## SYMPOSIUM AT-A-GLANCE

**Thursday, February 22**
- **8:00 a.m.-11:00 a.m.**
  - Concurrent Sessions, Set I
- **12:00 p.m.-2:00 p.m.**
  - Exhibits
- **3:15 p.m.-4:15 p.m.**
  - Concurrent Sessions, Set II
- **7:30 p.m.-8:30 p.m.**
  - Adjournment

**Friday, February 23**
- **8:00 a.m.-11:00 a.m.**
  - Concurrent Sessions, Set III
- **12:00 p.m.-2:00 p.m.**
  - Exhibits
- **3:15 p.m.-4:15 p.m.**
  - Concurrent Sessions, Set IV
- **7:30 p.m.-8:30 p.m.**
  - Adjournment

**Saturday, February 24**
- **8:00 a.m.-11:00 a.m.**
  - Final Concurrent Sessions
- **11:45 a.m.**
  - Closing Session and Reception
Presymposium Workshops
Thursday, February 22 9:00 a.m.-4:30 p.m.

HALF-DAY WORKSHOPS (1:30 p.m.-4:30 p.m.)

6. BBQs, PBIs, and IFPs: An Alphabet Soup to Student Outcomes

Supporting students with disabilities and their families takes a village. The education system is often a place of friction and stress for a variety of professionals from different disciplines. Sometimes these professionals are working in isolation from each other, with limited interaction and understanding. To overcome these barriers and create a cohesive system of support for students with disabilities, we need to work together to create a system that supports all students.

7. Forget “Reality TV!” “Reality Teaching” is Critical to Improve Behavior and Learning

In this session, we will focus on how to create positive student-teacher interactions by using conversation and understanding to help restore situations. Impromptu conversations and circles can help create the balance of managing impromptu behaviors and focusing on the learning task.

3. Evidence-based Practice for Improving Reading Engagement in Learners with Emotional/Behavioral Disorders

Evidence-based practice is critical to improving reading engagement in learners with emotional/behavioral disorders. The session will review examples of evidence-based strategies to improve reading engagement, with a goal of reducing disproportionality.

4. Improving Motivation and Decreasing Disruptive Behaviors in Individuals with Autism Spectrum Disorder

This workshop will provide an overview of effective strategies to improve motivation and decrease disruptive behaviors in individuals with autism spectrum disorder. Strategies will include positive reinforcement, self-management, and contingency management.

5. Going Beyond the Basics: Advanced Topics in Classroom Management: Court Rules on Special Education: What Teachers Need to Know

Court Rules on Special Education: What Teachers Need to Know. The presentation will discuss the impact of recent court rulings on special education, including implications for classroom management.

2. Next Generation Standards: Simple Strategies to Improve Behavior and Learning

In this session, we will focus on how to create positive student-teacher interactions by using conversation and understanding to help restore situations. Impromptu conversations and circles can help create the balance of managing impromptu behaviors and focusing on the learning task.

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8. Presymposium Workshops

Presymposium Workshops
Thursday, February 22 9:00 a.m.-4:30 p.m.

MORNING (9:00 a.m. – 12:00 p.m.)

1. Creating an Optimal Classroom Environment: Simple Strategies to Improve Behavior and Learning

Teachers often struggle to manage the behavior of their learners and work to create a learning environment that is conducive to their educational needs. This session will focus on strategies to improve behavior and learning in the classroom.

2. Self-Regulated Strategy Development: An Evidence-based Practice for Improving Reading Engagement in Learners with Emotional/Behavioral Disorders

In this session, we will focus on how to create positive student-teacher interactions by using conversation and understanding to help restore situations. Impromptu conversations and circles can help create the balance of managing impromptu behaviors and focusing on the learning task.

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Thursday, February 22 9:00 a.m.-4:30 p.m.

HALF-DAY WORKSHOPS (1:30 p.m.-4:30 p.m.)

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8. Presymposium Workshops

Presymposium Workshops
Thursday, February 22 9:00 a.m.-4:30 p.m.

The 2018 Midwest Symposium for Leadership in Behavior Disorders is a CCBD-approved regional activity. Participants who would like to submit contact hours to a professional development organization may request a letter certifying attendance with the conference coordinator. The letter is dated only to the extent that the participant was present at the conference and attended all sessions. The conference coordinator is located at the end of the registration site (http://www.mslbd.org).
Presymposium Workshops
Thursday, February 22 9:00 a.m.-4:30 p.m.

