



Midwest Symposium for Leadership in Behavior Disorders

SYMPOSIUM 2022

February 17-19, 2022
Sheraton Crown Center • Kansas City, Missouri

*MSLBD is an ACE provider and offers Board Certified Behavior Analyst (BCBA)
Type 2 CEUs from the Behavior Analyst Certification Board.*

CCBD-Endorsed Activity: A letter certifying attendance may be requested at the Registration Table.

WELCOME

Welcome to the 40th Annual Midwest Symposium for Leadership in Behavior Disorders. Universities, public schools and state agencies in Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Missouri, Nebraska, North Carolina, Oklahoma, South Carolina, South Dakota, and Washington have once again joined in planning a forum to examine many of the important issues facing teachers and parents of students with Emotional and Behavioral Disorders (EBD) and Autism Spectrum Disorders (ASD). We hope that you will gain new insights, establish professional contacts, and obtain new perspectives to meet the ever-changing educational challenges of improving the lives of children and youth with behavioral needs.

Speakers, topics, and exhibited materials do not necessarily represent the official viewpoints and positions of the Midwest Symposium for Leadership in Behavior Disorders (MSLBD), nor should any endorsement be inferred.

No part of the program may be audio or video recorded. Please silence your electronic devices while attending sessions.

MISSION STATEMENT

The Mission of the Midwest Symposium for Leadership in Behavior Disorders (MSLBD) is to foster leadership that advances equitable education opportunities and outcomes for students with behavioral needs, and to support the professionals and families with who they are connected.

PLANNING COMMITTEE

Reesha Adamson, Missouri State University
Mary Jo Anderson, University of North Carolina-Charlotte
Brenda Bassingthwaite, Munroe-Meyer Institute, UNMC, Omaha, NE
Michael Couvillon, Drake University, IA
Paris DePaepe, Missouri State University
Catherine DeSalvo, Omaha, NE
Scott Eckman, NeMTSS Team, Lincoln, NE
Scott Fluke, Olathe Public Schools, KS
Heather Forbes, University of Kansas
Nicholas Gage, WestEd, Gainesville, FL
Tim Geels, The Mandt System, McCook Lake, SD
Nicolette M. Grasley-Boy, Juniper Gardens Children's Research Project, University of Kansas
Deborah Griswold, University of Kansas
Barbara Gross, Nebraska Education Service Unit 5
C. Brian Hastings, USD 443 Dodge City, KS
James Hogan, Children's Institute for Learning Differences (CHILD) Renton, WA
Mike Hymer, Lawrence, KS
Antonis Katsiyannis, Clemson University, SC
Debra Knight, KIPP Oklahoma
Kathleen Lynne Lane, University of Kansas
Maura Linas, Leawood, KS
Marie Manning, Eastern Kentucky University
Sharon Maroney, Western Illinois University
Rose Mason, Purdue University, IN

Lane Maxcy, University of Central Missouri
Matthew McNiff, Nebraska Education Service Unit 5
Jessica Nelson, Missouri State University
Sheri Niemeyer, University of Missouri, Heart of MO-Professional Development Center
Regina Oliver, Nebraska Education Service Unit 5
Kaye Otten, Summit Behavioral Services, Kansas City, MO
Mike Paget, Consultant, Overland Park, KS
Reece Peterson, University of Nebraska-Lincoln
Felicity Post, Peru State College, NE
Tyler Ré, The Chicago School of Professional Psychology
Lisa Robbins, University of Central Missouri
Chad A. Rose, University of Missouri
Brian Sims, Pittsburg State University, KS
Carl Smith, Iowa State University
James Teagarden, Kansas State University
Jason Travers, University of Kansas
Vanessa Tucker, Pacific Lutheran University, WA
Angela Tuttle Prince, Iowa State University
Jeneé Vickers Johnson, University of Kansas
Howard Wills, Juniper Gardens Children's Research Project, University of Kansas
Mitchell Yell, University of South Carolina
Kathleen Zimmerman, University of Kansas
Keri Frey, MSLBD Manager, Hickman, NE

Midwest Symposium for Leadership in Behavior Disorders
PO Box 202, Hickman, NE 68372
402-792-3075 | www.MSLBD.org

WEDNESDAY, FEBRUARY 16, 2022

7:00 p.m. - Symposium Registration/Information Desk Open
9:30 p.m.

CHICAGO/
FOYER

THURSDAY, FEBRUARY 17, 2022

7:30 a.m. - Symposium Registration/Information Desk Open
5:00 p.m. Exhibits

CHICAGO/
FOYER

9:00 a.m. - MORNING HALF-DAY PRESYMPOSIUM WORKSHOPS
12:00 p.m.

1. Remembering How to Fly a Kite: Using Resistance to Engender Compliance

ATLANTA

How do we respond to a student who 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 set an example have the opposite effect and, consequently, increase our anxiety and fear of failure toward resistance. The solution is not to fear students' resistance but to use it to obtain their compliance – a kite rises against the wind, not with it. In order to use student resistance to obtain compliance, we must first change our behavior – which, is even scarier. I will help you ease that transition and put you on the path for managing resistance. (Level: Intermediate)

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

2. To Graduation and Beyond: Planning for Success

EMPIRE/B/C

Despite the best efforts of schools and families, some students with autism do not experience the same degree of success and personal fulfillment in adulthood compared to their nondisabled peers or to students who are receiving services under IDEA categories other than ASD. What factors drive these differences? What variables lead to stronger adult outcomes? This workshop will offer valuable strategies for achieving independence, including interventions for self-regulation and mindfulness. Learn how to avoid missteps and resolve ongoing challenges using evidence-based practices and the steps to creating a comprehensive plan to implement these tools in the workplace, for transportation, and in after-work settings. (Level: Intermediate)

Brenda Myles, PhD, Autism Consultant, Author and Editor, Olathe, KS

3. Creating Safer Spaces for LGBTQ+ Youth

EMPIRE A

This presentation provides an overview of GLSEN and the support we provide for LGBTQ students and educators. A review of statistics about LGBTQ student experiences around inclusive curriculum will focus participants on the climate for LGBTQ students in schools. Participants will learn terminology around gender and examine gender stereotypes and leave with strategies and resources for creating more gender expansive/inclusive school environments. (Level: Beginner)

Andrew Schuerman, EdD, Board Member and Professional Development Chair for GLSEN-GKC, Kansas City, MO

4. Understanding and Disrupting the School to Prison Pipeline

CHICAGO

This workshop will explain the School to Prison Pipeline from an evidence-based perspective. We will discuss the components of the system and identify the places where effective intervention can effectively disrupt the pipeline. (Level: Beginner)

Monic Behnken, JD, PhD, Associate Professor of Sociology and Director of Leadership Studies Program, Iowa State University, Ames, IA

