

# MIDWEST SYMPOSIUM FOR LEADERSHIP IN BEHAVIOR DISORDERS

# SYMPOSIUM



# 2016

**February 25, 26, 27, 2016**  
**Sheraton Crown Center**  
**Kansas City, Missouri**

**F**or the 34th 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. Our comprehensive, three-day program starts with workshops on Thursday followed by keynote, breakouts, posters, exhibits and more.

*The 2016 Midwest Symposium for Leadership in Behavior Disorders is a CCBBD-Approved Regional Activity. A letter certifying attendance may be requested at the registration table to submit for CEUs.*

## KEYNOTE

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

### *Positive Education: Hope for Children and Youth with Emotional and Behavioral Challenges*



Drawing from positive psychology research and practice, Shane Lopez, Ph.D., discusses how attention to strengths, hope, and well-being can transform the educational experience of all children and youth.

*Dr. Lopez, a Gallup Senior Scientist and Research Director of the Clifton Strengths Institute, is a leading authority on the psychology of hope. He has published numerous professional articles and books*

*on the role of hope and the importance of focusing on individual strengths, including Making Hope Happen, The Encyclopedia of Positive Psychology, and Positive Psychology: The Scientific and Practical Explorations of Human Strengths.*

## SYMPOSIUM AT-A-GLANCE

### Thursday, February 25

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

### Friday, February 26

7:30 a.m.	Registration Opens
8:00 a.m.-5:00 p.m.	Exhibits
8:30-10:00 a.m.	Keynote, Dr. Shane Lopez
10:20 a.m.-11:20 a.m.	Concurrent Sessions, Set I
11:30 a.m.-12:30 p.m.	Concurrent Sessions, Set II
12:30-2:00 p.m.	Lunch (on your own)
2:00-3:00 p.m.	Concurrent Sessions, Set III
3:15-4:15 p.m.	Concurrent Sessions, Set IV
4:15-6:00 p.m.	Poster Session: Cash Bar and Complimentary Hors d'Oeuvres
8:00-11:00 p.m.	Symposium Party

### Saturday, February 27

8:00 a.m.	Registration Opens
9:00-11:15 a.m.	Two-Hour Concurrent Sessions
11:15 a.m.	Adjournment

**DON'T BE LEFT OUT!! REGISTER EARLY – NO WALK-IN REGISTRATION**  
**For more conference information, visit our website: [www.mslbd.org](http://www.mslbd.org)**  
**Follow us on:**

## MISSION STATEMENT

The Midwest Symposium for Leadership in Behavior Disorders fosters professional and family leadership that improves the lives of children and youth with emotional/behavioral disorders or related behavioral challenges.



MSLBD @MSLBD1

# Presymposium Workshops

Thursday, February 26 | 9:00 a.m.-4:30 p.m.

HALF-DAY

## MORNING (9:00 a.m. – 12:00 p.m.)

### 1. Supporting School Success: Feasible Strategies for Supporting Students with Intensive Behavioral Needs

In this workshop, we present feasible strategies for supporting students with intensive behavior needs within general education classrooms. We provide step-by-step procedures for using these strategies with high fidelity, offering illustrations in elementary, middle, and high school settings.

*Kathleen Lynne Lane, Ph.D.*, Professor and *Emily Cantwell, M.Ed.*, Project Coordinator, University of Kansas, Lawrence, Kansas

### 2. Tertiary Interventions for Classic Behavior Problems: A Focus on Practical Antecedent Strategies

The classic behavior problems exhibited by students with E/BD can be thought of as falling into a relatively small number of broad categories (e.g., aggression, disruption, noncompliance, inattention, social or interpersonal problems). Similarly, effective interventions generally focus on practical applications of a few simple behavioral principles and take a positive, proactive approach. In this session we argue that the most efficient and effective use of teacher time is directed toward preventive, antecedent strategies. Following a brief overview of a preventive approach to increasing positive engagement and reducing undesirable behavior, we describe and demonstrate the use of the following tertiary level antecedent strategies: (a) choice, (b) behavioral momentum, (c) precision requests, and (d) opportunities to respond. Participants will work with presenters to develop specific action plans for applying these interventions with students in their own classrooms and contexts.

