



MSLBD

**MIDWEST SYMPOSIUM FOR LEADERSHIP
IN BEHAVIOR DISORDERS**

SYMPOSIUM 2017

February 23-25, 2017

Sheraton Crown Center, • Kansas City, Missouri

BACB CEU Approved Activity: Information available at the Registration Table.

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

WELCOME

Welcome to the thirty-fifth annual Midwest Symposium for Leadership in Behavior Disorders. Universities, public schools and state agencies in Colorado, Florida, Illinois, Iowa, Kansas, Missouri, Nebraska, North Carolina, Oklahoma, Rhode Island, South Carolina, Texas, 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/behavior and autism spectrum disorders. 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 E/BD and ASD.

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 videotaped. Please turn off cell phones while attending a session as a courtesy to presenters and other participants.

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.

Planning Committee

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 Mary Jo Anderson, University of North Carolina-Charlotte
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 Howard Wills, Juniper Gardens Children's Research Project
 Mitch Yell, University of South Carolina
 Keri Frey, MSLBD Manager

Midwest Symposium for Leadership in Behavior Disorders
PO Box 202, Hickman, NE 68372
402-792-3057 • www.MSLBD.org

THURSDAY, FEBRUARY 23, 2017

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

CHICAGO
FOYER

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

1. Supporting Behavior for School Success: Three Simple Strategies to Support Academic Engagement

SAN FRANCISCO

Kathleen Lynne Lane, Ph.D., BCBA-D, Professor and *Eric Alan Common, M.A.*, Graduate Student and *David James Royer, M.S.*, Graduate Research Assistant, University of Kansas, Lawrence, Kansas

This presentation offers step-by-step guidelines for implementing three teacher-driven strategies to support student's academic engagement: high-probability requests, opportunities to respond, and instructional choice. These three antecedent-based strategies are grounded in the principles of positive behavior intervention and support (PBIS) and are easy to incorporate into daily classroom management and instructional delivery. In this interactive workshop participants will learn how to design, implement, and evaluate all three strategies for use in their instructional day.

2. You Can't Make Me! Paradigm Shifts and Unusual Techniques for Managing Resistance

NEW YORK

John W. Maag, Ph.D., Professor, University of Nebraska-Lincoln, Lincoln, Nebraska

No matter what we do or where we live, we inevitably run into resistant people – both children and adults. We also spend a lot of time trying to get others to be more cooperative or receptive to our suggestions and to follow our instructions. But does resistance originate from their behavior? I believe it does not. Rather, it is our behavior that creates resistance. Do you disagree with me? If so, then I have just created your resistance! I can change that. I will demonstrate ways of changing your behavior to reduce resistance in others as well as presenting specific techniques for engendering compliance in students.

3. Practical Program Design for Behavioral Classrooms: Addressing Intensive Behavioral Needs

CHICAGO

Jessica Sprick, M.S., Consultant, Presenter, and Writer and *Tricia Berg, M.S.*, Education Consultant, Safe & Civil Schools, Eugene, Oregon

In this workshop, we present best practice strategies for building a positive and proactive self-contained special education classroom for students with intensive behavioral needs. Participants will engage in a variety of activities to build an environment that increases engagement, improves student outcomes (behavioral and academic), integrates evidence-based practices, and promotes generalizability of skills to a less restrictive environment. Participants will work with presenters to develop a specific action plan for applying these strategies with students in their classrooms.

4. Trauma: A Different Look at Behavior and School-based Strategies

ATLANTA

Ellen McGinnis-Smith, Ph.D., Consultant, Ankeny, Iowa

The field of restorative practices in schools has experienced a great growth spurt in the last few years. Why are so many of our young people suffering from emotional distress? How can school personnel be expected to provide needed emotional supports to our students? This session will discuss the Adverse Childhood Experiences (ACEs) Study completed in the mid-1990s, which found over half of middle-class adults experienced trauma in their youth. Understanding the impact of toxic stress as a result of trauma will be discussed. Participants will receive proven strategies to assist in supporting students' emotional and behavioral needs.

5. Neurodiversity and Autism: Concepts, Issues, and Practical Strategies for Strengths-based Instruction

EMPIRE

Jason Travers, Ph.D., BCBA-D, Assistant Professor, University of Kansas, Lawrence, Kansas
Clinical perspectives of autism are often deficit-oriented and are counter to the idea that autism is a manifestation of human diversity. A clinical approach to understanding and responding to the needs of individuals with autism has been questioned because it may neglect the role of education to empower individuals to lead fulfilling lives. Neurodiversity has emerged in response to the diagnostic and prescriptive model and advances strengths-based approaches to intervention and support. However, a vocal contingent of neurodiversity advocates criticize intensive interventions and supports as coercive and destructive to the identity development of individuals with autism. This session will overview concepts of neurodiversity for a respectful, strengths-based approach to complement the diagnostic prescriptive model of special education. Concepts and controversial topics will be presented along with practical strategies for instruction. Considerations for culturally competent special education practice also will be discussed.

11:00 a.m. – 5:00 p.m. Exhibits

We invite you to visit the Exhibits. View the exhibits offering products and services just for you. Talk to representatives from schools about jobs, certifications, and graduate degrees. Please help us welcome the representatives who have joined us for the 2017 Symposium.

**BALLROOM
LEVEL FOYER****12:00 - 1:30 p.m.****Lunch, on your own**

Spectators Restaurant and The Link in the Sheraton, Brasserie Restaurant at the Westin, Milano Italian Dining, Crayola Café and Food Court available at the Crown Center Shops.

1:30- 4:30 p.m.**AFTERNOON HALF-DAY PRESYMPOSIUM WORKSHOPS****6. Building the Foundation: Tips, Tricks, and Tools for Effective Classroom Management** **ATLANTA**

Ashley MacSuga-Gage, Ph.D., Clinical Assistant Professor of Special Education; **Nicholas Gage, Ph.D.**, Assistant Professor of Special Education; and **Nicolette Grasley-Boy, M.Ed.**, Doctoral Student, University of Florida, Gainesville, Florida

All teachers should have the skills to efficiently and effectively manage classroom behaviors. We consider this the foundation of effective instruction. However, classroom management is often the number one most requested professional development topic by teachers and administrators. In response, we will provide teachers with tips, tricks, and tools to become effective classroom managers.