5. BCBA CEUs	<p>Engage to Learn: Multi-Tiered Systems of Classroom Behavior Support to Improve Student Engagement and Academic Outcomes</p> <p>This session will present a series of practical classroom strategies to engage students to improve academic outcomes. The strategies will range from those appropriate for elementary and middle school teachers to use with their entire classes to targeted strategies and function-based individualized strategies. With an emphasis on prevention and positive approaches, teachers will have tools they can take back to their classrooms. (Level: All 3.5 BCBA CEUs)</p> <p>Howard P. Wills, PhD, Professor, Juniper Garden Children's Project, University of Kansas, Kansas City, KS and Kaye Otten, PhD, BCBA, Behavior Coach and Analyst, Trainer, and Author, Summit Behavioral Services, Kansas City, MO</p>	NEW YORK/ SAN FRANCISCO
11:00 a.m. - 5:00 p.m.	<p>Exhibits</p> <p>We invite you to visit the exhibits and representatives who have joined us for the 2022 Symposium.</p>	BALLROOM LEVEL FOYER
12:00 p.m. - 1:30 p.m.	<p>LUNCH, ON YOUR OWN</p> <p>Enjoy Spectators Restaurant and Link@Sheraton Café. Crown Center Food Court, restaurants and shops are easy to access from "The Link" walkway on the mezzanine level.</p>	
1:30 p.m. - 4:30 p.m.	<p>AFTERNOON HALF-DAY PRESYMPOSIUM WORKSHOPS</p>	
6. BCBA CEUs	<p>Behavior Management is Easy, Managing Behavior is Hard: Creating Monday Morning Solutions Out of Complicated Research</p> <p>Behavior management, from a theoretical standpoint, is relatively easy. Function, teach, reinforce, consequence, rinse, and repeat. If behavior programming is so easy, why does it always seem so hard to change behavior? Because in "theory", everything is easy. In "theory", we often don't have 9-year-old girls in sundresses saying disparaging things about our mothers. That is why we need to take sound research practices and have some true practical application behind them. This session will provide session participants with real tools that they can take back to the classroom on Monday morning with an understanding of why they work and how to implement them effectively. (Level: Intermediate, Advanced 3.5 BCBA CEUs)</p> <p>Matthew McNiff, PhD, Special Education Director and Regina Oliver, PhD, BCBA-D, MTSS Coordinator, ESU 5 Beatrice, NE</p>	NEW YORK/ SAN FRANCISCO
	<p>7. Reducing Disproportionality by Implementing Alternatives to Exclusionary Practices</p> <p>The session will begin by providing context around issues of inequity related to exclusionary practices and marginalized student groups. The remaining focus of the session will demonstrate how to use several selected evidence-based practices, revise discipline policies, and use data to routinely monitor and assess equitable access and implementation of services for students with disabilities. (Level: Intermediate, Advanced)</p> <p>Ambra Green, PhD, Assistant Professor of Special Education, University of Texas at Arlington, Arlington, TX</p>	ATLANTA
	<p>8. Recognizing, Reducing, and Responding to Cyberbullying in the COVID Era</p> <p>Bullying remains a pervasive problem among youth. However, as access to technology and electronic communication increases, and the social media landscape continues to evolve, the modalities by which students experience bullying expands. Therefore, bullying no longer begins and ends with school bells; it is now entrenched within students' physical and electronic environments. Recognizing, reducing, and responding to cyberbullying is an immediate concern for educational stakeholders, especially as reliance on virtual learning platforms become entrenched within learning activities. While the outcomes associated with the COVID era are still being examined, the rise in online social interactions among youth have demonstrated the urgent need to address socially appropriate digital citizenship within the academic curriculum. This workshop is designed to provide educators with the tools necessary to recognize, reduce, and respond to cyberbullying. (Level: Intermediate)</p> <p>Chad Rose, PhD, Associate Professor and Director of the Mizzou Ed Bully Prevention Lab, University of Missouri, Columbia, MO</p>	EMPIRE/C
	<p>9. Bust Through Burnout! Using the Adult Resilience Curriculum to Support Well-Being</p> <p>Are you tired? Do you wonder where your joy for teaching went? Have you considered leaving the education field? This workshop will introduce you to strategies that support your well-being and help to prevent long-term burnout.</p>	CHICAGO

Education professionals will learn about the Adult Resilience Curriculum (ARC), a free modular program that builds upon empirically-supported practices to promote educator well-being. Facilitators will present strategies aimed at enhancing resilience and wellbeing in the context of working with students with challenging behaviors and discuss how strategies can be used to create a culture of well-being. Participants will begin to identify and practice strategies aligning with their personal and professional values, resulting in a “personal recipe for resilience.” Would you believe it can start by planning your retirement party? (Level: All)

Brenda Bassingthwaite, PhD, BCBA, Associate Professor, **Erika Franta, PhD**, Licensed Psychologist, School Mental Health Program Director, Assistant Professor, and **Hannah West, PhD, BCBA**, Regional Trainer, Mid-America Mental Health Technology Transfer Center, Munro-Meyer Institute, UNMC, Omaha, NE

FRIDAY, FEBRUARY 18, 2022

7:30 a.m. – 5:00 p.m.	Symposium Registration/Information Desk Open Exhibits	CHICAGO/ FOYER
8:00 a.m. – 5:00 p.m.	We invite you to visit the exhibits and representatives who have joined us for the 2022 Symposium.	BALLROOM LEVEL FOYER
8:30 a.m. – 10:00 a.m.	KEYNOTE SESSION Great Educators at Work: What Does it Take to Make the Grade as a Teacher of Students with EBD? Traits and temperaments successful educators bring to the table <ul style="list-style-type: none"> • Educator beliefs and behaviors that set the stage for success • Educator skill sets that are most important to develop and hone • Training and experiences that have the power to expand an educator's repertoire Four professionals from the field will address these and other topics during this TED Talk-like session. Come learn from professionals who will share insights about supporting students with significant behavioral needs. <i>Dee Valenti</i> , Parent and Advocate for the Developmentally Disabled, Omaha, NE <i>Kathleen Zimmerman, PhD, BCBA-D</i> , Assistant Professor, University of Kansas, Lawrence, KS <i>Rikeshia L Fry Brown, PhD</i> , Psychologist, Facilitator and Training Consultant, Center for Equity and Excellence, and Director Freddie T Davy Honors College, Hampton University, Newport News, VA <i>Kaye Otten, PhD, BCBA</i> , Author and Autism & Behavior Consultant, Summit Behavioral Services, Kansas City, MO <i>Emcee, Tim Geels, MA</i> , Director of Implementation and Governance, The Mandt System, McCook Lake, SD	SHERATON GRAND BALLROOM
10:00 a.m.– 11:20 a.m.	COFFEE BREAK & EXHIBITS	BALLROOM LEVEL FOYER
10:20 a.m.– 11:20 a.m.	CONCURRENT SESSIONS – SET 1	
1.1	KEYNOTE STRAND Mental Health, EBD, and Comorbidity in African American Children This session will discuss comorbid mental health diagnoses often seen and sometimes overlooked in African American Children with EBD designations. (All Levels) <i>Rikeshia L Fry Brown, PhD</i> , Psychologist, Facilitator and Training Consultant, Center for Equity and Excellence, and Director Freddie T Davy Honors College, Hampton University, Newport News, VA	NEW YORK
1.2	MASTER TEACHER STAND Rethinking Social Emotional Learning: Adapting Social Emotional Learning Supports for the 21st Century Learner Participants in this session will learn recommendations to prioritize wellness for each and every child, student, educator, and provider, targeting a continuum of evidence-based prevention practices, and understanding the use of data for decision-making to promote equitable implementation and outcomes. The SEL recommendations are designed to build capacity among teachers and parents/guardians of students with SEL needs and improve student success behaviorally and academically. (Basic, Introductory)	CHOUTEAU

Stacy Hirt, PhD, University of Missouri, Columbia, MO; Sherry White, EdD, Kansas State University, Manhattan, KS