**HALF-DAY**

1. **Creating an Optimal Classroom Environment: Simple Strategies to Improve Behavior and Learning**

   Teachers often struggle to recognize the behavior of learners as more than just misbehaving. Learning with individuals with disabilities presents the chance to teach the whole classroom, not just the few students in need of support.

   This workshop provides teachers and professionals with an understanding of implementing strategies to create an effective classroom environment for all students. We will focus on implementing strategies to address behaviors that are both immediate and long-term concerns.

   **Additional Information:**
   - **Presenter:** Kristine E. Larson, EdD, Assistant Professor, University at Birmingham, School of Education, Affiliate Center on Human Development and Disability, University of Kansas, Lawrence, Kansas.
   - **Registration:** **$149**
   - **Registration Deadline:** **February 15, 2018**

2. **Self-Regulated Strategy Development: An Evidence-Based Practice for Improving Reading and Writing Outcomes for Students with EBD**

   Students with disabilities and at-risk children present extraordinary academic and behavioral challenges that can be immediately incorporated into instruction to enhance behavior and learning. We will then describe a number of specific strategies to varying emotional and behavioral needs. With larger classrooms and fewer resources, general educators design, implement, and monitor the impact of these interventions.

   **Additional Information:**
   - **Presenter:** Timothy J. Landrum, PhD, Assistant Professor, University at Birmingham, School of Education, Affiliate Center on Human Development and Disability, University of Kansas, Lawrence, Kansas.
   - **Registration:** **$149**
   - **Registration Deadline:** **February 15, 2018**

3. **Responsive Behavior Management: Evidence-based Practices for Improving Behavior and Student Outcomes**

   Supporting students with disabilities and their families takes a village. The village includes the student, their peers, family members, friends, and a variety of professionals from different disciplines. Sometimes these professionals and families appear to be working against each other, leading to suboptimal engagement, with the goal of reducing disproportionality.

   This workshop provides an overview of Pivotal Response Treatment (PRT) - PRT as a whole systems approach to support students and their families. The workshop will focus on understanding the principles of PRT and how they can be applied in a variety of school and other environments.

   **Additional Information:**
   - **Presenter:** Brenda L. Townsend Walker, PhD, JD, Assistant Professor of Special Education, University of Florida, Gainesville, Florida.
   - **Registration:** **$149**
   - **Registration Deadline:** **February 15, 2018**

4. **Improving Motivation and Decreasing Disruptive Behaviors in Individuals with Autism Spectrum Disorder**

   The Midwest Symposium for Leadership in Behavior Disorders is a CCBD-approved regional activity. Participants who must cancel their registration, please notify the Symposium Office at least two weeks prior to the start of the symposium. The event may only be attended at the conference. Persons is being sought for Board Certified Behavior Analyst certification. Two credits from the Board Certified Behavior Analyst Certification Exam are granted for obtaining information about a behavior therapy professional. BCBA credit and sessions available for BCBA credit will be posted on our website closer to the conference.

   **Additional Information:**
   - **Presenter:** Roy L. Baumeister, PhD, Director of the Center for Emotional Intelligence, University of Kansas, Lawrence, Kansas.
   - **Registration:** **$149**
   - **Registration Deadline:** **February 15, 2018**

5. **Advanced Topics in Classroom Management: Going beyond the Basics**

   Effective classroom management is a critical component of effective teaching. The goal of this workshop is to provide informa- tion for a number of evidence-based classroom management practices and programs that have been reliably demonstrated to be effective in a number of settings, including (but not limited to) middle and high schools. The workshop will cover topics such as understanding the importance of self-regulation, using positive reinforcement, and implementing the principles of applied behavior analysis. Free resources will be shared with participants to support their work in the classroom.

   **Additional Information:**
   - **Presenter:** Kristine E. Larson, EdD, Assistant Professor, University at Birmingham, School of Education, Affiliate Center on Human Development and Disability, University of Kansas, Lawrence, Kansas.
   - **Registration:** **$149**
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6. **Forget “Reality TV!” “Reality Teaching” is the Key to all Students Success**

   This session provides an overview of Pivotal Response Treatment (PRT) - PRT as a whole systems approach to support students and their families. The workshop will focus on understanding the principles of PRT and how they can be applied in a variety of school and other environments.

