

# SYMPOSIUM



# 2018

**February 22, 23, 24, 2018**  
**Sheraton Crown Center**  
**Kansas City, Missouri**

**F**or the 36th 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.

**KEYNOTE | Friday, February 23 | 8:30 a.m. – 10:00 a.m.**

## RELATIONSHIPS!



**Nicholas A. Gage, PhD**  
*Assistant Professor, University of Florida, Gainesville, Florida*



**Andrew Allen, President and CEO YSS**  
*Ames, Iowa*

**Active Ingredient, or Minor Sidelight to Success**



**Catherine DeSalvo, MS**  
*Supervisor MTSS-B, Omaha Public Schools, Omaha, Nebraska*



**Terrance Scott, PhD**  
*Professor, University of Louisville, Louisville, Kentucky*

- How do we describe and measure the impact of relationships – what is the evidence?
- What has been the importance of relationships in each of our own lives?
- What has been the importance of “relationships” with the children, youth, and families we serve?
- Do our interventions to change behavior rely on relationships?

The MSLBD keynote will provide four short, intense, “TED Talk-like” responses to these and other questions about the role of relationships in effectively serving students with behavioral needs. Each speaker will examine these questions from their own personal as well as professional perspective.

**REGISTER BY JANUARY 22 FOR DISCOUNTED REGISTRATION**  
**WORKSHOPS FILL QUICKLY | NO WALK-IN REGISTRATION**

Visit our website: [www.mslbd.org](http://www.mslbd.org)

Follow us on:



MSLBD @MSLBD1

## SYMPOSIUM AT-A-GLANCE

### Thursday, February 22

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 23

7:30 a.m.	Registration 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 Sessions, Set I
11:30 a.m.-12:30 p.m.	Concurrent Sessions, Set II
12:30 a.m.-2:00 p.m.	Lunch (on your own)
2:00 p.m.-3:00 p.m.	Concurrent Sessions, Set III
3:15 p.m.-4:15 p.m.	Concurrent Sessions, Set IV
4:15 p.m.-6:00 p.m.	Poster Session: Cash Bar and Complimentary Hors d'Oeuvres
8:00 p.m.-11:00 p.m.	Party & Lip Sync Battle

### Saturday, February 24

8:00 a.m.	Registration Opens
9:00 a.m.-11:30 a.m.	Two-Hour Concurrent Sessions
11:45 a.m.	Adjournment

# Presymposium Workshops

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

HALF-DAY

## 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 diverse learners with varying emotional and behavioral needs. With larger classrooms and fewer resources, it is increasingly difficult to create an environment that meets the needs of all students. Thus, it is even more important to use proactive and preventive strategies to create an optimal learning environment. In this session, we will describe several assessments that teachers can use to evaluate their classrooms for the presence of important environmental features to support behavior and learning. We will then describe a number of specific strategies to strengthen the classroom structure. In addition, we will discuss instructional approaches that can be immediately incorporated into instruction to enhance student engagement and motivation.

**Lee Kern, PhD**, Professor and Director, Center for Promoting Research to Practice, College of Education, Lehigh University, Bethlehem, Pennsylvania

### 2. Classroom and Behavior Management 2.0: Taking Basic Principles to the Next Level

Students with or at risk for EBD present extraordinary academic and behavioral challenges. Decades of research show that a few simple behavioral principles guide our best efforts to address these challenges – but these principles alone (e.g., positive and negative reinforcement, extinction, differential reinforcement) have not solved our most persistent challenges. In this session, we take our understanding of these basic principles to new levels by focusing on key features of our most promising interventions. Namely, our best interventions are antecedent, in that they prevent behavior problems from occurring and set students up for success, and they are instructional, in that they involve actively teaching and reinforcing the skills and behaviors students need to succeed. We review examples of such strategies (e.g., choice, behavioral momentum, precision requests), and walk through planning templates that help practitioners design, implement, and monitor the impact of these interventions.