- 1.3 Low-Intensity Strategies to Support Engagement and Minimize Disruption: Practical Strategies that Work!** ATLANTA
BCBA CEUs In this session, we present feasible strategies for supporting academic engagement and minimizing disruption: instructional choice, increasing opportunities to respond, and active supervision. We provide step-by-step procedures for using these strategies with high fidelity, offering illustrations in elementary, middle, and high school settings. We illustrate how to embed low-intensity supports into instructional tasks and support students in utilizing social skills taught as part of Tier 1 efforts as part of Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention. (Basic, Introductory; Intermediate; BCBA CEUs)
Kathleen Lynne Lane, PhD, BCBA-D, CF-L1 and Mark Matthew Buckman, PhD, University of Kansas; Lawrence, KS; Wendy Peia Oakes, PhD, Arizona State University; Gilbert, AZ
- 1.4 A Step-By-Step Guide to Using Self-Monitoring to Achieve Academic and Behavioral Success in the Classroom** CHICAGO A
Self-Monitoring (SM) is an evidence based intervention that improves academic and behavioral outcomes for students with diverse learning needs, by teaching students to independently monitor and change their own behavior. Technology-based SM interventions, such as I-Connect, can provide students with an efficient, mobile method for developing these skills across environments. This session will demonstrate the use of I-Connect, a free SM platform, to guide participants through the process of implementing SM with students with diverse learning needs; including methods for individualizing SM features to match student's unique learning profiles, strategies for teaching students how to self-monitor and monitoring progress, and free implementation resources.
Gretchen Scheibel, MS, OTR, BCBA and Howard Wills, PhD, BCBA, University of Kansas, Lawrence, KS
- 1.5 "I Want To Do Better, But Where Do I Start?" Self-Assessment and Evaluation of Classroom Management Strategies** CHICAGO B
It is well known that when teachers use evidence-based classroom management practices, both they and their students experience improved outcomes. Though researchers have consistently identified effective classroom management strategies, many educators lack sufficient pre-service and in-service support in how to best implement those strategies in the classroom. As a result, it is important that teachers learn there are ways to self-assess and evaluate their practices. This presentation will review an efficient and effective process for assessing your own use of classroom management strategies, determining which areas to focus on for improvement, and how to monitor and evaluate your progress. (Intermediate)
Sarah Wilkinson, PhD, University of Wisconsin-Parkside, Kenosha, WI and Nicolette Grasley-Boy, PhD, Juniper Gardens Children's Project, University of Kansas, Kansas City, MO
- 1.6 Addressing Diversity, Equity, Inclusion, and Social Justice through Self-Identify and Positionality** CHICAGO C
The current racial and political tensions continue to shape our thoughts, actions, and beliefs on advocating for our students. Last year's murder of George Floyd by the police and recent events including COVID recovery that have followed offer an opportunity for special education professionals to reflect on our own lived experiences that shape our thinking and cloud personal accountability as we address racial underpinnings that impact our underrepresented populations. Presenters offer a action-based solution to disrupt discrimination through the development of personal identify statements. (Basic, Introductory)
Maria L. Manning, PhD, Eastern Kentucky University, Richmond, KY; Brenda Bassingthwaite, PhD, BCBA, University of Nebraska Medical Center, Omaha, NE; Angela Tuttle Prince, PhD, Iowa State University, Ames, IA
- 1.7 Collecting Behavior Data You Can Actually Use** EMPIREA
Sometimes in education we are "data rich yet information poor." Mountains of complex data can make it challenging to determine if students are responding to our behavioral interventions. In this session, educators will learn a practical approach to data collection that simplifies the process while actually enhancing your ability to make data-based decisions. (Basic, Introductory)
Scott Fluke, PhD, Olathe Public Schools, Olathe, KS
- 1.8 Social Problem-Solving Strategies to Address the Behavioral and Mental Health Needs of Youth** EMPIRE B

Using the frameworks of specifically designed instruction and social problem-solving, this presentation will discuss specific approaches to help individuals identify their own behavioral patterns, improve their vocabulary to express concerns, and examine specific ways to tailor these strategies to meet the individual needs of youth with EBD. Participants will receive access to the templates and examples of the specific strategies. With access to these templates, they can be personalized to meet the needs of your individual students and clients. You can also reformat them to utilize in written, verbal, or electronic formats; whichever works best in your situation. More importantly, you can share these materials with others. Please be prepared to share and discuss. (Basic, Introductory; Intermediate)
Michael Couvillon, PhD, Drake University, Des Moines, IA

EMPIRE C

1.9 Building Video Models to Support Individuals with Disabilities - Strategies for Educators
BCBACEUs Recent reviews have shown Video Modeling applications to teach academic, social, and readiness skills to various individuals. VM is a viable intervention to implement in schools and can be easily incorporated in a school setting. It does not require extensive training to implement and is not significantly disruptive to a classroom's daily routine. This session aims to provide an overview of tools for educators to build video models that will help teach specific behaviors in the school setting. Different tools will be shown and combined into two sub-sessions: Basic (using one tool only) and Intermediate (using two or three different tools combined). (Basic, Introductory; Intermediate; BCBA CEUs)
Adriano Barboza, PhD, BCBA-D, Munroe-Meyer Institute for Genetics and Rehabilitation, UNMC, Omaha, NE

11:30 a.m. - 12:30 p.m.
CONCURRENT SESSIONS – SET 2

2.1 KEYNOTE STRAND
Finding Our Way Through the Labyrinth: Collaborating with Caregivers to Navigate the World of Support Services
NEW YORK

During this session, keynote speakers Joe and Dee Valenti will share in more detail their experiences with various support services throughout Donny's life. The learning objective is to assist educational professionals in developing collaborative partnerships with the families they serve to navigate the world of educational, health, and human services. Four Along the Way Guides specific that provide resources and "tips and tricks" will be shared including 1) [A Guide for Parents of Infants, Toddlers, and Children with Disabilities](#), 2) [A Guide for Adolescents and Young Adults with Intellectual and Developmental Disabilities](#), 3) [A Guide for Adults with Intellectual and Developmental Disabilities](#) and 4) [The Directory of Resources for Individuals with Intellectual and Developmental Disabilities](#). These guides are specific to Nebraska but could be used as a model for the development of similar guides in other states.
 (All Levels)
Dee & Joe Valenti, Parents and Advocates for the Developmentally Disabled, Omaha, NE

2.2 MASTER TEACHER STAND
Reinforce This: Use of Positive Reinforcements and How to Fade Them
CHOUTEAU

Give them what they want! People have been using positive reinforcements throughout history, including your own paycheck at work. In this session, participants will review the benefits of behavior specific positive praise. Look at examples of different types of positive reinforcements in order to engage learners with challenging behavior to increase positive behaviors. As well as, a look into the pros and cons and how to successfully fade each reinforcement. Door prizes included to reinforce this concept! (Basic, Introductory; Intermediate)
Jan Burgess, MME, MAEd, North Kansas City Schools, Kansas City, MO; Barbara Gross, MEd, Educational Service Unit 5, Beatrice, NE; Megan Rees, MS, USD 383 Manhattan/Ogden, KS

2.3 Improving Behavior and Building Student-Teacher Relationships: Connecting with Students with EBD
ATLANTA

The strategies used for behavior management are often seen as being incompatible with building meaningful student-teacher relationships. However, many strategies can address both. In this session we will share specific interventions that address challenging behavior and also provide a foundation for establishing positive student-teacher relationships. An overview of strategies and procedures for implementation will be provided. (Basic, Introductory; Intermediate)
Lauren W. Collins, PhD, San Diego State University, San Diego, CA; Timothy J. Landrum, PhD, and Dana Page, MA, University of Louisville, Louisville, KY