7. Mental Health Promotion and Intervention in the Classroom **NEW YORK**

Joni Williams Splett, Ph.D., Assistant Professor, University of Florida, Gainesville, Florida and **Ashley Quell, M.Ed.**, Research Associate, University of South Carolina, Columbia, South Carolina, with contributions from **Kelly Perales, MSW**, Training Director for Mental Health Integration, Midwest PBIS Network, Lisle, Illinois

Mental health can be a facilitator or barrier for school performance and classroom behavior from Kindergarten to graduation. In the classroom, there are many opportunities to promote mental health and wellness for all, as well as provide brief and effective interventions to those students with more challenging needs. This workshop will offer strategies for both mental health promotion and intervention for teachers at all grade levels. We will identify early characteristics of mental health concerns and protective factors that may prevent or reduce impairment. We will share and practice classroom strategies for promoting the social, emotional and behavioral competence of children and adolescents. A multi-tiered system of supports is a systematic framework for providing mental health promotion, prevention, and intervention in schools. We will share strategies and examples of teacher leadership that supports the multi-tiered integration of school mental health.

8. Circles: A Foundational Restorative Practice for Healthy School Culture **SAN FRANCISCO**

Kay Pranis, M.A., Circle Trainer, St. Paul, Minnesota

The use of Circles on a routine basis in a school builds the relationship and social-emotional skills necessary for healthy school culture. Circles can be used with students to establish classroom norms, continuously strengthen relationships and a sense of belonging, as a form of pedagogy, to discuss difficult topics and to resolve conflict. Circles can also be used among staff and with parents to increase a sense of shared commitment to the best interests of the students. This session will provide an experience of the Circle process, introduce participants to the concepts and structure of the process, and teach the skills for conducting community building Circles, learning Circles and dialog Circles.

9. Bully Prevention Strategies: Supporting Social and Communication Skill Deficits **CHICAGO**

Chad A. Rose, Ph.D., Assistant Professor, University of Missouri, Department of Special Education, Columbia, Missouri

Bullying has become a pervasive problem facing school-aged youth, including students with disabilities. Bullying involves complex interactions between an individual and the social systems that surround the individual. Recent evidence suggests that two of the most notable predictors of bullying involvement are social and communication skill deficits. Therefore, this session will provide strategies for reducing bullying within a multi-tiered environment, including social and emotional learning, small group social skill instruction, and targeted individualized strategies. In addition to embedding bully prevention strategies within a multi-tiered environment, this session will discuss how to adapt strategies to meet the individualized needs of students, as well as provide information on data collection, intervention modification, data-based decisions, and establishing a systems-level approach to bully prevention.

FRIDAY MORNING, FEBRUARY 24

7:30 a.m.- 5:00 p.m.	Symposium Registration/Information Desk Open	CHICAGO FOYER
8:00 a.m.- 5:00 p.m.	Exhibits We invite you to visit the Exhibits. View the exhibits offering products and services just for you. Talk to representatives from schools about jobs, certifications, and graduate degrees. Please help us welcome the representatives who have joined us for the 2017 Symposium.	BALLROOM LEVEL FOYER
8:30 - 10:00 a.m.	KEYNOTE SESSION Serving Youth with Significant, Intensive and Complex Emotional/Behavioral Needs <i>Richard Van Acker, Ed.D.</i> , Emeritus Professor, University of Illinois at Chicago <i>JoAnne M. Malloy, MSW, Ph.D.</i> , Clinical Assistant Professor, Institute on Disability, University of New Hampshire <i>Vernon Jones, Ph.D.</i> , Emeritus Professor, Lewis & Clark College, Portland, Oregon <i>Daniel Stewart, J.D., Ph.D.</i> , Supervising Attorney, Minnesota Disability Law Center, Mid-Minnesota Legal Aid <ul style="list-style-type: none"> • Who are the students who have the most challenging and complex behavior problems? • Are they being served appropriately? Why is this programming so difficult? Does anyone really know how to effectively serve them? • What constitutes evidence-based programming for these students? Is this being consistently provided for our students? • What are the professional, legal and ethical issues involved in serving these students? The MSLEBD keynote this year will provide four short, intense, “TED Talk-like” responses to these and other questions about serving students. Each speaker will “cut to the chase” about how students, are being or not being served appropriately, with recommendations for improvement!	SHERATON GRAND BALLROOM
10:00 - 10:20 a.m.	COFFEE BREAK & EXHIBITS	BALLROOM LEVEL FOYER
10:20 - 11:20 a.m.	CONCURRENT SESSIONS – SET 1 KEYNOTE STRAND 1 Missing the Mark: Our Failure to Meet the Needs of Students with EBD <i>Richard Van Acker, Ed.D.</i> , Emeritus Professor, University of Illinois at Chicago Students with emotional, behavioral and mental health disorders represent the most un-served and under-served population of students with special needs. While we have empirically validated interventions and approaches to address the needs of this population, schools fail to adequately identify and serve these children and youth. This brief introduction will highlight some of the critical concerns confronting the education of these students.	CHICAGO B/C
	MASTER TEACHER STRAND 1 So, Tell Me What You Want, What You Really, Really Want: Calibrating Reinforcement Schedules for Learners with Challenging Behavior <i>Seth Piro</i> , NWAEA, Harlan, IA; <i>Jodie Tagel, M.Ed.</i> , Westside 66 Community Schools, Omaha, NE Participants in this session will learn strategies for fine-tuning schedules of reinforcement to optimize learning outcomes for students with challenging behavior. Practical application of preference assessment data will be demonstrated and explored to support individualization of reinforcement strategies. Strategies to make data-based decisions regarding scheduling reinforcement will be shared and practiced. (Level: Intermediate; Advanced)	NEWYORK
	IGNITE SESSION Brief Stories of Inspiration from the Special Education Community <i>Jessica Dow, Doctoral Student; Matthew McNiff, Parent; Amy Casey, Principal; Holly Groves, Special Education Teacher; Ashley MacSuga-Gage, Assistant Clinical Professor of Special Education</i> This Ignite Session is set with a series of five-minute talks by a student, parent, teacher, administrator and leaders in special education. All of the talks will be focused around sharing a success story and describing what strategy or strategies were used. Join this fast paced session and leave with inspiration, ideas and strategies. (Level: Basic/Introductory)	CHOUTEAU

Fifteen Behavior Interventions That Can Increase Academic Success

ATLANTA

Beverley Johns, MacMurray College, Jacksonville, IL

This practical session provides an explanation of fifteen evidence-based behavior interventions that can increase academic success. Most of the interventions will be modeled by the presenter. Come to this session to learn, be engaged, and have fun. (Level: Basic/Introductory)