**Timothy J. Landrum, PhD**, Professor and Interim Associate Dean for Research and Innovation, University of Louisville, Louisville, Kentucky

### 3. School-Wide Frameworks and Interventions to Improve Student Behavior and Engagement

The presenters will provide an overview of three preventive interventions aimed at improving student behavior and engagement. Specifically, presenters will discuss the continuum of evidence-based practices used across

multiple tiers within the Maryland Safe and Supportive Schools (MDS3) project in both high schools and middle schools. The presentation will also discuss the implementation of an integrated Positive Behavior Interventions and Supports/ Restorative Practices (RP/PBIS) model disseminated within the MDS3 Middle School Project. Lastly, presenters will provide an overview of Double Check, a school-wide framework to increase staff cultural proficiency and student engagement, with the goal of reducing disproportionality.

**Catherine P. Bradshaw, PhD**, Associate Dean for Research and Faculty Development, Curry School of Education, University of Virginia, Charlottesville, Virginia and **Kristine E. Larson, EdD**, Postdoctoral Fellow and School Coach, Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland

### 4. Self-Regulated Strategy Development: An Evidence-based Practice for Improving Reading and Writing Outcomes for Students with EBD

Self-regulated strategy development (SRSD) is an evidence-based practice for use with struggling readers and writers with emotional and behavioral disorders (EBD) as well as other learners. During this session, participants will learn the stages of SRSD for writing instruction as well as SRSD strategies for teaching narrative, expository, and argument writing. This session will involve lecture, videos, and modeling to illustrate the SRSD process. Free online resources will be shared with participants.

**Robin Parks Ennis, PhD, BCBA-D**, Assistant Professor, University at Birmingham, Birmingham, Alabama and **Sara Sanders, MA**, Doctoral Student, Kansas State University, Manhattan, Kansas

### 5. Relationships: The Key to all Students Success

In this session, we will refocus on how to create positive student-teacher relationships. As Hattie's work shows, teacher-student relationships can have a positive effect on a student's growth and achievement. We will focus on the philosophy of restorative practices and how using effective language, impromptu conversations and circles can help create the balance of managing a classroom while building relationships. Dominique will share his experience of working at Health Sciences High and Middle College in San Diego, and how they have regained the power of using relationships with students. Simply stated, students do not learn from adults they don't care about. The focus of restorative practices is to drift away from punitive practices and the refocus of using conversation and understanding to help restore situations.

**Dominique Smith, MSW**, Director of Student Support and Vice Principal, Health Sciences High & Middle College, San Diego, California

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

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 at the conference. Permission is being sought for Board Certified Behavior Analysts type 2 credits from the Behavior Analyst Certification Board. Information about obtaining a letter of attendance, BCBA credit and sessions available for BCBA credit will be posted on our website closer to the conference.



## WORKSHOPS

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

#### 6. BCBAs, PBIS, and IEPs: An Alphabet Soup to Support 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 let their disciplinary differences create barriers to providing seamless services to students and families. The purpose of this presentation is to discuss strategies that BCBAs can employ to work collaboratively with other professionals to enhance outcomes for students with disabilities.

**Ilene S. Schwartz, PhD, BCBA-D**, Director, Haring Center for Inclusive Education, Affiliate Center on Human Development and Disability, University of Washington, Seattle, Washington

#### 7. Forget “Reality TV!” “Reality Teaching” is What’s Up for Culturally Responsive Behavior Management

This interactive and engaging workshop focuses on culturally responsive and respectful behavior management teaching strategies. Dr. Townsend Walker provides insights from her work and research with African American learners. She demonstrates both proactive and intervening strategies relative to the behaviors that often result in those students disproportionately receiving office referrals and in- and out-of-school suspensions. Strategies are also included to forge authentic partnerships with families in urban and low-income communities. Lastly, participants will customize culturally responsive action plans tailored for their own unique settings.