- 2.4 Managing Elementary and Middle School Classroom Behavior With Positive Reinforcement: The CW-FIT Program** **CHICAGO A**
BCBA CEUs
 CW-FIT is a group contingency-based intervention that broadly targets common functions maintaining problem behaviors in the classroom (teacher attention, peer attention, escape). This multi-tiered classroom management program is appropriate for increasing academic engagement and reducing problem behavior in general and special education classrooms. This session will provide an overview of CW-FIT along with effective coaching strategies to bring CW-FIT back to your school or district. (Intermediate; BCBA CEUs)
Jacky Williams, MEd, Arizona State University, Tempe, AZ, Juniper Garden Children's Project, University of Kansas; Amanda Williams, MA and Howard Wills, PhD, BCBA, Juniper Garden Children's Project, University of Kansas, Kansas City, KS
- 2.5 The Trauma and Potential for Virtual Learning and Teaching: A Discussion** **CHICAGO B**
 COVID 19 has forced a paradigm shift into Virtual Learning in unexpected ways. Issues with trauma-based behavior and challenges with technology have been significant concerns, especially with underrepresented populations. The purpose of this presentation is to provide a safe space to discuss current issues and concerns within the schools and develop a framework to address future crisis planning. (Basic, Introductory)
Maria L. Manning, PhD, Eastern Kentucky University, Richmond, KY, Joshua P. Wikler, MAE, Kansas City Kansas Public Schools, Kansas City, KS, Nicholas Gage, PhD, WestEd, Gainesville, FL
- 2.6 There's a Thin Line Between a Numerator and Denominator: Using SRSD to Teach Fractions Computation to Students with EBD** **CHICAGO C**
 This session will introduce the use of Self-Regulated Strategy Development (SRSD) to teach fractions computation to students with academic and behavioral needs. We will demonstrate step-by-step procedures, highlight the benefits of using the framework to promote student engagement and skill mastery, and identify expense-free resources for educators to successfully implement the math intervention in their own classrooms. (Basic, Introductory; Intermediate)
Ashley Shaw, EdD, Pittsburg State University, Pittsburg, KS and Robin Parks Ennis, PhD, University of Alabama at Birmingham, Birmingham, AL
- 2.7 The Use of Group Contingencies in School Settings** **EMPIRE A**
 Research is essential for designing behavior management procedures that can be easily implemented in general education classrooms as public school teachers have reported a high rate of disruptive behaviors (Naylor et al, 2018). The implementation of group contingencies has been established as an effective classroom management strategy. Research has demonstrated the effectiveness of group contingencies for increasing on-task behaviors (Bulla & Frieder, 2018), improving academic performance (McCurdy et al, 2020), and decreasing disruptive behaviors (Lambert et al, 2015) During this session, a review of the literature on group contingencies will be provided, and the steps to implement a group contingency will be presented. (Intermediate)
Brittany Beaver, MA, BCBA, LBA and Tyler Re, PhD, BCBA, LBA, The Chicago School of Professional Psychology, Chicago, IL
- 2.8 Graphing Student Data: Tips and Tricks** **EMPIRE B**
 Graphing student data is an important but often overlooked skill. In this presentation, we will provide a step-by-step overview of electronically graphing academic and behavioral progress monitoring data. We will also discuss the importance of data management and tracking progress over time for data-based decision making. Attendees are encouraged to bring a laptop to follow along with the graphing demonstration. (Basic, Introductory; Intermediate)
Nicolette Grasley-Boy, PhD, BCBA, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS; Skyler McCain, MA, BCBA, University of Florida, Gainesville, FL
- 2.9 Self-Management Skills for Young Adults with Behavior Challenges? There's an App for That!** **EMPIRE C**
BCBA CEUs
 Research has increasingly demonstrated the utility of technology, including smartphone apps, for increasing self-management skills in individuals with disabilities. Session participants will learn how to implement self-management strategies with their students that employ free or inexpensive smartphone apps. Explicit steps for using apps to

increase time-on-task in the classroom, maintain a daily schedule, and self-monitor diet and exercise in secondary and postsecondary settings will be highlighted. (Basic, Introductory; BCBA CEUs)

Kathleen B. Cook, PhD, BCBA-D, Augustana University, Sioux Falls, SD

12:30 p.m.- **LUNCH, ON YOUR OWN**

2:00 p.m. Enjoy Spectators Restaurant and Link@Sheraton Café. Crown Center Food Court, restaurants and shops are easy to access from "The Link" walkway on the mezzanine level.

2:00 p.m.- **CONCURRENT SESSIONS – SET 3**

3:00 p.m.

3.1 KEYNOTE STRAND

NEW YORK B

Valuing Student Identity and Creating Supportive Environments

This session will support attendees in creating inclusive, supportive, and accessible learning environments for students. Attendees will explore lived experiences from the disability community and discuss ways to center student voice and autonomy in their learning. The session will also share explicit strategies and tools to create accessible and supportive learning environments that promote student agency and engagement in the classroom.

Kathleen Zimmerman, PhD, BCBA-D, Assistant Professor, University of Kansas, Lawrence, KS

(All Levels)

3.2 MASTER TEACHER STAND

CHOUTEAU

A Service Not a Sentence: Providing a Full Continuum of Services to ALL Students with Challenging Behavior

To ensure that students are educated in the least restrictive environment (LRE) that is appropriate for their needs, the Individual with Disabilities Act "IDEA" requires that all public schools provide a complete continuum of services including regular classes, resource rooms, special classes, special schools, homebound instruction, and instruction in hospitals and institutions (Yell, 2019). Meeting this mandate when educating students with challenging behavior is particularly difficult as their needs are numerous and diverse. This session will discuss meeting these challenges and will describe a collaboration between public school districts and an Educational Service Unit in the Omaha, Nebraska metropolitan area that provides a true evidence-based full continuum of services for this student population. (Intermediate; Advanced)

Kaye Otten, PhD, BCBA, Summit Behavioral Services, Kansas City, MO; Carrie Fairbairn, MEd and Sallye Lee, BA, Papillion-LaVista Schools, NE; Jodie Tagel, MEd, BCBA, Westside Schools, Omaha, NE

3.3 Tiered Model of Support: Training Paraeducators to Increase Student Outcomes

NEW YORK A

To ensure student success, teachers and paraeducators must work together to develop not only a relationship but a common toolbox of interventions that can be provided to students with challenging behaviors. Strategies presented will focus on the direct application of support in the area of training for increasing student compliance, classroom behavior management, and increased academic outcomes. Included will be a model of tiered support training for addressing the needs of paraeducators abilities and knowledge. (Basic, Introductory)

Jessica Nelson, EdD, BCBA, LBA and Reesha Adamson, PhD, Missouri State University, Springfield, MO

3.4 Good Morning Kids . . . Wait, is that a Squirrel?!?!? Improving Executive Functioning Skills for Teachers

CHICAGO A

The life of a teacher of special education can change by the minute. That means that organization is at a premium when working with challenging behaviors or academic deficits. Without solid executive functioning skills, procrastination, stress, focus, and time management can all be impaired. This presentation will help teachers to identify how to improve their own executive functioning skills in order to better enhance the programming for their students. (Basic, Introductory; Intermediate)

Barbara Gross, MS and Matthew McNiff, PhD, Educational Service Unit 5, Beatrice, NE

3.5 Write On! Packaging Academic and Behavioral Strategies to Improve Writing

CHICAGO B

Writing is a critical skill for students to develop to be successful in school and life. Students with emotional and behavioral disorders (EBD) often struggle with written language expression. One instructional approach, self-regulated strategy development (SRSD), has been successful in meeting the writing needs of students with EBD. This session describes the impact of SRSD with embedded low-intensity strategies on the writing skills of students with EBD and considerations for practitioners to take back to their educational setting. (Basic, Introductory)

Elizabeth Michael, PhD, Sara Sanders, EdD, Kristine Jolivette, PhD, Allyson Pitzel, MA, and Aimee Hackney, MA, The University of Alabama, Tuscaloosa, AL