Teaching the 5-Point Scale: How to Effectively Teach 5-Point Scales to Foster Self-Monitoring and Self-Regulation for Students with Problem Behaviors

CHICAGO A

Reesha M. Adamson, Ph.D., Missouri State University, Columbia, MO; Megan Tegerdine, Columbia Public Schools, Columbia, MO

The 5-Point Scale is an “activity-based method for evaluating and supporting highly anxious students.” The 5-Point Scale is a highly individualized de-escalation and self-monitoring tool that is easy to implement in any setting, but how do we effectively teach students how to implement and appropriately use 5-point scales to manage behaviors. This presentation will take attendees through a brief explanation of the 5-Point Scales, detailed description of lesson components and instructional methods and how to best foster self-monitoring and self-regulation. (Level: Basic/Introductory; Intermediate)

From Controversy to Evidence-Based Practices: Communication Treatments for ASD

EMPIRE A

Kristi Morin, M.Ed., Jennifer Ganz, Ph.D., Texas A&M University, College Station, TX; Antonis Katsiyannis, Ed.D., Clemson University, Clemson, SC

Purveyors of false treatments frequently claim their treatments are effective, despite a lack of evidence. This presentation will examine the use of one such controversial treatment for communication deficits in ASD, summarize legal reasons for abstaining from the use of ineffective and unproven communication interventions in school settings, and present recommendations and resources for families and practitioners in selecting evidence-based communication strategies for the individuals for and with whom they care and work. (Level: Basic/Introductory)

Classroom Social Skills and Reading Comprehension: Collaborative Reading Groups

EMPIRE B

Erik A. Bentsen, Ph.D., Katherine Robbins-Hunt, Ph.D., Edinboro University of Pennsylvania, Edinboro, PA; Adam Wade Jordan, Ph.D., University of North Georgia, Dahlonega, GA

In order to address the multifaceted needs of students with E/BD, it is critical to balance behavioral interventions with rigorous academic instruction. Collaborative Reading Groups provide students with the opportunity to hone social skill performance while systematically developing their reading comprehension skills. The presenters will show a comparison of traditional and residential classrooms. (Level: Basic/Introductory)

Parent Connectors: A Promising Parent-to-Parent Intervention to Improve Outcomes for Middle School Students with EBD

EMPIRE C

Kristin Duppong Hurley, Ph.D., Jacqueline Huscroft- D’Angelo, Ph.D., Alexandra Torkelson-Trout, Ph.D., Matthew Lambert, Ph.D., University of Nebraska-Lincoln, Lincoln, NE

The goal of this session is to describe the components and evidence-base for Parent Connectors, a parent-to-parent support intervention to improve educational and mental health outcomes for youth with IEPs for emotional or behavioral needs. The focus will be on the current progress and lessons learned from a large randomized clinical trial of Parent Connectors funded by IES. (Level: Basic/Introductory)

11:30 a.m. - 12:30 p.m. CONCURRENT BREAKOUT SESSIONS – SET 2**KEYNOTE STRAND 2**

CHICAGO B/C

Building Resilience: Connecting the Environment, Brain Development, and Human Behavior*JoAnne M. Malloy, MSW, Ph.D., Clinical Assistant Professor, Institute on Disability, University of New Hampshire*

Current research demonstrates that children and youth who experience complex trauma are likely to have a variety of lifelong social, emotional, and health challenges. This presentation will focus on what we know about the development of emotional and behavioral disorders in children and youth who experience complex trauma, and how we can have a positive impact on their self-view and futures by building their resiliency and self-determination skills.

MASTER TEACHER STRAND 2**NEW YORK****PBIS, Paras and You – “You’ve Got to Accentuate the Positive!”**

Michalla Schartz, M.Ed., Lincoln Public Schools, Lincoln, NE; Kaye Otten, Ph.D., University of Central Missouri, Kansas City, MO

PBIS implementation in intensive “tier three” settings helping children with behavior challenges can look very different from regular education PBIS settings. With that in mind though, the principles behind PBIS can be implemented with great success in this setting and with this population of students. This session will address the ups and downs of over eleven years of PBIS implementation in this type of environment. (Level: Basic/Introductory)

Highly Structured Systems for Positive Reinforcement and Corrective Consequences**ATLANTA**

Jessica Sprick, M.S., Tricia Rees Berg, M.S., Safe & Civil Schools, Eugene, OR

Educators must pay significantly more attention to students when they are exhibiting appropriate behaviors than when misbehaving; however, students also require clear and consistent limits. For students with frequent challenging behavior, this balance can be difficult (or, at times, seemingly impossible) to achieve. This session will help educators strike the balance by implementing highly structured reinforcement and consequence systems. Understand critical components of effective systems, and leave with practical examples of systems you can use and tailor to address a multitude of individual, small group, and whole-class needs. (Level: Basic/Introductory; Intermediate; Advanced)

Prevention and Intervention for School Dropout for Students with EBD**CHICAGO A**

Natalie Hoff, M.A., Elisabeth J. Kane, M.A., Shir Palmon, M.A., Ana Damme, M.A., Reece Peterson, Ph.D., Nathan Speer, B.A., University of Nebraska-Lincoln, Lincoln, NE

Although the graduation rate has been improving nationwide, the dropout rate for students with EBD remains among the highest of any subgroup of students. This session will identify several strategies which might be employed in schools to engage students and prevent dropout as well as the research behind those strategies. The session will employ a MTSS approach and will use hypothetical case examples to discuss intervention at tiers 2 and 3. (Level: Intermediate)

Look at us Now: Using Video Self-modeling as an Intervention Across all Tiers**EMPIRE A**

Matthew McNiff, Ph.D., Educational Service Unit #5, Beatrice, NE

When looking at evidence-based interventions for PBIS or MTSS, video self-modeling (VSM) is the rare example that can affect change at all tiers. The mounting evidence of support for this intervention shows that it can be a valuable resource in helping students to increase their skill level simply by using a positive self-review of appropriate behavior. Whether a staff team is using video self-modeling to enhance group behaviors in tier 1 or aggressive behaviors in tier 3, this intervention can benefit a wide variety of students. Further, video self-modeling has shown to be an easy to implement, low cost, high reward intervention that often shows immediate change. This session will demonstrate the steps on how to use video self-modeling with groups and individuals, what type of behaviors the intervention may help and why it is so effective. (Level: Intermediate)

Advances in Functional Communication Training: Improving Practicality for Teachers and Practitioners**EMPIRE B**