*Timothy Landrum, Ph.D.*, Professor and Department Chair and *Christopher Sweigart, Ph.D.*, Post-Doctoral Fellow, University of Louisville, Louisville, Kentucky

### 3. Aligning FBA Outcomes to Research-Based Programming for Students with Challenging Behavior: a Tutorial

The most effective treatments for reducing problem behavior are those that are based on results from functional behavior assessments (FBAs). It is therefore best practice to conduct FBAs to guide the development of behavior intervention plans (BIPs), and it is critical that outcomes from FBAs are directly linked to

goals and objectives in BIPs. The purpose of this workshop is to outline a strategy for teachers to align FBA outcomes, especially those from functional analyses (FA; Iwata et al., 1982/1994), with function-based interventions. Attendees will participate in a variety of activities: develop a data collection system, conduct mock-FA and function-based treatment sessions, analyze data, and modify interventions for use in generalization settings.

*Megan Boyle, Ph.D., BCBA*, Assistant Professor, Missouri State University, Springfield, Missouri, and *Joseph Lambert, Ph.D., BCBA*, Assistant Professor, Vanderbilt University, Nashville, Tennessee

### 4. Scaling Up the Restorative Paradigm Shift in School Systems, Large and Small

The field of restorative practices in schools has experienced a great growth spurt in the last few years. Books are being printed, websites set up, tool kits developed; one could spend a day on YouTube reviewing training, testimonial and informational videos. The U.S. Departments of Education and Justice recommend restorative justice practices to address disproportionality; districts are in various stages of storming, forming or norming restorative practices. This session will review the basic principles of restorative measures in schools, demonstrate the basic processes of building community and repairing harm, and discuss steps in scaling up a whole school restorative framework.

*Nancy Riestenberg, Restorative Practices Specialist, Minnesota Department of Education, Roseville, Minnesota*

### 5. Transform Your Learning Environment with the Implementation of Universal Design for Learning

Are you wanting to transform your learning environment? Do you want to develop an environment that supports increased engagement, better outcomes, and integrates evidence-based practices, as well as technology? This workshop will provide participants an overview of Universal Design for Learning (UDL) and then introduce the basics for considering implementation. Participants will gain knowledge, resources, and hear about lessons learned when supporting initial implementation across district, school, and classroom environments. This workshop is for educators at all levels. District and school level teams are highly encouraged to attend. Please bring laptops, tablets, and/or smartphones!

*James D. Basham, Ph.D.*, Associate Professor, and *Richard A. Carter, M.A.*, Graduate Teaching Assistant, Special Education, University of Kansas, Lawrence, Kansas

## POSTER SESSION 4:15-6:00 P.M.

Over 20 Posters presented covering various topics at this two-hour session.  
Cash bar and complimentary hors d'oeuvres



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

## WORKSHOPS

**AFTERNOON (1:30-4:30 p.m.)**

### 6. What's Happening in Washington: An Overview of Policy and Practices on Behavior, Discipline and Issues Impacting Children with E/BD

This session will provide an overview of how is the U.S. Department of Education is "Rethinking Discipline." Session will address ways in which the U.S. Department of Education, and specifically OSEP, invest and promote prevention services and multi-tiered systems of support. Current updates on the reauthorization of Individuals with Disabilities Education Act, and the Elementary and Secondary Education Act as well as OSEP initiatives/centers in support of students with E/BD will be discussed as well as pertinent OSEP letters of guidance.

**Renee Bradley Ph.D.**, Deputy Director, Office of Special Education Programs, U.S. Department of Education, Washington, D.C.

### 7. Powerful Positive Procedures for Promoting Prosocial Behavior Change

*"Nothing works with this kid. I've tried EVERYTHING!"* Despite the claim, it's likely that we haven't yet tried a couple of procedures that are proven effective with intervention-resistant kids. During this activity-filled session, we'll discuss and practice these research proven behavior-change interventions. Topics addressed will include differential reinforcement, self-recording procedures, and presentation and activity on weaning kids from reinforcement and/or moving them to higher-level reinforcement.

**Thomas McIntyre, Ph.D.**, Professor and Coordinator of the Graduate Program in Behavior Disorders, Hunter College of CUNY, New York, New York

### 8. Equity and PBIS: Using Discipline Data and Specific Strategies to Neutralize Implicit Bias

This session will start with an introduction to implicit bias and its role in disproportionality in school discipline. Participants will learn and practice how to use discipline data to identify specific situations that are more likely to lead to disproportionality, as well as strategies to reduce the influence of implicit bias on discipline decision making.

