

2017 MSLBD Keynote Session | Friday, February 24, 8:30 – 10:00 a.m.

Serving Youth with Significant Intensive or Complex Emotional/Behavioral Needs - Our Keynote Speakers

JoAnne M. Malloy, MSW, Ph.D., is a Clinical Assistant Professor at the Institute on Disability at the University of New Hampshire. Dr. Malloy received a Master's Degree in Social Work Administration and Planning from the University of Tennessee in 1981 and a Doctorate of Philosophy in Education from the University of New Hampshire in April 2011. She joined the staff of Institute on Disability (NH's University Center for Excellence in Disability) in 1991 and has directed several state and federally funded youth transition, employment, and dropout prevention projects with a focus on youth with emotional and behavioral disorders and implementation of Positive Behavioral Interventions and Supports (PBIS) and School Mental Health. In 1996, she developed a transition and career development-planning model for youth with emotional and behavioral disorders, known as RENEW (Rehabilitation, Empowerment, natural supports, Education, and Work). RENEW has since been replicated in educational, mental health and juvenile detention settings in New Hampshire and 6 other states, producing positive educational, vocational, and behavioral health outcomes. Dr. Malloy has published numerous articles and book chapters on employment and transition for youth with emotional disorders and adults with mental illness, and teaches at the undergraduate and graduate level at the University of New Hampshire.



Vern Jones, Ph.D., has been a junior high school teacher of students with EBD, a junior high school vice principal, and a district coordinator for students with EBD. He has consulted with school districts and educators in over 25 states. Dr. Jones is Emeritus Professor of Education at Lewis & Clark College in Portland, Oregon. His books include *Effective Supports for Students with Emotional and Behavioral Disorders: A Continuum of Supports* (2016); *Comprehensive Classroom Management, 11th Ed.* (2016); *Practical Classroom Management 2nd Ed.* (2015), *Creating Effective Programs for Students with Emotional and Behavior Disorders* (2004); *Adolescents with Behavior Problems* (1980), and *Responsible School Discipline* (1981). He was selected by the National Association of Colleges of Teacher Education to write the chapter on classroom management for the *Handbook of Research on Teacher Education* (1996). He also wrote the chapter "How Do Teachers Learn to Be Effective Classroom Managers?" for the *Handbook for Classroom Management: Research, Practice, and Contemporary Issues* (2006). Dr. Jones was co-author of the State of the original Oregon Technical Assistance Paper on the Identification and Treatment of Students with EBD.



Dan Stewart, J.D., Ph.D., is a supervising attorney at the Minnesota Disability Law Center (DLC), which is part of Mid-Minnesota Legal Aid. DLC is the Minnesota's designated federal Protection and Advocacy (P&A) organization for representing individuals with disabilities statewide. For over 15 years, Dan has represented children with disabilities in public school and has advocated for their interests in Minnesota's special education policy processes including rulemaking, legislative proposals, and state policy advisory groups, councils and task forces. Dan has a Master's Degree in Educational Policy, a law degree, and a Ph.D. in Social Work all from the University of Minnesota. His Ph.D. focused on the interrelationship of policies and day-to-day practices on reducing restraint and seclusion of children with disabilities in schools. He has presented on a wide range of special education law topics (including discipline, restraint and seclusion, and special education rights) for a variety of parent and school district audiences in Minnesota and at national conferences. He enjoys hockey, running, and, along with his wife and 14 year old daughter, hiking in national and state parks.



Richard Van Acker, Ed.D., is an Emeritus Professor of Special Education at the University of Illinois at Chicago (UIC). Dr. Van Acker began his career in education as a high school math and science teacher. His ability to work effectively with troubled youth resulted in his becoming a teacher of students with emotional and behavioral disorders. He also worked as a childcare worker in a residential care center for children and youth with emotional disorders. Since earning his doctorate, Rick has been engaged in teacher education at the UIC. His research explores the development of antisocial behavior in children – attempting to identify effective prevention and intervention strategies. Rick has served as president of the International Council for Children with Behavioral Disorders (a Division of the Council for Exceptional Children). He currently is a member of both the advisory committee and the professional development committee of the Midwest Symposium for Leadership in Behavioral Disorders. Rick's research has been published in over 100 professional journal articles, book chapters, monographs and books. His latest book is titled *'Cognitive Behavioral Interventions for Emotional Disorder: School-Based Practice* (Guilford Press).

