that focuses on cultural responsiveness and facilitates collaborative and interactive opportunities for families to support student development (Ladson-Billings, 2021; Milner, 2020; Moll et al., 1992). This presentation will illustrate how culture-centered learning using home and community supports can facilitate successful family engagement and improve student achievement. The workshop provides practical, culturally responsive strategies for student success with vignettes modeling inclusive methods of family engagement.

Cathy Kea, PhD, Professor Emerita, North Carolina A&T State University, Greensboro, North Carolina

3. Supporting Paraeducators to Facilitate Student Learning and Independence

Paraeducators play an important role in supporting students with disabilities in accessing instruction, developing self-regulation skills, and gaining critical skills. To ensure that student learning and independence are maximized, paraeducator support should be intentionally planned, implemented, and continuously monitored. This session will provide strategies and tools to support practitioners with creating systems to train and provide ongoing support to paraeducators assigned to work with students with disabilities. The session will highlight practices including the effective use of paraprofessional support, collaborative teaming, approaches to train paraprofessionals, and communication strategies to ensure students receive the support they need while also gaining independence. Attendees will leave the session with concrete strategies to apply in their unique contexts

Erin Stewart, PhD, Special Services Director, Puget Sound Educational Service District, Renton, WA

4. Navigating School Roles, Environments, and Systems as a BCBA: Strategies for Understanding, Collaboration, and Success

This workshop will help to support BCBA's currently practicing in schools and those entering the field to prepare for supporting in educational environments. As the field of behavior analysts serving in school settings continues to grow, it is critical to be prepared for the environment that we will be serving in. Behavior analysts are continuing to support more diverse populations with complex needs. Participants will better understand the roles of behavior analysts across educational and clinical environments. The workshop will help participants to understand the ethical considerations and ethical barriers of BCBA's serving in school settings. Participants will also have an opportunity to explore supervision structures and support in the school setting to help develop the next generation of behavior analysts. Participants will leave this session with resources to help support them in their roles, including ethical and supervision considerations. Participants can choose CEUs from this session with 1 learning CEU and then a choice of any combination of the remaining CEUs being ethics and/or supervision CEUs.

Erin Farrell, EdD, BCBA, Adjunct Professor, Department of Special Education, University of St. Thomas

BREAKOUT SESSIONS | FRIDAY, FEBRUARY 21, 2025

MASTER TEACHER STRAND

It's All About That Base: Tier-One Interventions That Turn Classroom Chaos into No Trouble

It Takes Tier Two to Tango: Tier Two Interventions CICO and Beyond

"I Won't Back Down": How to Handle Oppositional and Defiant Behaviors Defiance with Style and Humor

Tier 3: "Don't Stop Believing" Kickstarting Your Journey into Self-Contained Programming

BREAKOUT SESSIONS

A Simple and Effective Framework for Managing Behavior & Building Relationships with Your Students

What Can We Do to Help Children with Anxiety?

Transforming Student Support: Building Comprehensive School Mental Health Teams within an MTSS Framework

Work Smarter, Not Harder: Using Generative AI to Develop Individualized Behavior Goals

Bridging the Gap: Creating Systems to Support Teachers in Implementing Evidence-Based Practices for Student Success

Understanding and Addressing Common Functions of Behavior in School Settings

Empowering Communication: AI & XR in Middle School Education

Success Beyond the Session: Strategies for Promoting Maintenance and Generalization of New Behavioral Skills

From Trauma-Ignorant to Trauma-Invested: Implementing Everyday Classroom Strategies for ALL Students that Improve Student Behavior

Need an Intervention for Students with Internalizing Concerns? Look No Further!