**Brenda L. Townsend Walker, PhD, JD**, Professor, University of South Florida, Tampa, Florida

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

This session provides an overview of Pivotal Response Treatment (PRT) - PRT is a naturalistic intervention model derived from ABA approaches. Rather than target individual behaviors, PRT targets pivotal areas of a child’s development, such as motivation, responsivity to multiple cues, self-management, and social initiations. By targeting these critical areas, PRT results in widespread, collateral improvements in other social, communicative, and behavioral areas that are not specifically targeted. This presentation will review research-supported motivational strategies that have been shown to significantly increase child engagement in learning opportunities, thus increasing the speed of new skill acquisition and decreasing disruptive behavior. Strategies for motivating children to self-initiate language will also be discussed, as research shows that initiations are critical for more positive long-term outcomes in children with

autism. Finally, as many children with ASD show very little interest in academic assignments and exhibit disruptive behavior when assignments are presented, this session will review how these motivational variables can be incorporated into academic tasks to improve performance and interest.

**Lynn Kern Koegel, PhD**, Clinical Professor, Stanford Medical School, Department of Psychiatry, Santa Barbara, California

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

Efficient and effective classroom management is a critical component of effective instruction. The goal of this workshop is to provide information and resources for a number of evidence-based classroom management practices and programs that can easily be implemented in both general and special education classrooms. We will focus on practices that go beyond instructional management (e.g., increased praise) and, instead focus on evidence-based behavior management practices that can be used class-wide (e.g., choice-making, group contingencies) and how to match those strategies to the needs of your students based on eco-behavioral assessment. Participants are encouraged to bring classroom behavior data to develop action plans.

**Ashley MacSuga-Gage, PhD**, Clinical Assistant Professor of Special Education and **Nicholas Gage, PhD**, Assistant Professor of Special Education, University of Florida, Gainesville, Florida

**Don't Miss the MSLBD PARTY!**  
**Friday, Feb. 23 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.**

#### 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.

**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: (866) 932-6214

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

Request: "2018 MSLBD Annual Convention"

\$149 single/double + tax • \$174 triple + tax • \$199 quad + tax

**Make your reservation early for best selection of rooms. The cut-off date for the special negotiated room rate is January 31, 2018 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.

# 2018 Symposium REGISTRATION

Easy online registration for groups and individuals. Secure credit card processing, checks and purchase orders accepted. [www.mslbd.org](http://www.mslbd.org)

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

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

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

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

Position \_\_\_\_\_

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

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

## PAYMENT

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

\_\_\_\_\_ Check payable to Midwest Symposium

\_\_\_\_\_ Agency purchase order

\_\_\_\_\_ Credit Card Payment, register online

## REGISTRATION OPTIONS

	Early Bird Discount	Regular Registration Rate
_____ Presymposium Workshop & Symposium (Thurs, Fri & Sat)	\$180.00*	\$205.00
_____ Symposium Only (Fri & Sat)	\$165.00*	\$190.00
_____ Pre-symposium Workshop Only (Thurs Only)	\$150.00*	\$175.00

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

**All registrations are processed on a first-come, first-served basis.  
Seating in Presymposium Workshops 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:** 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. Self-parking is available for a fee of \$5.00 for 30 minutes or \$18.00 for up to six hours. Six hours of valet parking is available for a fee of \$25.00. After six hours, overnight rates apply. Please note that parking spaces are limited and offered on a first come, first served basis. To enjoy unlimited in/out privileges be sure to charge parking to your guest room. A height restriction of six feet, eight inches applies. (From the Sheraton Kansas City Hotel at Crown Center Website, October 2017)