**Kent McIntosh, Ph.D., NCSP**, Associate Professor, Special Education, Associate Director, Education and Community Supports, University of Oregon, Eugene, Oregon

### 9. Rage to Reason: Behavior Intervention for the Treatment of Explosive Behavior in Children with Emotional Disorders

This workshop teaches professionals who work with children who exhibit explosive behavior, how to reduce meltdowns and teach coping skills. This training is designed for those children who have average to above average cognitive skills and some ability to reason and understand problem-solving skills. These children may have a diagnosis of bipolar, ADHD, Anxiety Disorder, OCD, and other Emotional Disorders that fall in the category of Childhood Mental Illness. The workshop includes training in the implementation of "Rage to Reason." Rage to Reason is a step by step curriculum in the treatment of explosive behavior due to refusals to follow directions, complete school work, transition, and accept "no." Participants will learn how to teach children to use coping skills and reduce aggression, property destruction, and other explosive behaviors due to refusal to learn to follow directions and task demands.

**Amy Buie, M.Ed., BCBA, LBA**, CEO and Founder of Learning Momentum, LLC, Old Monroe, Missouri

**Don't Miss the MSLBD PARTY!**  
**Friday, Feb. 26 8:00-11:00 p.m.!**  
**LIP SYNC BATTLE**  
**Win CASH and PRIZES**  
**DJ from Kahuna Sound Productions**  
**Dancing! Cocktails!**  
**We provide everyone registered a free drink ticket and then cash bar.**

**For program updates, go to [www.mslbd.org](http://www.mslbd.org)**

# Hotel RESERVATIONS

## Sheraton Kansas City Hotel at Crown Center

2345 McGee St • Kansas City, MO 64108

Phone: (816) 841-1000

Online link from [http://www.mslbd.org/conference\\_hotel.htm](http://www.mslbd.org/conference_hotel.htm)

Request: "2016 MSLBD Annual Convention"

\$144 single/double + tax • \$169 triple + tax • \$194 quad + tax

**Make your reservation early for best selection of rooms. The cut-off date\* for the special negotiated room rate is January 27, 2016 at 5:00 p.m. Central Standard Time.** Reservation requests received after the cut-off date will be based on availability at the hotel's prevailing rates. The hotel does not accept purchase orders as a form of payment. Groups needing to reserve eight (8) or more individual guest rooms, please contact the MSLBD Office for assistance.

# 2016 Symposium REGISTRATION

Online Registration : [http://www.mslbd.org/conference\\_register.htm](http://www.mslbd.org/conference_register.htm)

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_

Daytime Telephone ( \_\_\_\_\_ ) \_\_\_\_\_

E-mail \_\_\_\_\_

Position \_\_\_\_\_

Assistant's Name \_\_\_\_\_

Assistant's E-mail \_\_\_\_\_

## PAYMENT

In order to process your registration, we require one of the following:

- \_\_\_\_\_ Check payable to Midwest Symposium
- \_\_\_\_\_ Agency purchase order enclosed
- \_\_\_\_\_ Credit Card Payment (MSLBD will contact you for payment information)

## REGISTRATION OPTIONS

_____ Presymposium Workshop & Symposium (Thursday, Friday, & Saturday)	\$170*	\$190
_____ Symposium (Friday & Saturday only)	\$155*	\$175
_____ Pre-symposium Workshop ONLY (Thursday only)	\$140*	\$160

\*Discounted registration rate available through January 22. If you must cancel your registration, please notify the MSLBD Office at [manager@mslbd.org](mailto:manager@mslbd.org), by Friday, January 22, 2016 to receive a refund less a \$35 processing fee. No refunds after January 22. Registrations may be transferred to another individual.

**All registrations are processed on a first-come, first-served basis.  
Space is limited! REGISTER EARLY!! No walk-in registration.**

The Sheraton is centrally located within easy access of Crown Center, Downtown, the Country Club Plaza, and Old Westport.

**Parking:** Indoor Parking at Sheraton Kansas City Hotel at Crown Center; Self-Parking Maximum Daily Rate \$17.00, Valet is \$24.00 per day. Cash upon departure or charges may be billed to your hotel account.