Beyond Disruption at Tier 2: Supporting Students with Varied Needs

Using Behavior Progress Monitoring for Individualized Instructional Planning

Peers Can Praise One Another! A Student-Driven Strategy for Improving Student Outcomes

Supporting Children and Families in the Foster System

From Surviving to Thriving: Transforming Your Classroom with 8 Effective Classroom Practices

A Path Toward Just Schools or Just Another School Reform? Considering PBIS Through an Equity-Centered Trauma-Informed Lens

Transforming Education: Embracing Therapeutic Classrooms for Holistic Student Well-Being

Strategies to Impact Student Success through MTSS Implementation

Adopting the SRSD Instructional Approach to Improve Persuasive Writing for Youth in a Residential Treatment Facility

Oh \$#!%! Students are falling through gaps in our process!

Special Education Placements and Disproportionality: A National and State-Level Overview

Integrating Social and Emotional Competencies: A Beginner's Guide to Explicitly Teaching Self-Awareness and Self-Management

Smooth Sailing: Low-Intensity Strategies for a Well-Managed Classroom

Successful Writing Instruction: Considerations for Planning, Implementation, and Intensifications Along the Way

Effectiveness of and Teacher Use of Instructional Choice Strategies to Manage Classroom Behavior

Launching and Sustaining Ci3T in Lawrence Public Schools

High Schoolers Need Support Too: Adopting Evidence-Based Tier 1 & Tier 2 Practices to Support Student Success

Supporting Students with Behavior Disorders on the School Bus

Using Self-Regulated Strategy Development to Improve Mathematics Competency of Students with and At-Risk for EBD

Tools for Tough Decisions: Supporting Educators with Decision Making Models to Adapt Common Behavioral Interventions

Instructional Control Without Coercion: Avoiding Countercontrol in the Classroom

There are a lot of Ways to Get It Right: Supporting the Implementation of PFA/SBT in Public Schools

Refer to the MSLBD website for the program agenda, speaker bios, sessions available for BCBA CEUs, and tracking attendance for a "Letter of Attendance."

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 \$184.00* plus tax, fees (single/double/triple/quad)**
- Phone Reservations: 1-866-932-6214; Group Code: "2025 MSLBD Annual Convention"
- **Cut off Date January 24, 2025, 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.
- 2025 Special Amenities: Those booking in the room block are eligible for complimentary self-parking and guest room internet. Self-parking should be billed to the guest room at the time of check-in.
- The hotel does not accept purchase orders.
- Be sure you have the credit card you plan to use for payment with you at check-in. If you will not have the card with you, please contact the hotel for a credit card authorization form. crown@westin.com; reference "2025 MSLBD Annual Convention"
- Credit Card Authorization: If you will not have the credit card with you at the time of travel, a credit card authorization form needs to be in place. Request a copy of this form from crown@westin.com, reference: "2025 MSLBD Annual Convention".

Parking Information

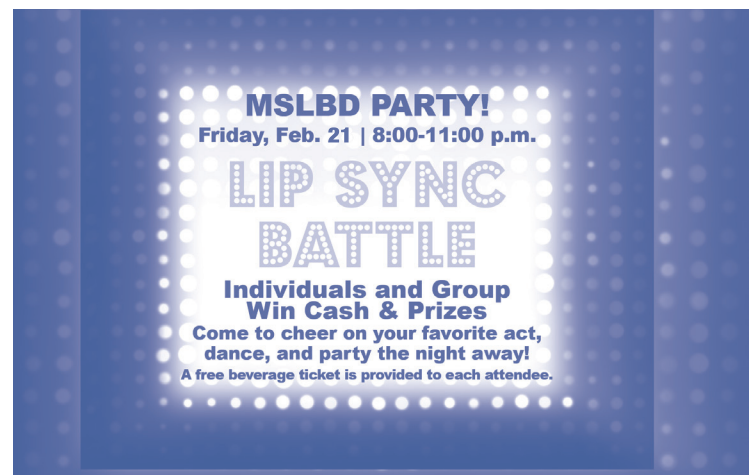
<https://mslbd.org/symposium-conference/hotel-information.html>

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 \$25-35 per day.

Parking spaces are limited. To enjoy unlimited in/out privileges be sure to charge parking to your guest room. 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 at 402-792-3057 or by email, manager@msbd.org. Requests should be made as soon as possible but four weeks advance notice of need for accommodations is requested at minimum.