Tonya N. Davis, Ph.D., Lauren Uptegrove, Regan Weston, Abby Hodges, Tracey Sulak, Ph.D., Kristen Padilla-Mainor, Baylor University, Waco, TX

Functional communication training (FCT) is a well-established treatment for challenging behavior among individuals with intellectual and developmental disabilities; however, it contains some limitations which often prevents teachers and parents maintaining the treatment in natural settings. In this presentation, we will review the components of FCT and address how to overcome the challenges of maintaining the treatment in the individual’s natural setting. Various approaches to improving the success of FCT in natural settings like the classroom will be reviewed. (Level: Intermediate)

Schedules of Reinforcement: Applications to Classrooms and Clinical Settings**EMPIRE C**

Megan Boyle, Ph.D. BCBA, LBA, Kara Forck, B.A., Kaitlin Curtis, B.A., Missouri State University, Springfield, MO

Schedules of reinforcement are instrumental in determining patterns and rates of behavior. When students engage in several classes of behavior (e.g., challenging as well as appropriate behavior), schedules of reinforcement also dictate which behavior is more likely to occur. This talk will review basic and complex schedules of reinforcement and explain how knowledge of those schedules can be incorporated into classroom-based and clinical technologies to most effectively manage challenging behavior. (Level: Intermediate)

Keep Calm and Teach On: Effective Strategies Used to Teach Social-Emotional Regulation

CHOUTEAU

Tracy Gershwin Mueller, Ph.D., BCBA-D, Corey D Pierce, Ph.D., University of Northern Colorado, Greeley, CO

This session will provide evidence-based interventions for teaching self-regulation skills to students with challenging behaviors. Participants will learn how to teach and empower students to understand their behaviors, triggers, and successfully self-manage emotions when needed. (Level: Intermediate)

12:30 - 2:00 p.m.

Lunch, on your own

Spectators Restaurant and The Link in the Sheraton, Brasserie Restaurant at the Westin, Milano Italian Dining, Crayola Café and Food Court available at the Crown Center Shops.

2:00 - 3:00 p.m.

CONCURRENT BREAKOUT SESSIONS – SET 3**KEYNOTE STRAND 3**

CHICAGO B/C

Developing and Sustaining an Effective Program for Serving Students with Serious Emotional and Behavior Problems*Vernon Jones, Ph.D., Emeritus Professor, Lewis & Clark College, Portland, Oregon*

A conceptual framework for developing, implementing, and sustaining a program: 12 components to an effective program.

MASTER TEACHER STRAND 3

NEWYORK B

Learning to Tango with Families & Outside Agencies: Implementing Effective EBD Community-Based Partnerships*Reesha M. Adamson, Ph.D., Missouri State University, Springfield, MO; Stacy Leeper, Ed.S, Claire Slama, MSW, Columbia Public Schools, Columbia, MO*

An exemplar program which has blended best practice, data, and community-based partnerships to serve Tier 2 and Tier 3 students with Mental Health Diagnoses for five years will be discussed. Through analyzing data, this program has designed a systematic proactive process to partner with multiple agencies from an evidence-based approach to support students with EBD. Our effective partnerships provide a comprehensive school-based, preventative and supportive service for schools and families of students with EBD and mental health needs. (Level: Basic/Introductory; Intermediate)

Providing Meaningful Instruction to Support Employment for Students with Autism Spectrum Disorder

NEWYORK A

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

Adults with autism spectrum disorders have consistently been identified as having worse overall outcomes in comparison with other groups of adults with disabilities. A major factor in overall adult quality of life is being employed. Individuals with autism have unique needs and often experience barriers that impact their ability to obtain and maintain employment. With the goal of competitive employment, individuals with autism may benefit from targeted instruction to address employment skills. This session will provide information regarding effective strategies to address the employment needs of students with autism. This presentation will discuss employment goal setting, gaining employment experiences and progress monitoring. (Level: Basic/introductory)

Why Does He Do That? Using Function-Based Thinking to Address the Needs of Students with Challenging Behavior in the Classroom

CHICAGO A

Regina M. Oliver, Ph.D., BCBA-D, Lincoln Public Schools, Lincoln, NE

Teachers report feeling unprepared to address challenging behaviors in the classroom. It is not necessary for teachers to have the skills necessary to conduct a full functional behavioral assessment in order to use function-based thinking (FBT) when meeting the needs of students with challenging behavior. This session is ideal for general or special education teachers who want to improve their knowledge and skills with addressing challenging behavior. Participants in this session will learn about FBT and how to select appropriate interventions based on function. On-line learning modules will be demonstrated to help deepen participant learning after the session. (Level: Basic/Introductory; Intermediate)

Balancing the Application of Strengths-Based and Deficit-Based Behavioral Assessment Tools EMPIRE A

Corey D. Pierce, Ph.D., University of Northern Colorado, Greeley, CO; Jill Buchan, Ph.D., Upper Iowa University, Des Moines, IA

Teachers use a variety of assessment tools each day to identify the behavioral strengths and needs of their students to inform their instructional and intervention decisions. These assessment tools can be broken down into categories, including screening and diagnostic assessments or observational and interview assessments. Another way to examine how to best use behavioral assessments is to compare assessments designed to identify the behavioral strengths of students (strengths-based) and those designed to identify the behavioral deficits of students (deficit-based). While both types play an important role for teachers to meet the behavioral needs of their students, this session will present ways teachers can effectively choose and use these tools in their classrooms. (Level: Basic/Introductory; Intermediate)

Middle Schools That Work: Work Experience Programs for Middle School EBD Students EMPIRE B

Cassandra L. Hunt, MAE-SpEd, University of Kansas, Lawrence, KS

Research shows that students with an emotional behavioral disorder/disturbance (EBD) are 75% more likely to drop out, due to being retained, or not having the necessary coping skills to be successful in the academic setting. Furthermore, studies of the post-school work status of persons with mild disabilities suggest that successful work experiences during the high school years are strongly associated with both high school completion, and work success after leaving high school. Thus, developing school-based, competitive job placements can offer powerful interventions through which to teach workplace production skills, associated academic skills, and social skills related to the job setting, as well as develop career interest and aspirations. (Level: Basic/Introductory; Intermediate; Advanced)

Teaching Parents of Children with Developmental Disabilities to Implement Evidence-Based Practices EMPIRE C

Abby Hodges, Stephanie Gerow, Ph.D., Supriya Radhakrishnan, Baylor University, Waco, TX