## 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 (If applicable to registration type)

### HALF-DAY WORKSHOPS ON THURSDAY

*Morning – Please indicate first selection and alternate*

- \_\_\_\_\_ 1. Creating an Optimal Classroom Environment: Simple Strategies to Improve Behavior and Learning
- \_\_\_\_\_ 2. Classroom and Behavior Management 2.0: Taking Basic Principles to the Next Level
- \_\_\_\_\_ 3. School-Wide Frameworks and Interventions to Improve Student Behavior and Engagement
- \_\_\_\_\_ 4. Self-Regulated Strategy Development: An Evidence-based Practice for Improving Reading and Writing Outcomes for Students with EBD
- \_\_\_\_\_ 5. Relationships: The Key to all Students Success

*Afternoon – Please indicate first selection and alternate*

- \_\_\_\_\_ 6. BCBAs, PBIS, and IEPs: An Alphabet Soup to Support Student Outcomes
- \_\_\_\_\_ 7. Forget "Reality TV!" "Reality Teaching" is What's Up for Culturally Responsive Behavior Management
- \_\_\_\_\_ 8. Improving Motivation and Decreasing Disruptive Behaviors in Individuals with Autism Spectrum Disorder
- \_\_\_\_\_ 9. Advanced Topics in Classroom Management: Going Beyond the Basics

## FRIDAY KEYNOTE AND BREAKOUT SESSIONS

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

## SATURDAY MORNING WORKSHOPS

*Please choose one session to attend.*

- \_\_\_\_\_ 1. A Behavioral Systems Approach to Ethics Training and Supervision
- \_\_\_\_\_ 2. Endrew F. v. Douglas City School District (2017), The U.S Supreme Court Rules on Special Education: What Teachers Need to Know and Why
- \_\_\_\_\_ 3. Trauma Informed Care: Developing Student and Staff Resiliency Through Education and Mindfulness
- \_\_\_\_\_ 4. Designing and Implementing Video-Based Instruction for Students with Autism
- \_\_\_\_\_ Unable to attend

## RETURN YOUR REGISTRATION TO:

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

# CONCURRENT SESSIONS – FRIDAY, FEBRUARY 23, 2018

## KEYNOTE STRAND

The Keynote Presenters will each share an expanded one-hour breakout presentation based on the topic presented at the Keynote Session.

## MASTER TEACHER STRAND

### Tier 2 and Tier 3 Interventions: Practical Approaches for Every Day Educators

*Felicity Balluch, EdD*, Peru State College, Peru, NE; *Megan Rees, MS*, Manhattan-Ogden School District, Manhattan, KS

### Whose Future Is It Anyway? Considering the Student-Directed IEP Process

*Carrie Fairbairn, MEd*, Millard Public Schools, Omaha, NE; *Jodie Tagel, MEd*, Westside Community Schools, Omaha, NE

### Creating a Tier 3 Program: You Don't Have to Start from Scratch

*Barb Rieken, MS*, ESU 5, Beatrice, NE; *Malinda Forsberg, MS*, Lawrence Public Schools, Lawrence, KS

### Interconnected Systems: Two Perspectives of Bridging School Mental Health and Educational Programming

*Rachel Jones, MEd, LPC*, Burrell Behavioral Health, Columbia, MO; *Reesha M. Adamson, PhD*, Missouri State University, Springfield, MO

## SESSIONS FOR BCBA CREDIT

### Teach Like Skinner Is Watching: Embedding Operant Learning Strategies Within Explicit Reading and Writing Instruction

*Casey Chauvin, MEd, BCBA, Caitlyn Majeika, MEd, Lauren LeJeune, MEd*, Vanderbilt University, Nashville, TN; *Sarah Wilkinson, MA*, University of Connecticut, Storrs, CT; *Kathleen Zimmerman, MEd*, Vanderbilt University, Nashville, TN

### Empowering Teachers With Low-Intensity Strategies: An Illustration of Instructional Choice Implementation in 3rd Grade Reading and Math

*Robin Parks Ennis, PhD, BCBA-D*, University of Alabama at Birmingham, Birmingham, AL; *Kathleen Lynne Lane, PhD, BCBA-D*, University of Kansas, Lawrence, KS; *Wendy Peia Oakes, PhD*, Arizona State University, Tempe, AZ