3.6 Know When to Say No: A Decision Making Model and Call to Action Regarding Chemical Restraint in Schools CHICAGO C
BCBA CEUs
Chemical restraint is not an approved method of responding to or controlling complex and unsafe behaviors in schools. Unfortunately, the use of chemical restraint continues to be utilized, particularly when parents request PRN medications, prescribed by medical providers, to be delivered in schools. School teams need direct guidance on how to handle these situations. This presentation will explore this complex issue, and is a continuation of the Fall 2021 Editorial/Call to Action on Chemical Restraint Use in Schools. (Intermediate; Advanced; BCBA CEUs)
Vanessa Tucker, PhD, BCBA-D, LBA, Pacific Lutheran University, Tacoma, WA and Scott Fluke, PhD, Olathe Public Schools, Olathe, KS

3.7 A Review of FBA-BIP Plans: Implications for Research & Practice EMPIRE A
Outcomes from a recent review of over 300 Functional Behavioral Assessment (FBA) and accompanying Behavior Intervention Plans (BIP) found educators continue to struggle with conducting comprehensive FBAs and including all recommended elements within BIPs. Results will be shared across several variables including age, disability category, and gender. Implications for practice will be discussed. (Intermediate)
Shanna Hirsch, PhD, Clemson University; Tim Lewis, PhD, University of Missouri, Columbia, MO; Alex Carlson, MEd and Antonis Katsiyannis, EdD, Clemson University, Clemson, SC

3.8 African American Students With Disabilities: When Law Enforcement Becomes a Part of Their Behavior Intervention Plan (My Son's Story) EMPIRE B
This breakout session provides a first-hand parent account of what it's like to have the police called to an elementary school to intervene with the behavior of her 5th grade African American son with Asperger's Syndrome. The speaker is also a special education teacher who works with students with autism as well as a disability advocate. This session will discuss the school climate, resource challenges, and the harmful impact to both the parent and the student when police are engaged. The presenter will conclude by showing how continuous parental advocacy, parent-teacher collaboration, and creativity can produce more positive student behavioral and academic outcomes in an environment safe for everyone. (All Levels)
Debra Knight, MSE, KIPP Oklahoma, Edmond, OK

3.9 Enhancing Ci3T: Designing Professional Learning to Support Implementation of Comprehensive, Integrated, Three-tiered Models of Prevention EMPIRE C
BCBA CEUs
In this session, we share lessons learned from an IES-funded project aimed at supporting educators implementing comprehensive, integrated, three-tiered (Ci3T) models of prevention. First, we share professional learning priorities identified through surveys, interviews, and focus groups. Then, we share initial educator perceptions from professional learning materials designed to address these priorities. (Intermediate; Advanced; BCBA CEUs)
Mark M. Buckman, PhD and Kathleen Lynne Lane, PhD, BCBA-D, CF-L1, University of Kansas; Wendy Peia Oakes, PhD, Arizona State University, Gilbert, AZ; Paloma Perez-Clark, EdS, Katherine S. Austin, MEd, and Rebecca Sherod, MEd, University of Kansas, Lawrence, KS; David J. Royer, PhD, University of Louisville, KY; Eric A. Common, PhD, University of Michigan-Flint, MI; Haley J. Gil, MS, University of Kansas

3:15 p.m. -
4:15 p.m. **CONCURRENT SESSIONS - SET 4**

4.1 KEYNOTE STRAND NEWYORK B
Core Components of Multi-Tiered Systems of Behavior Support-Focus on Tier One
Providing evidence based multi-tiered systems of behavior support starts with a strong tier one. Developing and maintaining this strong foundation is an ongoing process that requires systematic revisiting due to skill drift, competing priorities, staff turnover. This session will describe a process developed collaboratively with multiple school districts to identify the core components of tier one and strategies to support their implementation. Freely accessible resources will be shared. (All Levels)
Kaye Otten, PhD, BCBA, Autism & Behavior Consultant, Summit Behavioral Services, Kansas City, MO

4.2	MASTER TEACHER STAND Merging ABA and Trauma-Informed Care: Practical Strategies for Educators Serving EBD Students Who Have Experienced Trauma	CHOUTEAU
	Many students with emotional behavior disorders experience trauma that impacts their neurological, physical, and social-emotional development. School staff are often tasked with balancing a trauma-sensitive approach with behavior modification techniques that address the unique behavioral and emotional needs of students with EBD. Through this presentation, attendees will learn about common foundational elements of trauma-informed care and applied behavior analysis so that they can maximize the effects of both. (Basic, Introductory; Intermediate; Advanced) <i>Anne Baptiste, MA, Educational Service Unit 7, Columbus, NE; Malinda Forsberg, MAEd, University of Wisconsin-Madison, WI</i>	
4.3 BCBA CEUs	Systematic Screening with the SRSS-IE: Additional Evidence on Reliability Many schools have adopted behavior screening to inform instructional decisions. With educational inequities at the forefront of educator's minds, there is increased discussion of the importance of early detection through screening. To contribute to the knowledge base, we present evidence of the reliability of SRSS-IE scores for K-12 students. We also introduce new professional learning resources to facilitate installation. (All Levels; BCBA CEUs) <i>Wendy Peia Oakes, PhD, Arizona State University, Tempe, AZ; Kathleen Lynne Lane, PhD, BCBA-D, CF-L1, Rebecca Lee Sherod, MSE, and Jamie S. Jones, University of Kansas, Lawrence, KS; Sarah Jane Schonour, MA, Arizona State University, Tempe, AZ; Mark Matthew Buckman, PhD, University of Kansas, Lawrence, KS</i>	NEW YORK A
4.4	Understanding the Use of Crisis Intervention Programming in School Settings This session will include an overview of how crisis intervention programs are being utilized within school settings to support student needs. Researchers will provide data on specific outcomes around this programming and knowledge which has resulted from training individuals in commercial programming. The session will end with a discussion on how to prioritize training and assistance for school settings to best meet the needs of educators and students and future directions for minimizing the need for crisis intervention procedures. A specific tiered model for providing assistance and supporting behavioral needs and the training of all stakeholders will be introduced for use. (Intermediate) <i>Reesha Adamson, PhD and Jessica Nelson, EdD, Missouri State University, Springfield, MO</i>	CHICAGO A
4.5	Keeping My Cool: Supporting the Self-Regulation Skills of Students in the Classroom When it comes to supporting student growth and development in the classroom, self-regulation skills are key. Developing self-regulation skills can positively impact academic outcomes, academic engagement, and peer and teacher interactions. Within this presentation, we will provide an overview of four self-regulation skills (goal setting, self-monitoring, self-instructions, and self-reinforcement), as well as practical tips and examples to help teachers integrate these skills within academic lessons to support student learning and skill development. (Basic, Introductory) <i>Sara Sanders, EdD, University of Alabama, Tuscaloosa, AL; Lauren Hart Rollings, PhD, University of West Georgia, Carrollton, GA; Kristine Jolivette, PhD and Olivia Hester, PhD, University of Alabama, Tuscaloosa, AL</i>	CHICAGO B
4.6	Utilizing Behavior Skills Training with Educators to Increase Implementation Fidelity of Behavior Intervention Plans Multiple research studies have highlighted the potential effectiveness of behavior intervention plans (BIPs) in reducing targeted behaviors in individuals with disabilities. BIPs are more likely to remain consistently effective when implemented with fidelity and accuracy. In this session, we describe behavior skills training (BST) and how it can be utilized to increase educators' fidelity and accuracy when implementing BIPs across settings. Presenters outline a study conducted in a special education classroom utilizing BST to train staff and provide resources to allow attendees to conduct similar training. (Basic, Introductory; Intermediate) <i>Erica B. McClure, MAT and Tim Landrum, PhD, University of Louisville, Louisville, KY</i>	CHICAGO C
4.7 BCBA CEUs	Do Behavior Analysts Deserve a Seat at the Table? A Look at an Interdisciplinary Collaboration Decision Making Model Although behavior analysis is considered a rather new science, it has matured over the last six decades. With an increase in research and clinical applications with individuals diagnosed with autism spectrum disorder (ASD), many	EMPIRE A