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:

To get to the Sheraton Crown Center from MCI: Book online at www.supershuttle.com. Cost is approximately \$40 each way. Cab fare is approximately \$60.00 each way.

CONTACT INFORMATION:

Keri Frey, Manager
P.O. Box 202, Hickman, Nebraska 68372
402-792-3057; fax 402-313-4702
manager@mslbd.org

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

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

2025 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 _____ Position _____

Address _____

City _____ State _____ Zip _____

E-mail _____ Phone (_____) _____ Mobile Daytime

PAYMENT

Include name, phone number and email of the individual coordinating payment:

Credit Card Payment. MSLBD will send electronic invoice to coordinator, payment due on receipt. Email: registration@mslbd.org, fax: 402-313-4702

Check payable to Midwest Symposium with completed registration forms. Mail to MSLBD, PO Box 202, Hickman, NE 68372.

Purchase Order; accepted through January 24. Payment Terms 30 days from date of invoice. Email: registration@mslbd.org, fax: 402-313-4702

Payment coordinator (name, email, phone): _____

REGISTRATION OPTIONS

	Early Bird Discount (On/Before Jan 24)	Regular Registration Rate (after Jan 24)
<input type="checkbox"/> Presymposium Workshop & Symposium* ^ (Thurs, Fri & Sat, please pre-register for Thursday & Saturday Workshops)	\$240.00*	\$295.00
<input type="checkbox"/> Symposium Only ^ (Fri & Sat, please pre-register for Saturday Workshop)	\$225.00	\$280.00
<input type="checkbox"/> Pre-symposium Workshop Only* (Thurs Only, please pre-register for Thursday Workshops)	\$210.00	\$265.00
<input type="checkbox"/> BCBA Type 2 CEUs (Optional Addition: Only available to Board Certified Behavior Analyst)	NA	\$65.00

Discounted registration rate available through January 24. If you must cancel your registration, please notify the MSLBD Office at registration@mslbd.org, through January 24 to receive a refund less a \$35 process fee. No refunds after January 24. Registrations may be transferred to another individual at no cost. See full cancellation, transfer, and inclement weather policies on our website.

* THURSDAY PRESYMPOSIUM WORKSHOP

Morning Half-Day Presymposium Workshops (choose one)

- 1. Can't Make You: Attitude Shifts, Techniques, and Derailments for Managing Resistance
- 2. Behavior Data Made Easy: Less Time and Better Data!
- 3. Trauma Responsive Techniques for Plan Development (FA/PBSP/BIP/other)
- 4. Self-Regulated Strategy Instruction in Written Expression for Students with EBD
- 5. Social Savvy: Empowering Teachers to Cultivate Connection!
- Unknown or Unable to Attend

Afternoon Half-Day Presymposium Workshops (choose one)

- 6. Practical Program Design for Behavioral Classrooms: Addressing Intensive Behavioral Needs
- 7. Comfortably Numb: Understanding the Roles of Medications in Managing Complex Behaviors
- 8. Beyond the Box: Teaching Students with IDD to Communicate in the Real World
- 9. Implementing Tiered Prevention Models: Mapping your Professional Learning Journey
- 10. Prevention and Intervention Efforts to Address Bullying, Peer Aggression and School Violence
- Unknown or Unable to Attend

FRIDAY SYMPOSIUM KEYNOTE AND BREAKOUT SESSIONS

All sessions are general seating, pre-registration is not required.

^SATURDAY MORNING WORKSHOPS

(choose one)

- 1. Legal Developments in the Education of Students with EBD: What Teachers Need to Know and Why
- 2. Know My Name, Face, and Story: Integrating Culturally Responsive Community, Home, and School Supports to Engage Me!
- 3. Supporting Paraeducators to Facilitate Student Learning and Independence
- 4. Navigating School Roles, Environments, and Systems as a BCBA: Strategies for Understanding, Collaboration, and Success
- Unknown or Unable to Attend



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.