### Integrating Social Skills Across the Tiers: Illustrations from Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention

*Kathleen Lynne Lane, PhD, BCBA-D, Mark Buckman, MEd, Eric Alan Common, MA, BCaBA, Grant Allen, MEd*, University of Kansas, Lawrence, KS

### Sensory or Behavior? Teasing out Behavioral Functions

*Karen O'Connor, PhD, BCBA, LBA, Jena Randolph, PhD*, University of Missouri Thompson Center for Autism and Neurodevelopmental Disorders, Columbia, MO

### Taking Functional Behavioral Assessment Training to the Virtual World

*Peggy Lawrence, MA, BCBA, LBA*, Kansas Autism and Tertiary Behavior Support (ATBS), *Chris Perry, MEd*, Kansas MTSS, *Eddie Croissant*, Keystone Learning Service; Technical Assistance System Network of Kansas

### When Standard Protocols Don't Work: Adapting Check-In/Check-Out to Meet individual Student Needs

*Alyssa Van Camp, MEd, Caitlyn Majeika, MEd, Casey Bateman Chauvin, MEd, BCBA, Joseph Wehby, PhD*, Vanderbilt University, Nashville, TN

### Adapting Classroom-Based Antecedent Interventions for Diverse Students

*Kathleen N. Zimmerman, MEd, Casey Chauvin, MEd, BCBA, Caitlyn Majeika, MEd*, Vanderbilt University, Nashville, TN

## BREAKOUT SESSIONS

### Trauma Informed Pedagogy: Fight, Flight, Freeze! What's a Teacher to Do?

*Christine Anderson, PhD*, Western Illinois University, Moline, IL

### Designing Token Economies and Point Systems: Research and Guidelines for Implementation

*Megan Boyle, PhD, BCBA-D, LBA, Brittany Fudge*, Missouri State University, Springfield, MO

### Evidence-Based Practices for Transition-Age Youth with Autism in Employment Settings

*Leslie Bross, MS, Jason Travers, PhD, BCBA-D*, University of Kansas, Lawrence, KS.

### Middle Schools That Work: Work Experience Programs for Students with EBD

*Cassandra L. Hunt, MAE*, University of Kansas, Lawrence, KS

### Alternatives to Suspension: Keeping Students in School Using the DETECT Process

*Beverly H. Johns, MS*, MacMurray College, Jacksonville, IL

### Scaffolds and Supports: Making ALL Standards Accessible to All Students

*Shawn Huisinga, PhD*, Indiana State University, Terre Haute, IN; *Melissa Jones-Bromenshenkel, PhD, Rebecca Cook, PhD*, Eastern Illinois University, Charleston, IL; *Frank Mullins, EdD*, Stephen F. Austin State University, Nacogdoches, TX

### Creating a Behavior Intervention Plan that You Can "Wow" Your Friends with on Monday Morning

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

### Developing an Integrated Multi-Tiered System of Support-One District's Journey

*Kaye Otten, PhD, BCBA*, University of Central Missouri, Warrensburg, MO; *Emily Miller, PhD, Carrie Freeman, EdS*, Lee's Summit R-7 School District

### Strategies for Educators to Address Symptoms of Trauma Among Students with Behavioral Needs in School

*Natalie Hoff, MA, Elisabeth J. Kane MA, Reece L. Peterson, PhD*, University of Nebraska-Lincoln, NE

### How To Avoid Behavior Speed Bumps During Mathematical Group Activities

*Benjamin Riden, MEd*, Penn State, University Park, PA

### The Growing Concerns Regarding the Use of Police Officers in Schools

*Joseph B. Ryan, PhD, Jennifer Counts, MEd*, Clemson University, Clemson, SC

### Increasing Role of Medication Therapy for Managing Student Behavior

*Joseph Ryan, PhD*, Clemson University, Clemson, SC

### Investigating the Use of TWA Reading Strategy to Improve Reading Comprehension of Students with Disabilities

*Sara Sanders, MA, Nicole Wiseman, MS, Mickey Losinski, PhD*, Kansas State University, Manhattan, KS