This session will describe strategies to include parents in the implementation of evidence-based practices. In the first study, three parents of children with developmental disabilities were taught to implement an intervention to reduce challenging behavior. In the second study, a mother of a child with autism implemented a video-based intervention to improve self-help skills. In both studies, parents were able to implement the intervention with fidelity following training and the intervention was associated with improvements in child behavior. Overall, the presentation will discuss strategies for teaching parents to reduce challenging behavior and promote skill acquisition. (Level: Intermediate)

Safety Issues Related to Physical Restraint and Seclusion in Crisis Intervention Training Programs CHOUTEAU

Reece Peterson, Ph.D., Elisabeth J. Kane, M.A., University of Nebraska-Lincoln, Lincoln, NE; Michael Couvillon, Ph.D., Drake University, Des Moines, IA; Joe B. Ryan, Ph.D., Clemson University, Clemson, SC

There continue to be deaths and injuries related to the use of physical restraint and seclusion procedures in schools. This session will provide information derived from a survey of vendors providing crisis intervention training about how they address safety concerns as a part of their training, and how they have modified their training to improve safety. (Level: Intermediate)

3:15 - 4:15 p.m.

CONCURRENT BREAKOUT SESSIONS – SET 4**KEYNOTE STRAND 4**

CHICAGO B/C

Horses and Carriages: You can't have one without the other – Funding and Obligations to Support and Integrate Our Most Challenging Students

Daniel Stewart, J.D., Ph.D., Supervising Attorney, Minnesota Disability Law Center, Mid-Minnesota Legal Aid

In addition to the vital day-to-day efforts of school staff to help students with behavioral disorders survive and thrive, there are critical laws that set parameters of what these efforts must and, in some instances, how they can be funded. The keynote section will first review how the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act can be used productively to support and integrate students with behavioral disorders. Attention will also be given to the emerging application of the Americans with Disabilities Act (ADA) in public school situations.

MASTER TEACHER STRAND 4

NEW YORK B

1,001 Engaging Ideas for Addressing Social Learning Challenges*Carrie Fairbairn, M.Ed., Sallye Lee, Millard Public Schools, Omaha, NE*

This presentation will provide participants information on learning how to teach kids to think socially, develop perspective-taking skills, and demonstrate self-regulation in an engaging and non-threatening way. Attendees will hear how teachers are teaching about the social learning process in a variety of settings using various visual supports, social narratives, and cognitive behavior therapy. (Level: Basic/Introductory; Intermediate; Advanced)

Understanding Executive Functioning Skills of Students with Autism Spectrum Disorder

NEW YORK A

Jena K. Randolph, Ph.D., Karen O'Connor, Ph.D., BCBA, LBA, Thompson Center for Autism and Neurodevelopmental Disorders, University of Missouri, Columbia, MO

Executive functioning (EF) deficits in students with autism spectrum disorder (ASD) are often overlooked and misinterpreted as behavioral challenges. This session provides a framework for developing instructional plans to target EF skill acquisition. Discussion will include an overview of common EF skill deficits of students with ASD, practical strategies for embedding EF skill development within instruction, and how to write meaningful EF IEP goals. (Level: Basic/Introductory)

Is Behavior Preventing Learning? Applying Behavioral Principles in Classrooms to Engage Students and to Improve their Academic Outcomes

CHICAGO A

Howard Wills, Ph.D., Juniper Gardens Children's Project, University of Kansas, Kansas City, KS; Regina M. Oliver, Ph.D., BCBA-D, Lincoln Public Schools, Lincoln, NE

This session will help participants address challenging behavior. The session will cover basic behavioral principles as they relate to student behavior in classrooms. Participants will learn from examples and demonstrations of principles as they relate to common challenging behaviors that interfere with learning. These examples will be drawn from elementary through high school classes. (Level: Basic/Introductory)

Teacher-as-Coach: Training Paraprofessionals to Implement Effective Interventions

EMPIRE A

Rose Mason, Ph.D., Alana Schnitz, Ph.D., Juniper Gardens Children's Project, University of Kansas, Kansas City, KS
Practice-based coaching (PBC) with teacher-as-coach is one method to ensure teachers are prepared to supervise and train paras to deliver EBP. Results from two single-case design studies evaluating the impact of PBC with teacher-as-coach on paraprofessionals improvement in targeted instructional strategies will be discussed including implications for practice. Procedures for implementing PBC will be discussed, and participants will be provided with sample coaching materials. (Level: Intermediate)**An Urban School District's Efforts in Reducing Exclusionary Practices for Minor Behaviors**

EMPIRE B

Scott Eckman, Tom Kolbe, Lincoln Public Schools, Lincoln, NE

Students with disabilities and boys of color are disproportionately disciplined in our schools. An urban school district will share their efforts in addressing this problem especially for exclusionary practices for minor behaviors. Grounded in the practices of PBIS these efforts include a minor behavior flowchart and staff neutralizing strategies. (Level: Intermediate)

Increasing Compliance in the Classroom: Up-to-Date Best Practices from a Recent Meta-Analysis

EMPIRE C

Mickey Losinski, Ph.D., Sara Sanders, M.A., Nicole Wiseman, Kansas State University, Manhattan, KS

This session will inform researchers and practitioners about the state-of-the-science in addressing student compliance. Using results from a recent meta-analysis of interventions addressing student compliance, participants will learn how to implement the most effective of the interventions, and gain information on those practices that may be popular but lack a solid research foundation. (Level: Basic/Introductory; Intermediate; Advanced)

Using Multi-Tiered System for Professional Development (MTS-PD) to Increase Teachers' Use of Classroom Management Skills

CHOUTEAU

Nicholas A. Gage, Ph.D., Ashley S. MacSuga-Gage, Ph.D., University of Florida, Gainesville, FL

In this presentation, we will (a) describe an efficient professional development (PD) model that provides tiered PD support, (b) describe the research supporting the model's effect on teacher behaviors, and (c) provide guidance on how to implement the model in your school or district. (Level: Basic/Introductory; Intermediate)