Board Certified Behavior Analysts (BCBA) may work within an interdisciplinary setting and the need for effective collaboration has never been greater. However, behavior analysts receive little to no training in interdisciplinary collaboration and can be criticized for an unintentional abrasive professional relationship. Furthermore, utilizing a behavioral perspective does not discount a collaborative approach and consultation with colleagues whose education and training include a thorough understanding of child development (ABAI). The purpose of this presentation is to outline a decision-making model to assist interdisciplinary teams to identify behavioral interventions while maintaining professional relationships, adhering to ethical standards, and ensuring the well-being of the individual. (Intermediate; BCBA CEUs)

Elizabeth A. Fitter, MS, MEd, BCBA and Tyler Re', PhD, BCBA-D, The Chicago School of Professional Psychology – Online

4.8 Advocacy Efforts for Students with Emotional, Behavioral or Mental Health Needs

EMPIRE B

This proposed breakout session will focus on individual and systemic approaches to advocacy for these youth. While most of us think of ourselves as advocates, we may often be challenged by putting this aspiration into practice. This may lead to frustration with ourselves and the systems in which we work. How do we advocate for these youth and their families, yet continue to be productive and respected members of the school community, particularly when such advocacy may put us at odds with our colleagues and supervisors? Within this session I will be sharing perspectives on this question from both theoretical and personal experience. (Basic, Introductory)

Carl R. Smith, PhD, Professor Emeritus, Iowa State University, Ames, IA

4.9 Social Skill Development for Middle School Students with ASD and LD through Virtual Technology (VOISS)

EMPIRE C

This session will present the process used to develop social skill scenarios that teach students with high incidence disabilities social competencies through VOISS (Virtual realities to Integrate Social Skills) technology. Research on the impact of virtual reality (VR) on social skill development and generalization for PreK-12 students with high-incidence disabilities will be provided. Participants will leave with knowledge of the social skill selection and development process, how these skills align with Social and Emotional Learning (SEL) standards and an analysis of VR's use for social skill instruction in K-12 educational settings. (Basic, Introductory; Intermediate)

Maggie A. Mosher, MSSW, University of Kansas, Lawrence, KS and Adam C. Carreon, PhD, Georgia Southern University, Statesboro, GA

**4:15 p.m. –
6:00 p.m.**

POSTER SESSION

ATLANTA

1. Increasing Prosocial Employment Skills for Adolescents with EBD: A Systematic Literature Review and Quality Review

This presentation will outline the findings from a systematic literature review and quality review of interventions for increasing prosocial employment skills for adolescents with emotional and behavioral disorders. Many studies have focused on social skills related to employment for individuals with intellectual disabilities or autism spectrum disorders. However, there is a paucity of research on employment skills for individuals with emotional and behavioral disorders. This study examines components of strategies that promote successful employment outcomes for individuals with emotional and behavioral disorders. Implications for future research and recommendations for practice will be discussed.

Heather M. Dulas, MA, Gertrude Georgio, MA, and Lisa Bowman-Perrott, PhD, Texas A&M University, College Station, TX

2. Time Saving Data Collection Using QR Codes and Microsoft Forms

Data collection can come with a lot of challenges such as time, organization, consistency, and more. With the inspiration from @teach_tok on Tik Tok, I have created a way to track behavior, academics, and communication logs with a user-friendly, time-saving process. Imagine using a form that automatically tracks information such as antecedent events, function of behavior, and what type of behaviors are shown, then automatically graphs it and puts it into an excel sheet for you to further customize your reports. I will be presenting on how to create these forms, personalize these forms, then turn them into QR codes to scan at your convenience no matter where you are. This new way of collecting data can save time, increase validity and reliability in data, keep confidentiality, and organize data in one safe secure spot. Join me, to discover the innovative ways technology can impact your data collection and professional reports.

Bailee Flaming, MEd, Kansas State University, Manhattan, KS

3. How is SWPBIS Fidelity Related to Student Discipline?

School-wide positive behavior interventions and supports (SWPBIS) is one framework focused on preventing disciplinary exclusions, including suspensions and expulsions, and improving behavioral outcomes for all students. In this poster, we will discuss the results of a study using structural equation modeling to examine the relation between SWPBIS fidelity at each tier and changes in student suspension and expulsion rates in California. Implications for practitioners and recommendations for future research will be discussed.

Nicolette Grasley-Boy, PhD, BCBA, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS and **Nicholas Gage, PhD, WestEd**, Gainesville, FL

4. The Effect of Student Behaviors on Teacher Perceptions of Classroom Safety

Student problem behavior is an ongoing challenge for teachers to manage. As a result, teachers struggle with burnout and feeling unsafe at school. Research has not fully looked at the direct effects of student classroom behavior on teachers' well-being. Therefore, we used data from a large randomized controlled trial to explore the relationship between student externalizing behaviors and teacher perceptions of classroom safety.

Skyler McCain, MEd, Amanda Haedo, MEd, Belinda Peters, MEd, University of Florida, Gainesville, FL and **Nicholas Gage, PhD, WestEd**, Gainesville, FL

5. Using Behavioral Skills Training on Caregiver's Implementation of Response to Joint Attention Intervention for Children with or At-risk for ASD

This poster will describe the effects of behavioral skills training (BST) procedure on caregiver's implementation fidelity of response to joint attention (JA) intervention. We will provide (1) an overview of BST components and (2) the impact on training caregivers, and (3) the JA responding behavioral outcomes of infants and toddlers with or at-risk for autism spectrum disorder (ASD). Implications for early intervention providers and families supporting young children with ASD will be discussed.

Gospel Kim, MA and Kathleen Zimmerman, PhD, University of Kansas, Lawrence, KS

6. Bridging the Gap Between Special Education and Specialized Services: Collaborative Teaming With BCBA's in Schools

Board Certified Behavior Analysts (BCBA) are uniquely poised to assist schools with the development, implementation, and evaluation of intervention plans as well as related service options. However, there is little direction on how to incorporate BCBA's into the school culture. The purpose of this presentation is to provide a collaborative teaming framework using interprofessional education and collaboratives (IPEC) that outlines values and ethical considerations across both fields, clarifies roles and responsibilities, establishes interprofessional communication, and provides guidance on developing teams and teamwork.

Vanessa Tucker, PhD, BCBA-D, LBA, Pacific Lutheran University, Tacoma, WA and **Maria L. Manning, PhD**, Eastern Kentucky University, Richmond, KY

7. A Meta-Analysis of Single-Case Research Studies on Academic Interventions for Students with Emotional Behavior Disorders

The academic performance of students with EBD specifically those who are Culturally and Linguistically Diverse (CLD) when compared to their peers without disabilities continues to be stark. This meta-analysis will examine the role academic interventions and certain student characteristics (student ethnicity) has on the academic outcomes for students with EBD.