### Understanding Nuanced Autism Symptomology in Students with High Functioning Autism and Females

*Kimberly Selders, MA, Jena Randolph, PhD*, University of Missouri Thompson Center for Autism and Neurodevelopmental Disorders, Columbia, MO

### General Education Inclusion of Students with Autism Spectrum Disorder: Fact, Fiction and Responsible Decision-Making

*Richard Simpson, EdD, Jason Travers, PhD, Leslie Bross, MS*, University of Kansas, Lawrence, KS

### Gaining More Time to Teach and More Time for Students to Learn: The CW-FIT Program

*Howard P. Wills, PhD*, Juniper Gardens Children's Project-University of Kansas, Kansas City, KS; *Paul Caldarella PhD*, Brigham Young University, Provo, UT; *Joseph H. Wehby PhD*, Vanderbilt University, Nashville, TN

### A Look in the Mirror: Teachers Reflecting on Their Practice to Improve Student Behavior

*Jill Buchan, PhD*, Upper Iowa University, Des Moines, IA; *Corey Pierce, PhD*, University of Northern Colorado, Greeley, CO

### Supporting Skill Acquisition and Transition for Secondary Students with Autism Through Technology Mediated Intervention

*Rose A. Mason, PhD, BCBA-D*, Purdue University, West Lafayette, IN; *Howard Wills, PhD*, Juniper Gardens Children's Project-University of Kansas, Kansas City, KS

### Training Teachers and Paraprofessional Educators to Collect Data on Evidence-Based Practices

*James Hogan, MA, Michael Mahoney, MA*, University of Washington, Seattle, WA

### Bully Prevention and Intervention: Using a Behavioral Screener to Drive Instruction

*Chad A. Rose, PhD*, University of Missouri, Columbia, MO

## 2-HOUR WORKSHOPS

Saturday, February 24, 2018

9:00 a.m.-11:30 a.m.

### 1. A Behavioral Systems Approach to Ethics Training and Supervision

*Matthew T. Brodhead, PhD, BCBA-D*, Assistant Professor, Michigan State University, East Lansing, Michigan

### 2. Endrew F. v. Douglas City School District (2018), The U.S Supreme Court Rules on Special Education: What Teachers Need to Know and Why

*Mitchell L. Yell, PhD*, Professor, University of South Carolina, Columbia, South Carolina; *Carl R. Smith, PhD*, Professor Emeritus, Iowa State University, Ames, IA; *Antonis Katsiyannis, EdD*, Professor, Clemson University, Clemson, SC

### 3. Trauma Informed Care: Developing Student and Staff Resiliency Through Education and Mindfulness

*Andy Campbell, MSE*, Summit Ridge Academy, Lee's Summit R-7 School District, Lee's Summit, Missouri

### 4. Designing and Implementing Video-Based Instruction for Students with Autism

*Stephen Crutchfield, PhD*, Assistant Professor, California Polytechnic State University, San Luis Obispo, CA

Check our website for session descriptions and updates: [www.MSLBD.org](http://www.MSLBD.org)

# 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.

## PARKING:

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. Self-parking is available for a fee of \$5.00 for 30 minutes or \$18.00 for up to six hours. Six hours of valet parking is available for a fee of \$25.00. After six hours, overnight rates apply. Please note that parking spaces are limited and offered on a first come, first served basis. To enjoy unlimited in/out privileges be sure to charge parking to your guest room. A height restriction of six feet, eight inches applies. (From the Sheraton Kansas City Hotel at Crown Center Website, October 2017)

## 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. Book online at [www.supershuttle.com](http://www.supershuttle.com). Cab fare is approximately \$50.00 one way.

## CONTACT INFORMATION:

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



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



**ATTENTION:**  
*Special Education Teacher*

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