### Special Accommodations

Sign language interpreters provided with advance arrangement. Contact Keri Frey at Midwest Symposium for Leadership in Behavior Disorders, [manager@mslbd.org](mailto:manager@mslbd.org) or 402-792-3057.

## CHOICE OF PRESYMPOSIUM WORKSHOP ON THURSDAY

### HALF-DAY WORKSHOPS ON THURSDAY

*Morning – Please mark a first selection and alternate*

- \_\_\_\_\_ 1. Supporting School Success: Feasible Strategies for Supporting Students with Intensive Behavioral Needs
- \_\_\_\_\_ 2. Tertiary Interventions for Classic Behavior Problems: A Focus on Practical Antecedent Strategies
- \_\_\_\_\_ 3. Aligning FBA Outcomes to Research-Based Programming for Students with Challenging Behavior: a Tutorial
- \_\_\_\_\_ 4. Scaling Up the Restorative Paradigm Shift in School Systems, Large and Small
- \_\_\_\_\_ 5. Transform Your Learning Environment with the Implementation of Universal Design for Learning

*Afternoon – Please mark a first selection and alternate*

- \_\_\_\_\_ 6. What's Happening in Washington: An Overview of Policy and Practices on Behavior, Discipline and Issues Impacting with E/BD
- \_\_\_\_\_ 7. Powerful Positive Procedures for Promoting Prosocial Behavior Change
- \_\_\_\_\_ 8. Equity and PBIS: Using Discipline Data and Specific Strategies to Neutralize Implicit Bias
- \_\_\_\_\_ 9. Rage to Reason: Behavior Intervention for the Treatment of Explosive Behavior in Children with Emotional Disorders

### SATURDAY MORNING WORKSHOPS

*Mark your choice to attend.*

- \_\_\_\_\_ 1. Evidence-Based Practices in Effective Instruction for Students with Challenging Behavior
- \_\_\_\_\_ 2. Legal Developments in the Education of Students with E/BD: What You Need to Know and Why
- \_\_\_\_\_ 3. Evidence-Based Practices and Autism Spectrum Disorders: Navigating a Sea of Challenges
- \_\_\_\_\_ 4. Developing Paraprofessionals: Strategies for Training and Effectively Utilizing Paraprofessionals

General session on Friday, early selection of sessions is not required for seating.

## RETURN YOUR REGISTRATION TO:

Midwest Symposium for Leadership in Behavior Disorders • P.O. Box 202, Hickman, Nebraska 68372 • [manager@mslbd.org](mailto:manager@mslbd.org) • Fax 402-875-6545

# CONCURRENT SESSIONS – FRIDAY, FEBRUARY 26, 2016

## ACADEMIC STRAND

### Intensive Academic Interventions for Students with Emotional and Behavioral Disorders: An Experimental Framework

*Joseph Wehby*, Vanderbilt University, *Daniel Maggin*, University of Illinois at Chicago

### The Us of Early Writing CBM's to Determine Writing Performance in At-risk Students with E/BD

*Erica Lembke*, *Carol Carman*, *Kim Moore*, *Abby Carlisle*, *Apryl Poch*, *Alex R. Smith*, University of Missouri, Columbia, MO

### Evidence-based Interventions for Teaching Early Writing Skills for Students with E/BD

*Erica Lembke*, *Carol Carman*, *Kim Moore*, *Abby Carlisle*, *Apryl Poch*, *Alex R. Smith*, University of Missouri, Columbia, MO

## BEHAVIORAL STRAND

### Eliminating Disparities and Increasing School Completion in a Large Ethnically-diverse Urban School District through Universal Screening and Evidence-based Advanced Tiers of Support

*Greg Benner*, *Kelcey Schmitz*, *Rayann Silva*, Center for Strong Schools at University of Washington, Tacoma, WA

### A Review of Self-Management Interventions Targeting Academic Outcomes for Students with E/BD

*Joseph Ryan*, *Jennifer Counts*, *Katherine Ingraham Lawton*, *Michelle Popham*, Clemson University, Clemson, SC