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   - **Presenter:** Brenda L. Townsend Walker, PhD, JD, Assistant Professor of Special Education, University of Florida, Gainesville, Florida.
   - **Registration:** **$149**
   - **Registration Deadline:** **February 15, 2018**

7. **Designing and Implementing Video-Based Instruction for Students with EBD**

   Students with disabilities and at-risk children present extraordinary academic and behavioral challenges that can be immediately incorporated into instruction to enhance behavior and learning. We will then describe a number of specific strategies to varying emotional and behavioral needs. With larger classrooms and fewer resources, general educators design, implement, and monitor the impact of these interventions.

   **Additional Information:**
   - **Presenter:** Timothy J. Landrum, PhD, Assistant Professor, University at Birmingham, School of Education, Affiliate Center on Human Development and Disability, University of Kansas, Lawrence, Kansas.
   - **Registration:** **$149**
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8. **Student Outcomes**

   Students with disabilities and at-risk children present extraordinary academic and behavioral challenges that can be immediately incorporated into instruction to enhance behavior and learning. We will then describe a number of specific strategies to varying emotional and behavioral needs. With larger classrooms and fewer resources, general educators design, implement, and monitor the impact of these interventions.

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9. **Supporting students with disabilities and their families takes a village. The village includes the student, their peers, family members, friends, and a variety of professionals from different disciplines. Sometimes these professionals and families appear to be working against each other, leading to suboptimal engagement, with the goal of reducing disproportionality.**

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For further information, please contact the Symposium Office at (866) 932-6214 or email: mslbd@mslbd.org. Sign language interpreters provided with advance arrangement. Contact Keri candy@mslbd.org or 402-792-3057.
Presymposium Workshops

Thursday, February 22 9:00 a.m.- 4:30 p.m.

MORNING (9:00 a.m. – 12:00 p.m.)

1. Creating an Optimal Classroom Environment: Simple Strategies to Improve Behavior and Learning

Teachers often struggle to recognize the barriers of learning for students with emotional and behavioral disorders (EBD). Using various case studies and research, this session will address challenges those barriers pose (e.g., bullying, refusal to engage, attentional difficulties), and the strategies that can be used to create a positive learning environment that promotes engagement and success for all students. Thus, it is even more important to use positive and proactive strategies to create an optimal learning environment. In this session, we will discuss various strategies that teachers can use to address these barriers from the classroom and in the larger school setting.

2. Self-Regulated Development: An Evidence-Based Practice for Improving Reading and Writing Outcomes for Students with EBD

Students with disabilities often struggle with the development of self-regulated learning skills. In this informative session, one will learn strategies to support students in developing self-regulation skills that can lead to improved academic achievement and success. This session will provide practical strategies for teachers and administrators on how to support and guide students in developing self-regulation strategies that lead to improved academic outcomes.

3. Recollections: The Key to All Student Success

Recollections are the key to all student success. In this session, we will focus on how to connect positive student teacher relationships. Teachers can use student recollections to include classroom management skills, positive interactions, and have students write about their favorite memories in a classroom setting. This session will provide strategies for students to reflect on their experiences and share their memories with classmates. This will enhance the student’s view of themselves and improve classroom dynamics.

4. Developing Social-Emotional Taken: Creating an Optimal Classroom Environment

This session will focus on the development of social-emotional skills in the classroom. The presenter will provide strategies and techniques to enhance social-emotional learning in the classroom. Strategies will include teaching social skills, improving self-regulation, and building positive relationships. This session will provide teachers with practical strategies to support students in developing social-emotional skills.

5. Improving Motivation and Decreasing Disruptive Behaviors in Individuals with Autism Spectrum Disorder

This session will focus on the development of social-emotional skills in the classroom. The presenter will provide strategies and techniques to enhance social-emotional learning in the classroom. Strategies will include teaching social skills, improving self-regulation, and building positive relationships. This session will provide teachers with practical strategies to support students in developing social-emotional skills.

WORKSHOPS

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

6. BCBA, PBIS, and IEPs: An Alphabet Soup to Support Student Outcomes

Supporting students with disabilities and their families takes a village. The alphabet soup of BCBA, PBIS, and IEPs can be overwhelming for many. In this session, we will provide an overview of each acronyms, the role of each professional, and how they work together to support students with disabilities.