Nikita Mc Cree, MEd, University of Missouri, Columbia, MO

8. Educational and Diagnostic Classification of ASD and Associated Characteristics

The session will demonstrate the results of the study which examined the characteristics of students with ASD and how they relate to educational eligibility and clinical diagnoses of ASD. A central finding of this quantitative study includes that an educational eligibility classification was not associated with characteristics of autism but the ADOS-2 classification of autism (autism, autism spectrum disorder, no autism) was associated with key ASD characteristics. More specifically, we found that the educational diagnosis of Autism did not distinguish between students with and without autism on key characteristics of language, peer and social relations and competence, or academics and other interests. It isn't clear how students with autism were determined eligible for an IEP if they did not differ from peers with other disabilities on key social and language outcomes. This can be a result of the absence of consistent standards for identifying students under the Autism category. ADOS-2

classification was found to be a more solid diagnostic measure for important and differential characteristics associated with autism.

Nargiza Buranova, MEd, Janine Stichter, PhD, Melissa Stormont, PhD, Melissa Herzog, PhD, and Rose O'Donnell, PhD, University of Missouri, Columbia, MO

9. Social Skills Interventions for Students with ASD

The presentation will include information about social skills deficits among the population with Autism Spectrum Disorder and interventions to implement in the classroom. The interventions presented in the presentation will include evidence-based strategies such as explicit social skills instructions, peer-mediated instructions, visual supports, and others. The feasibility of implementation of those strategies in an online format will be discussed with the recommendation provided.

Nargiza Buranova, MEd and Laura Avery, BA, University of Missouri, Columbia, MO

10. Evaluating Preservice Teachers' Autism and Language Development Knowledge as it Relates to Training and Experience

This poster will share the results of a pilot study that explored the relationship between preservice training, coursework, experience, and autism and language development knowledge. Implications for preservice teacher training and in-service professional development will be discussed.

Laura Avery, BA, University of Missouri, Columbia, MO

11. Reporting and Investigating Bullying: What Do the Laws Provide for School Districts

This session will discuss the policies on bullying in all 50 states. Specifically, it will look at a content analysis of the state laws and what they provide with regard to reporting and investigating. The session will provide reporting and investigating protocols gathered from a thorough literature review that follows state policies. The participants will be able to leave the presentation with the most effective way to report and investigate bullying within their school districts.

Katherine A. Graves, MEd, Lindsey Mirielli, MEd, and Chad A. Rose, PhD, University of Missouri- Columbia, MO

12. Extracurricular Activities and Bullying Involvement Risk for Youth with Disabilities

Bullying is a public health concern for all youth, especially for youth with disabilities; although little is known about bullying involvement within extracurricular environments. This poster will present findings on rates of bullying involvement for various student populations, specifically youth with disabilities, within extracurricular environments. Implications and recommendations for supporting practitioners will be outlined.

Lindsey G. Mirielli, MEd, Katherine A. Graves, MEd, Tracey Milarsky, MAT, Cannon Ousley, MA, Monica Romero, MA, Laura Avery, BA and Chad A. Rose, PhD, University of Missouri, Columbia, MO

13. Creating Targeted Professional Development for Teachers to Address Bullying for Students with Disabilities

There is a lack of teacher-focused professional development that specifically targets bullying prevention for students with disabilities (SWDs). This project addresses the need for targeted training through the creation of four online professional development modules: 1) understanding bullying among SWDs, 2) examining risk characteristics, 3) establishing school and classroom prevention strategies, and 4) individual prevention. These modules, developed with feedback from teachers and school staff, incorporate a Mult-Tiered System of Supports (MTSS) framework based on social emotional learning (SEL) interventions that focus on preventing and addressing bullying involvement for SWDs.

Tracey Kenyon Milarsky, MAT, University of Missouri; Luz Robinson, BS, Anne Drescher, EdM, Katherine Ingram, MS, University of North Carolina at Chapel Hill, NC; America J. El Sheikh, BS, University of Florida, Gainesville, FL; Rachel Hanebutt, EdM, MA, Vanderbilt University, Nashville, TN; Dorothy L. Espelage, PhD, University of North Carolina at Chapel Hill, NC; Anjali Forber-Pratt, PhD, Chad Rose, PhD, Katherine A. Graves, MEd, and Cannon Ousley, MA, University of Missouri, Columbia, MO

14. Elementary School Staff Perspectives on Bullying Involvement among Students with Disabilities

Qualitative data from focus groups with 17 elementary school general and special education teachers, and counselors on their perceptions of bullying and the current bullying intervention landscape at their school were examined. Results indicated teachers and counselors possess general knowledge regarding bullying and utilize a variety of strategies for intervention at the

classroom- and school-wide level with support from the district. However, participants did not express unique strategies for identifying or responding to bullying specifically involving SWDs.

Luz Robinson, BS, Anne Drescher, EdM, Katherine Ingram, MS, University of North Carolina at Chapel Hill, NC; America J. El Sheikh, BS, University of Florida, Gainesville, FL; Rachel Hanebutt, EdM, MA, Vanderbilt University, Nashville, TN; Dorothy L. Espelage, PhD, Ashley Woolweaver, MPS, University of North Carolina at Chapel Hill, NC; Anjali Forber-Pratt, PhD, Chad Rose, PhD, Katherine A. Graves, MEd, Tracey Kenyon Milarsky, MAT, and Cannon Ousley, MA, University of Missouri, Columbia, MO

15. The Relationship Between Learner Preference and Social Skill Acquisition: Interventions Delivered Through Virtual Technology

This session presents a mixed-methods study on immersive and non-immersive virtual reality (VR) for social skill development. The relationship between middle school students' social skill acquisition and preferences will be discussed. Participants will leave with knowledge of VR and methods for implementing successful social skill interventions.

Maggie A. Mosher, MSSL, University of Kansas, Lawrence, KS and Adam C. Carreon, PhD, Georgia Southern University, Statesboro, GA

16. Building a Positive Learning Environment: Incorporating Social and Emotional Learning Instruction in the Elementary Classroom

Social and emotional skills are critical for all elementary students to develop in order to be successful in the classroom and beyond. One way to support SEL development is to infuse SEL strategies and supports into classroom management plans and daily instruction. This presentation will provide practitioners with several practical SEL strategies teachers can integrate into their classroom, as well as an introduction to the Social and Emotional Learning Study Groups (SELSG+), a comprehensive SEL program for teachers.

Gregory Benner, PhD, Elizabeth Michael, ABD, Erica O. Lee, PhD, and Sara Sanders EdD, University of Alabama, Tuscaloosa, AL

17. A Social-Emotional Learning Journey: Adaptations and Effects of Positive Action for Youth with EBD and Staff Implementers in Juvenile Facilities

Youth with disabilities served in juvenile justice facilities may benefit from explicit instruction in social emotional learning skills. We detail two studies in which Positive Action was adapted through stakeholder voice and implemented with youth in facilities. The adaptation process, implementation features and barriers, youth outcomes, and implementer voices are discussed.

Kristine Jolivette, PhD, Ashley S. Virgin, MEd, Sara Sanders, EdD, Allyson Pitzel, MA, Aimee Hackney, MA, and Alison Kearley, MS, University of Alabama, Tuscaloosa, AL

18. What Does It All Mean?: SRSD Literacy Instruction in Residential Treatment Facilities

Students with and at risk for emotional and behavioral disorders often struggle with literacy skills, such as reading and writing, and avoid activities in which they struggle significantly. This leads to complications when assessing their reading and writing outcomes and determining what they are actually able to do. Within this poster presentation, three different methods of assessing reading comprehension and two different methods for assessing writing skills will be discussed in the framework of multiple SRSD literacy studies in a residential treatment facility. We will discuss tips for implementation and how to support students' self-regulation skills in addition to their literacy development.