### Tips and Tools for Assessing and Managing Problem Behavior

*R. Kenton Denny*, *Paul Mooney*, Louisiana State University, Baton Rouge, LA

## AUTISM STRAND

### Developing Peer Networks to Support Students with Autism and the ICONNECT PLUS

*Deborah Kamps*, *Rose Mason*, *Stephen Crutchfield*, University of Kansas, Juniper Gardens Children's Research Project, Kansas City, KS

### Aligning the DSM-V Criteria for Diagnosis of Autism to State Criteria to Ensure Effective Programming for Students with Autism

*Catherine Mancina Smith*, University of Kansas, Lawrence, KS, *Paul La Cava*, Rhode Island College, Providence, RI

### Recent Advances in Functional Analysis of Challenging Behavior in the Classroom

*Mandy Rispoli*, Texas A&M University, College Station, TX

## MASTER TEACHER STRAND

### The View from the Top: Don't Jump... We've Got You! Strategies for Tier III's Most Challenging

*Anna Henry*, Grandwood Education Center, Woodward, IA, *Michalla Scharz*, Lincoln Public Schools, Lincoln, NE, *Kaye Otten*, University of Central Missouri, Kansas City, MO

### Unstuck and In Control: How to Teach Students to Chill!

*Sherry White*, Kansas State University, Manhattan, KS, *Jodie Tagel*, Westside Community Schools, Springfield, NE

### How to Keep Your Main "Stream" from Flooding: Mainstream and Inclusion Solutions for Students with E/BD

*Megan Rees*, USD 383, Manhattan, KS, *Jessica Nelson*, Kansas State University, Manhattan, KS, *Joel Naaf*, USD 364, Marysville, KS

### "I didn't have time, I was too tired and I thought it was due tomorrow": Self-management as an Executive Functioning Skill for Students with EBD

*Michael Persampieri*, Norris Public Schools, Firth NE, *Seth Piro*, Green Hills AEA, Harlan Region Office, IA

## BREAKOUT SESSIONS

### Fifteen Behavioral Interventions to Increase Academic Success

*Beverley Johns*, MacMurray College, Jacksonville, IL

### Evidence-based Practices in Math for Students with EBD: What We Know, and Where We Must Go!

*Kathlerine Robbins-Hunt*, Edinboro University, Edinboro, PA, *Kimberly McDuffie Landrum*, University of Louisville, Louisville, KY, *Maria Herbst*, Clemson University, Clemson, SC

### Strategies for Dropout Prevention and Discipline Reform in Schools

*Natalie Hoff*, *Ana Cathcart*, *Shir Palmon*, *Reece Peterson*, University of Nebraska-Lincoln, Lincoln, NE

### Review of Mathematical Interventions for Students with Emotional and/or Behavioral Disabilities

*Kimberly Vannest*, *Corey Peltier*, Texas A&M University, College Station, TX

### Connections: Strategies for Internalizing Students with Mental Illness and E/BD Age 16-21

*Leslie Hoer*, *Daniel Ellis*, Center of Responsive Education, Columbia, MO

### What's Really "Incredible" About 5-Point Scales? How to Effectively Implement and Individualize 5-Point Scales to Manage and Deescalate Behaviors

*Sarah Ingram*, West Middle School, Columbia, MO, *Reesha Adamson*, Missouri State University, Springfield, MO

### Social Emotional and Behavioral Problems and Learning: All Sides of the Elephant

*Jennifer Ganz*, *Kimberly Vannest*, Texas A&M University, College Station, TX, *Antonis Katsiyannis*, Clemson University, Clemson, SC, *Nicholas Gage*, University of Florida, Gainesville, FL

### Identifying Components of School-wide Systems that Correlate with Student Success

*Corey Pierce*, *Jennifer Mathis*, University of Northern Colorado, Greeley, CO

### State of the Science of Communication Interventions for People with ASD

*Jennifer Ganz*, Texas A&M University, College Station, TX

### Supporting the Effective Use of Paraprofessionals: Promoting Student Independence

*Jena Randolph*, *Karen O'Connor*, University of Missouri, Thompson Center for Autism and Neurodevelopment Disorders, Columbia, MO