7. Restorative Practices: Principles to the Next Level

In this session, we will refocus on how to create positive student-teacher relationships. The presenter will provide strategies and techniques to support students in developing social-emotional skills. Strategies will include teaching social skills, improving self-regulation, and building positive relationships.

8. Creating an Optimal Classroom Environment: Simple Strategies to Improve Behavior and Learning

This session will focus on the development of social-emotional skills in the classroom. The presenter will provide strategies and techniques to enhance social-emotional learning in the classroom. Strategies will include teaching social skills, improving self-regulation, and building positive relationships. This session will provide teachers with practical strategies to support students in developing social-emotional skills.

9. Advanced Topics in Classroom Management: Going Beyond the Basics

Classroom management is a critical component of effective instruction. This part of the workshop will provide information for those interested in the use of evidence-based classroom management practices and programs that can be easily integrated in both general and special education classrooms. Strategies will include classroom management, behavior management, individualized instruction, and role modeling. Participants will learn strategies for creating a positive learning environment that supports the development of social-emotional skills.

10. Creating an Optimal Classroom Environment: Simple Strategies to Improve Behavior and Learning

This session will focus on the development of social-emotional skills in the classroom. The presenter will provide strategies and techniques to enhance social-emotional learning in the classroom. Strategies will include teaching social skills, improving self-regulation, and building positive relationships. This session will provide teachers with practical strategies to support students in developing social-emotional skills.
**CONFERENCES SESSIONS — FRIDAY, MARCH 23, 2018**

**WORKSHOPS**

1. How do we describe and measure the impact of relationships – what is the evidence?

2. What has been the importance of relationships in each of our lives?

3. How do we describe and measure the impact of relationships – what is the evidence?

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**REGISTRATION**

**2-HOUR WORKSHOPS**

**SCHEDULE**

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<tr>
<td>9:00 a.m.</td>
<td>Registration and Exhibits</td>
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<td>Concurrent Sessions I</td>
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<td>Lunch (on your own)</td>
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<td>Concurrent Sessions II</td>
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<td>3:15 p.m.</td>
<td>Concurrent Sessions III</td>
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<td>5:00 p.m.</td>
<td>Adjournment</td>
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**CONTACT INFORMATION:**

Kent W. Fry, Director
P.O. Box 1289
Hickman, Nebraska 68372

402-792-3057; fax 402-875-6545

www.mlsb.org

Follow us on:

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**SUPPORTING ORGANIZATION**

**PLANNING COMMITTEE**

**REGISTRATION**

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Follow us on:
How to GET THERE:

The Sheraton Crown Center is located at 2345 McGee Street in Kansas City, Missouri. The following are directions to the hotel from: I-70 Westbound:

- Take I-35 South to 20th Street exit.
- Follow 20th Street West to McGee Street.

I-70 Eastbound:

- Take I-35 South to 20th Street exit.
- Follow 20th Street West to McGee Street.

GET THERE:

Parking:

Parking may be available on-site or off-site. Off-site parking is available in the garage adjacent to the Sheraton Crown Center.

EXHIBITS:

- Exhibit Hall: The exhibit hall is located on the lower level of the Sheraton Crown Center.
- Poster Sessions: Poster sessions will be held in various rooms throughout the hotel.

ACCOMMODATION:

- The Sheraton Crown Center has a number of rooms available for attendees, including standard rooms, suites, and club rooms.
- The hotel also offers a variety of dining options, including a full-service restaurant, a poolside bar, and a cafe.

CONTACT INFORMATION:

- For more information or to make reservations, please contact the Sheraton Crown Center at 816-221-3333 or visit their website at sheratona.com.

MIDWEST SYMPOSIUM FOR LEADERSHIP IN BEHAVIOR DISORDERS

February 22, 23, 24, 2018

Kansas City, Missouri

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, multi-day program will provide workshops as Thursday’s moderated by keynote panelists, breakout sessions, exhibits, and more.

REGISTER BY JANUARY 22 FOR DISCOUNTED REGISTRATION

402-298-7404

Creative, engaging, and practical, the symposium will address the following content categories:

- Evidence-Based Practice for Transition-Age Youth
- Trauma Informed Pedagogy: Fight, Flight, Freeze!
- What’s a Teacher to Do?
- Assisting Students with Autism in Employment Settings
- Aligning Special Education With Mainstreaming

For additional information, please visit our website at mslbd.org.