Lauren Hart Rollins, PhD, University of West Georgia, Carrollton, GA; Sara Sanders, EdD, Kristine Jolivette, PhD, Allyson Pitzel, MA, and Aimee Hackney, MA, University of Alabama, Tuscaloosa, AL

19. Aiding Youth in Juvenile Justice Facilities in Coping with Challenging Emotions: Strategies for Facility Staff Today

Emotional regulation (ER) is essential for youth in juvenile justice facilities (JJF) so that they can be equipped to identify, process, and resolve complex emotions and stress. Emotions such as anxiety, anger, depression, jealousy, resentment, and disappointment are difficult emotions for any youth to identify and acknowledge but these emotions may be compounded for youth within JJF. Staff within JJF can assist these youth in processing these various emotions by educating themselves on current, positive ER practices for youth within JJF. The presentation will detail specific strategies for ER including Talking about Risk and Adolescent Choices (TRAC), breathing techniques, and mindfulness.

Ashley S. Virgin, MEd, Allyson Pitzel, MA, Kristine Jolivet, PhD, and Sara Sanders, EdD, The University of Alabama, Tuscaloosa, AL

20. GIRL POWER: Gender-Responsive Programs for Female Offenders in the Juvenile Justice System

The purpose of this session is to provide insight on gender responsive programming for female juvenile offenders. It will include an overview of the juvenile justice system, risk factors of adjudicated girls, as well as key components of gender responsive programs. Tips for successful implementation will also be discussed.

Allyson Pitzel, MA, University of Alabama, Tuscaloosa, AL; Jacalyn Tippey, PhD, LPC-S, NCC, AADC, Working on Womanhood Program, Tuscaloosa, AL; Alison Kearley, MS, University of Alabama, Tuscaloosa, AL

21. Evidence for I-Connect: Translating Research into Practical Guidance for Educators

This poster will share information from a recent meta-analysis and evidence-review of I-Connect, a technology-based self-monitoring platform that supports students to be more aware of and adjust their behavior to better participate in school, home and the community. Self-monitoring is an evidence-based intervention that can be highly customized to target a student's individual needs and strengthen positive behaviors. The free I-Connect self-monitoring platform provides supports to easily set up a self-monitoring plan and track progress, as well as, a free and easy to use mobile or desktop app to allow for quick and efficient self-monitoring. This poster will translate information from the meta-analysis and evidence review into practical guidance for educators looking to use of I-Connect for to support students in their classroom and provide links to free resources to support the use of I-Connect at school, home and in the community.

Gretchen Scheibel, MS, OTR, BCBA, Shannon Spadoni, BS, and Howard Wills, PhD, BCBA, University of Kansas, Lawrence, KS

22. Professional Development for Classroom Management: What Has Been Done and Where Do We Go from There?

Strong classroom management skills are critical to achieving positive educational outcomes for students. Despite this, it has been well-documented that many teachers receive limited pre-service training in classroom management, creating a need for effective in-service professional development (PD). This presentation will review the results of a recent literature review looking at professional development for classroom management, compare those results to what researchers recommend as effective professional development, and discuss how typical professional development might be adapted to better meet individual teacher needs.

Sarah Wilkinson, PhD, University of Wisconsin-Parkside, Kenosha, WI

8:00 p.m. - MSLBD PARTY: NEON PARTY

ATLANTA

11:00 p.m. Party across the decades! Come back in time with us to when it all began in 1982!

1980's neon dress is encouraged. Trivia contest with prizes, Mirror Me KC photo booth, giveaways, video tributes, and more! Beverage ticket valid at this event.

SATURDAY, FEBRUARY 19, 2022

7:30 a.m. - Symposium Registration/Information Desk Open

CHICAGO/

11:45 a.m. Exhibits

FOYER

9:00 a.m. - CONCURRENT SATURDAY SESSIONS

11:30 a.m.

SA 1. Providing a Free Appropriate Public Education: Lessons from the Due Process Hearing Front

CHICAGO

The essential obligation of school district administrators and teachers of students with disabilities who are eligible for special education services is to provide a free appropriate public education (FAPE). The development and implementation of a student's individualized education program (IEP) is the means by which FAPE is conferred. It is estimated that 90% of all due process hearings and special education litigation involve FAPE-related issues. All three presenters are experts in special education law. Additionally, Dr. Smith was a due process hearing officer in Iowa and Dr. Yell is currently a state review officer in South Carolina. They will provide practical information from the due process hearing front on actions that special educator administrators and teachers should take to avoid the pitfalls that

may lead to due process hearing and ensure that school-based IEP team members are crafting and implementing educationally meaningful and legally sound IEPs. Pertinent cases will be reviewed. (Level: All)

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

SA2. Systematic Small Group Instruction: Errorless Learning Procedures for Educators of all Students

ATLANTA

BCBACEUs

This session will be a hands-on exploration of how to implement constant time delay (CTD), an errorless learning strategy, in small group instruction. Using behavioral skills training, attendees will learn how to implement the procedure with students with and at-risk for disabilities. Freely accessible resources will be shared as well as planning guides for immediate implementation. Procedures are feasible for paraprofessionals and teaching staff from early childhood to secondary settings. After learning the CTD procedure, attendees will be introduced to tips and tricks for (a) group behavior management, (b) embedding social skills goals, and (c) embedding occupational therapy goals into small group instruction to maximize student engagement across a variety of skills and content areas. (Level: Intermediate)

Kathleen Zimmerman, PhD, BCBA-D, Assistant Professor and **Gretchen Scheibel, MS, OTR, BCBA**, Doctoral Student, University of Kansas, Lawrence

SA3. Behavior Support Strategies: A Must for Every Educator

NEW YORK/SAN FRANCISCO

Building a solid foundation of behavior supports is vital to classroom success for both students and educators. It is this foundation that allows for meaningful instruction, student productivity, as well as the potential for lasting relationships and peak performance. In this session, attendees will be presented evidence-based behavior support strategies that can be implemented Monday morning upon their return to the classroom. (Level: Beginner, Intermediate)

Felicity Post, EdD, Associate Professor, Peru State College, Peru, NE and **Megan Rees, MS**, Resource Teacher, USD 383, Manhattan, KS

11:30 a.m. Adjournment and Hotel Checkout

2022 AWARD AND STIPEND RECIPIENTS

MSLBD annually recognizes individuals for several awards related to outstanding service to individuals with EBD. The organization also seeks to encourage outstanding scholarship in doctoral or master's training, and provides a one-time stipend to assist students pursuing a doctoral or master's in special education with a program emphasis in EBD or closely related field. We would like to congratulate the recipients of this year's awards.

Outstanding Leadership Award

Dr. Timothy Landrum

Professor of Special Education, University of Louisville, Kentucky

Unsung Hero Award

Dr. Sharon Maroney

Blue Grass, Iowa

Doctoral Degree Stipend

Gretchen Scheibel

University of Kansas, Lawrence, Kansas

Outstanding Educator Award

Henry "Hank" Richards

Ted Lechner Youth Service Center, Billings, Montana

Building Bridges: Seeds for Development Award

Edgar Murray Learning Lab, Edgar Murray Elementary

St. Clair R-13 School District, Missouri

Outstanding Building Leadership Award

PJ McGinnis

Northgate Middle School, North Kansas City Schools, Missouri

2022 MSLBD Master Teachers

Kristen McKearney & Stephanie Kopecky

Brook Valley South, Educational Service Unit 3, LaVista, Nebraska

Stipend applications and individual award nominations are due each year on November 1. A complete list of available awards, due dates, and nomination forms may be viewed on our website: www.mslbd.org.

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