### A Review of Peer-mediated Intervention Studies on Academic Achievement for Students with E/BD

*Joseph Ryan*, *Michelle Dunn*, *Melissa Toole*, Clemson University, Clemson, SC

### Good Plans Today or Perfect Plans Tomorrow: Selecting intervals for Self-monitoring Interventions

*Benjamin Mason*, *Howard Wills*, Juniper Gardens Children's Project, Olathe, KS, *John Davis*, University of Utah, Salt Lake City, UT

### Are You Talking to Me? Increasing Student Engagement in the Classroom

*Matthew McNiff*, Educational Service Unit #5, Beatrice, NE

### It Takes a Village: The Child and Family Support Process

*Stacy Campbell*, *Courtney Blackwell*, Child and Family Support Process, Columbia, MO, *Torie Clark*, Columbia Public Schools, Columbia, MO

### Best Practice for Comprehensive Program Planning Toward Successful Transition for Students with ASD

*Karen O'Connor*, *Jena Randolph*, University of Missouri, Thompson Center for Autism and Neurodevelopment Disorders, Columbia, MO

### A Consumer's Guide to Crisis Intervention-Physical Restraint & Seclusion Training

*Reece Peterson*, *Elisabeth Kane*, University of Nebraska-Lincoln, Lincoln, NE, *Joe Ryan*, Clemson University, Clemson, SC, *Michael Couvillon*, Drake University, Des Moines, IA

### Interventions for the Top Ten Most Common Problem Behaviors

*Kimberly Vannest*, Texas A&M University, College Station, TX

### Social Emotional Learning Prevention and Intervention for Students With Behavioral Disorders: An MTSS Behavior Model

*Greg Benner*, *Rayann Silva*, *Kelcey Schmitz*, Center for Strong Schools, University of Washington Tacoma, Tacoma, WA

### Designing and Installing Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention: Lessons from the Field

*Kathleen Lane*, *Leah Wisdom*, *Kevin Harrell*, Lawrence, KS

## 2-HOUR WORKSHOPS

**Saturday, February 27, 2016**  
**9:00-11:15 a.m.**

Participants select one session to attend.

- Evidence-Based Practices in Effective Instruction for Students with Challenging Behavior**  
*Terrance M. Scott, Ph.D.*, Professor, University of Louisville, Louisville, Kentucky

- Legal Developments in the Education of Students with E/BD: What You Need to Know and Why**  
*Mitchell Yell, Ph.D.*, Professor of Special Education, University of South Carolina, Columbia, South Carolina; *Carl Smith, Ph.D.*, Professor, Iowa State University, Ames, Iowa; *Antonis Katsiyannis, Ed.D.*, Professor, Clemson University, Clemson, South Carolina

- Evidence-Based Practices and Autism Spectrum Disorders: Navigating a Sea of Challenges**  
*Paul LaCava, Ph.D.*, Rhode Island College, Providence, Rhode Island, *Richard Simpson, Ph.D.*, University of

Kansas, Lawrence, Kansas, *Allison Shefcyk, B.A.*, University of Connecticut, Storrs, Connecticut

- Developing Paraprofessionals: Strategies for Training and Effectively Utilizing Paraprofessionals**

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

Check our website for updates and added information about sessions: [www.MSLBD.org](http://www.MSLBD.org)

# How to GET THERE

## DRIVING IN:

The Sheraton Crown Center is located at 2345 McGee 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.

## PARKING:

Parking may be found in the parking facility immediately to the north of the Sheraton Crown Center. Cost per day for guests staying at the hotel is \$17.00 for self-parking. For hourly parking, the rate begins at \$4.00 for the first 1/2 and increases incrementally. Be sure to get your ticket validated at Guest Services in the lobby. Additional parking is available in the Crown Center complex.

## FLYING IN:

To get to the Sheraton Crown Center from MCI, go to the Super Shuttle Booth in the terminal and state that you "want transportation to Sheraton Crown Center." Cost is \$18.00 one way; \$31.00 roundtrip. For departure times after 6 p.m., reservations are required. Cab fare is approximately \$50.00 one way. Link to SuperShuttle from our website. Group Code: GX55V

## ADDITIONAL INFORMATION:

Keri Frey, Manager  
P.O. Box 202, Hickman, Nebraska 68372  
402-792-3057; fax 402-875-6545  
manager@mslbd.org



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



**ATTENTION:**  
*Special Education Teacher*

Non Profit Org.  
US Postage PAID  
Kansas City MO  
Permit 6654