- 1. Using Video Analysis to Increase Best Practices for Teachers**
April Haas, Texas A&M University, College Station, TX
 Video analysis is a practice used to review and analyze behavior after it has occurred. The use of video analysis has proven cost effective and efficient in improving behavior among educators. This poster demonstrates the use of video analysis for increasing best practices, behavior-specific praise, and increasing tangible reinforcement, in an in-home therapy setting.
- 2. Effects of Functional Communication Training and Academic Skill Instruction to Increase On-task Behavior of a Student with Attention Deficit Hyperactivity Disorder**
Jennifer Hunt, Missouri Division of Youth Services, Willard, MO, Paris DePaepe, Ph.D., Missouri State University, Springfield, MO
 This poster session presents the results of a single subject design ABAB study that examined the effects of a function-based intervention, which included functional communication training and specific academic skill instruction, to increase the on-task behavior of a 17-year-old female student. The student was diagnosed with attention deficit-hyperactivity disorder (ADHD) and was receiving special education services at a residential treatment facility.
- 3. The Impact of a Function-based Intervention in Increasing the On-Task Behavior of an Elementary-aged Student with an Emotional Disturbance**
Maggie Martinez, Paris A. DePaepe, Ph.D., Missouri State University, Springfield, MO
 The purpose of this poster session is to present the results of a study designed to determine if there was a functional relation between the implementation of the multi-component, function-based intervention and increases in the on-task behavior of a 7-year old student who had a diagnosed emotional disturbance.
- 4. A Self-Monitoring Intervention for the Automatically Maintained Behavior of a High School Student**
Amanda Urban, M.S., Megan Boyle, Ph.D., BCBA, LBA, Missouri State University, Springfield, MO
 This study utilized self-monitoring to increase the on-task behavior of a high school student with ADHD. Results from a functional behavior assessment (including a functional analysis) showed that off-task behavior was maintained by automatic reinforcement. A treatment package that consisted of self-monitoring was evaluated in a reversal design. The package increased on-task behavior.
- 5. Partnership with the Kansas City Police Department, to Keep Individuals with Behavior Disorders, Mental Illness, and ASD Safe in Emergencies**
Susan E. Law, M.A.S., Maryville R-II School District, Maryville, MO, Susan M. Bashinski, Ed.D., Missouri Western State University, St. Joseph, MO
 Safe Assist is a web-based program designed to increase positive interactions between first responders and individuals who experience special needs. It consists of a database, in which a care provider may participate free of charge, to provide information about a member of their family, who has a disability, for on-the-spot access by police officers and other first responders.
- 6. Examining the Effects of PALS on the Oral Reading Fluency of Students with or At-risk for EBD**
Nicole Wiseman, Mickey Losinski, Ph.D., Kansas State University, Manhattan, KS, Robin Parks Ennis, Ph.D., University of Alabama-Birmingham, Birmingham, AL
 Students with emotional and behavioral disorders (EBD) have academic and behavioral deficits that negatively impact both their success in school and social situations. Academic deficits, however, often are overlooked for this population of students. This study examines this limitation by applying a reading practice, Peer Assisted Learning Strategies, with five 5th grade students identified with EBD.
- 7. Training a Caregiver to Implement a Visual Scene Display Intervention with a Child with Autism**
Kristi Morin, Ching-Yi Liao, Jennifer Ganz, Ph.D., Ana d'Abreu, Texas A&M University, College Station, TX
 This presentation will report the results of a single-case design study that investigated the effects of training a caregiver to implement a visual scene display intervention to increase the communication of a preschool child with autism. We will report results on the caregiver's fidelity of implementation, as well as the child's communication, and discuss the implications of these results for practice.
- 8. Self-Regulation Strategy Development for Secondary African American Students with Challenging Behaviors**
Mandy E. Lusk, Ph.D., Clayton State University, Morrow, GA
 Self-regulated strategy development (SRSD) is an evidence-based practice for use with students with challenging behaviors. This study investigates secondary African American students with challenging behaviors' academic progress after completing a six-week of SRSD intervention. The results of the study and future directions will be discussed.
- 9. Using Visual Activity Schedules for Children with Persistent Challenging Behavior**
Kathleen N. Zimmerman, MaEd., Jennifer R. Ledford, Ph.D., BCBA-D, Erin E. Barton, Ph.D., BCBA-D, Vanderbilt University, Nashville, TN
 This study evaluated the use of constant time delay (CTD) to teach three children at-risk for social delays who exhibited persistent challenging behavior to use a visual activity schedule (VAS) during typically occurring classroom activities and routines. Children learned to independently use the VAS and levels of engagement, and challenging behavior matched levels similar to typical peers in intervention conditions. Results suggested visual schedule interventions, may increase engagement in young children with persistent challenging behavior who do not have developmental disabilities.

10. Systematic Review of Teacher-delivered Behavior-specific Praise in K-12 Settings

David J. Royer, M.S., Kathleen L. Lane, Ph.D., BCBA-D, Kristin D. Dunlap, M.Ed., University of Kansas, Lawrence, KS and Robin Parks Ennis, University of Alabama at Birmingham, Birmingham, AL

Behavior-specific praise has been shown by numerous studies to be an effective intervention for reducing students' problem behaviors and increasing desirable behavior (e.g., academic engaged time, work completion). Results from a systematic literature review applying CEC 2014 quality indicators are reported, including its status as a potentially evidence-based practice and step-by-step implementation procedures.

11. Building Sustainable District Implementation of Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention through an IES Partnership Grant

Emily D. Cantwell, M.S.E., Kathleen L. Lane, Ph.D., BCBA-D, University of Kansas, Lawrence, KS, Wendy Peia Oakes, Ph.D., Arizona State University, Tempe, AZ, Leah Wisdom, M.A., Lawrence Public Schools – USD 497, Lawrence, KS

This poster offers a brief overview the first year implementation of a local IES-funded partnership grant with Lawrence Public Schools. Attendees will learn in detail the collaborative implementation of Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention throughout an entire PreK-12 district. Illustrations will be given on the leadership, implementation, and evaluation and reporting procedures, as well as the responsive, need-based professional learning model, developed to support schools as they progress.

12. High Probability Request Sequence: A Systematic Review and Illustrations for Success

Eric Alan Common, M.A., Leslie Ann Bross, M.S., Emily D. Cantwell, M.S.E., Kathleen L. Lane, Ph.D., BCBA-D, University of Kansas, Lawrence, KS

This presentation offers a brief overview of high probability request sequence (HPRS). Attendees will learn how to implement HPRS within their instructional day. Additionally, findings from a systematic review examining whether HPRS for use in K-12 educational settings is an evidence-based practice (EBP) by applying CEC's Standards (2014). The current status of HPRS as possible EBP are discussed. Considerations and limitations in research and practice are discussed.

13. Critical Elements of Community-Based Work Program for Secondary Students with Autism

Leslie Ann Bross, M.S., University of Kansas, Lawrence, KS

This presentation will provide a step-by-step guide for secondary special education teachers to create a community-based work program for students with autism spectrum disorders and other related developmental disabilities. Recommendations for obtaining administration and district approval and forming partnerships with local businesses will be shared. The benefits of a community-based work program during high school will be discussed in regards to an adolescent's transition to adulthood after graduation.

14. Parents of Children with Autism Implementing Behavioral Interventions in the Home: Their Perceptions of Resources, Ability, and School Collaboration

Stephanie Ann Woodley, M.S., Eastern Illinois University, Charleston, IL

The purpose of this study was to explore parents' perceptions on implementing evidence-based behavioral interventions in the home. Five families (seven parents) of school-aged children with autism were interviewed about available resources to assist with implementation. They were also asked about their comfort with implementation and levels of collaboration between home and school about behavioral interventions. Findings, implications, and future research directions will be presented.

15. Increasing Positive Parent Collaboration Through Effective Communication

Stephanie Ann Woodley, M.S., Christina Edmonds-Behrend, Ph.D., Eastern Illinois University, Charleston, IL

This session will address ways to learn about family needs, wants, and goals. Various communication strategies to heighten relationships will also be discussed. As communication is continual, choices of ways in which to communicate with parents should be evaluated and reevaluated. Teachers need to consider their purpose for communication and parent needs. Procedures for parents will also be provided.

16. SWING Serving Wraparound Interventions through Networking and Games

Stacy Leeper, Ed.S., Victoria Clark, Ed.D., Columbia Public Schools, Columbia, MO

SWING is a Tier 2 and Tier 3 intervention-serving students with Mental Health Diagnoses. The SWING process provides a comprehensive school-based, preventative and supportive service for schools and families of students with social/emotional/behavioral needs. SWING is a Response to Intervention (RtI) serving students in Regular Education as well as Special Education through "Wraparound" services in the community and "Games" in the classroom.

17. Intervening for Escape-maintained Behavior in Schools

Benjamin Mason, Ph.D., Juniper Gardens Children's Project, University of Kansas, Lawrence, KS; Evan Dart, Ph.D., University of Southern Mississippi, Hattiesburg, MS; Keith Radley, Ph.D., University of Southern Mississippi, Hattiesburg, MS; Justin P. Allen, Ph.D., Sam Houston State University, Huntsville, TX

Students with disruptive behavior maintained by escape from academic tasks represent a significant challenge for classroom teachers. Drawing from a larger review of function-based interventions, this poster presentation will identify curricular and behavioral interventions successfully implemented to address an escape function for students with high incidence disabilities.

18. RtI at the Secondary Level: Beliefs, Perceived Skills, and Practices of High School Teachers

Shawn Huisinga, Ph.D., Indiana State University, Terre Haute, IN

The purpose of this multiple case study was to describe the extent to which RtI was being implemented in a high school. This study described the roles, practices, and preparation of two English teachers and four math teachers implementing RtI in a small high school. The study also examined the factors affecting RtI implementation. Analysis of data indicated that teachers' roles and practices varied depending upon their content area expertise. Factors affecting the implementation of RtI were professional development, limited resources, screening process, and student behavior. Conclusions from the study will be presented.

19. Exploring Needs and Barriers of Rural Schools to Provide Support for Families of Students with Emotional or Behavioral Issues

Jacqueline Huscroft-D'Angelo, Ph.D., Kristin Duppong Hurley, Alexandra Torkelson-Trout, Ph.D., Stacy-Ann January, University of Nebraska-Lincoln, Lincoln, NE

The purpose of this multiple case study was to describe the implementation of RtI in a high school. This study described the roles, practices, and preparation of two English teachers and four math teachers, and the factors affecting RtI implementation. Analysis of data indicated that content area expertise, professional development, limited resources, screening process, and student behavior as relevant factors. Conclusions indicated a need for professional development and opportunities for collaboration among regular educators and special educators.

20. Improving Inclusion – Personal Insight from Females with EBD

Darcie Whitlow, Great Prairie AEA, Centerville, IA, *Michael Couvillon, Ph.D.,* Drake University, Des Moines, IA

Research is limited on the qualitative experiences of girls with emotional-behavioral disabilities who are included in the general education classroom as well as the experiences of their parents and their teachers. The poster session will describe a case study approach that was used to gain a holistic understanding of the phenomenon of inclusion and the experiences of middle school girls with emotional-behavioral disabilities. Implications, information gained, and programming recommendations from this session will be valuable to the educators in making inclusive settings stronger and more efficient.

21. The Relationship Between Discrete Teacher Instructional Practices and Student Behavior

Nicholas A. Gage, Ph.D., University of Florida, Gainesville, FL, *Terrance Scott, Ph.D., Regina Hirn, Ph.D.,* University of Louisville, Louisville, KY

We examined student behavior in classrooms of teachers that use more high-probability instructional practices and those that do not. A sample of 1,242 direct observations of teacher and student dyads.

22. Using Shaping to Increase the Variety of Foods Consumed by Individuals with Autism

Abby Hodges, Tonya N. Davis, Ph.D., Regan Weston, Lauren Uptegrove, Baylor University, Waco, TX

The results from a study treating food refusal will be presented. We combined the use of individualized reinforcement with a systematic hierarchical sequence to treat food refusal exhibited by three children with autism. Data was collected using a multiple baseline design across foods for each participant. Results show that following intervention, all participants expanded their food repertoire. Participants will become familiar with a potential way to treat food refusal and selectivity.

23. Evaluation of Preference and Stimulus Reinforcer Value for Social Interactions

Kristen Padilla-Mainor, Abby Hodges, Tonya N. Davis, Ph.D., Nicole O'Guinn, Supriya Radhakrishnan, Baylor University, Waco, TX

Preferred forms of social interaction were identified using a paired choice format in which two -ten second videos were presented. Reinforcer efficacy of the high-, medium-, and low-preferred interactions was evaluated using a progressive-ratio schedule to determine the amount of work maintained by the stimuli. Results showed that higher preference stimuli produced larger break points than did lower preference stimuli.

24. Improving Error Correction Strategies within Instructional Procedures for Children with Autism Spectrum Disorders

Regan Weston, Abby Hodges, Nicole O'Guinn, Supriya Radhakrishnan, Tonya N. Davis, Ph.D., Madison Cloud, Tracey Sulak, Ph.D., Baylor University, Waco, TX

Discrete trial training (DTT) is a well-established instructional approach for children with autism spectrum disorders. Although highly structured, variations to the steps of DTT exist across the literature, one such variation is the error correction procedure. In this poster presentation, we will review variations of the error correction procedure and present data from a recent study evaluating the most effective approach to error correction.

8:00 – 11:00 p.m.

SYMPOSIUM PARTY

ATLANTA

LIP SYNC BATTLE, DJ, DANCING, GAMES, COMPETITION, PRIZES, CASH BAR AND SNACKS

Join us for MSLBD's Friday Night Party! Yes, that's right, here's your chance to show off your Lip Sync talents and win fabulous prizes! Individuals and groups, talented and otherwise are encouraged to participate! Bring your drink coupon from the take-home bag for a free beverage. Don't miss the fun!

SATURDAY, FEBRUARY 25

8:00 – 11:30 a.m.

Symposium Registration/Information Desk Open

CHICAGO FOYER

9:00 – 11:15 a.m.

CONCURRENT TWO HOUR SESSIONS

1. **Legal Developments in the Education of Students with EBD: What You Need to Know and Why**

ATLANTA

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

In this presentation, we will provide an update on legal information that is important to all teachers of children and youth with behavioral disorders. We will include coverage of recent court decisions, state level due process hearings, policy letters from the U.S. Department of Education, and the law that replaces No Child Left Behind: the Every Student Succeeds Act of 2015.

2. **Psychiatric Medication for Emotional or Behavioral Disorders**

CHICAGO

Steve Forness, Ed.D., Professor Emeritus, UCLA Neuropsychiatric Hospital, Los Angeles, CA

Children or adolescents with emotional or behavioral disorders, especially those who need special education, often fail to respond adequately even to the best of behavioral interventions. When this happens, parents may seek out or be referred to a physician for psychopharmacologic treatment. This session will review the major types of psychiatric medications, treatment algorithms that physicians use to guide their choice of medication for each child, and findings of major studies that directly compare children's response to such medications with their responses to our own behavioral or cognitive behavioral interventions. School issues regarding such medications will also be discussed.

3. **Are you Talking to Me? Increasing Student Engagement in the Classroom**

NEW YORK

Matthew McNiff, Ph.D., Educational Service Unit #5, Beatrice, NE

Even in the best programs, motivation may be lacking, interest levels may be low, boredom creeps in and behaviors tend to increase. Depending on the setting, this can be a perfect storm of discontent for both the teachers and the students. It doesn't have to be that way, though. This presentation will help teachers to develop ways to keep students engaged in meaningful curriculum and create an experience that is pleasurable for both the teacher and the child. I will also discuss what to think about when developing your programming for students to enhance engagement and behavior strategies that can encourage engagement. A variety of models, including the Unified Learning Model (ULM) and Marzano's work on engagement, will be discussed.

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

SAN FRANCISCO

Stephen Crutchfield, Ph.D., Assistant Professor, California Polytechnic State University, San Luis Obispo, CA

This workshop will hone attendee's skills in developing video-based instruction for students with autism. Video Modeling, Video Priming, Video Prompting and various hybrids and extensions of these procedures have become increasingly popular with both researchers and practitioners. However, limited information is available regarding how to practically implement these procedures, what steps to take to increase the likelihood of their success, and how to calibrate and adjust these procedures to meet individual student needs. During this workshop attendees will be given guided practice in creating these instructional supports, and will leave with an understanding of the tech skills necessary to independently craft these materials for the students in their care.

11:15 a.m.

Adjournment and Hotel Checkout

2017 AWARD AND STIPEND RECIPIENTS

MSLBD annually recognizes individuals for several awards related to outstanding service to individuals with emotional/behavioral disorders. 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 behavioral disorders or closely related field. We would like to congratulate the recipients of this year's awards.

Outstanding Leadership Award

Dr. Renée Bradley, Office of Special Education Programs, United States Department of Education, Washington D.C.

Doctoral Degree Stipend

Eric Alan Common, University of Kansas, Lawrence, KS

Stipend applications and individual award nominations are due each year on November 1. Nominations for the Outstanding Building Leadership Award, recognized at the MSLBD Conference on Behavior Issues for School Leaders, are due May 1. A complete list of available awards, due dates, and nomination forms may be viewed on our website: www.mslbd.org.

PRESENTERS

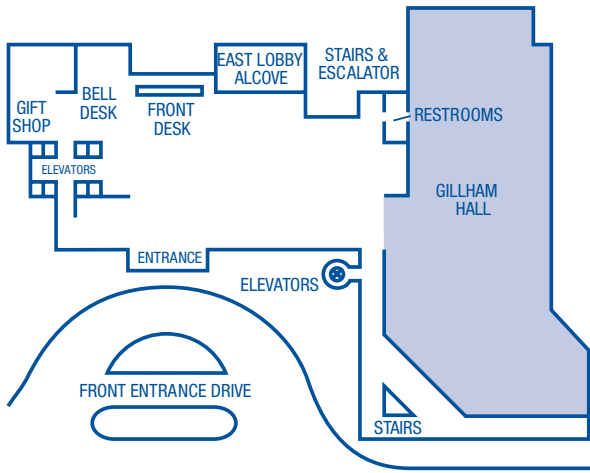
Adamson, Reesha M., radamson@missouristate.edu
 Bashinski, Susan M., sbashinski@missouriwestern.edu
 Bentsen, Erik A., ebentsen@edinboro.edu
 Berg, Tricia Rees, tberg@uregon.edu
 Boyle, Megan, meganboyle@missouristate.edu
 Bross, Leslie Ann, leslie.bross@ku.edu
 Buchan, Jill, buchanj@uii.edu
 Cantwell, Emily D., emily.cantwell@ku.edu
 Casey, Amy, amy.casey@nkschools.org
 Common, Eric Alan, eric.common@ku.edu
 Couvillon, Michael, michael.couvillon@drake.edu
 Crutchfield, Stephen, sacrutch@calpoly.edu
 Curtis, Kaitlin, Curtis1207@live.missouristate.edu
 d'Abreu, Ana, adabreu@tamu.edu
 Damme, Ana, anamdamme@gmail.com
 Davis, Tonya N., tonya_davis@baylor.edu
 DePaepe, Paris A., parisdepaepe@missouristate.edu
 Dow, Jessica, j.dow@ku.edu
 Dunlap, Kristin D., kdunlap@ku.edu
 Eckman, Scott, seckman1@lps.org
 Edmonds-Behrend, Christina, credmondsbehrend@eiu.edu
 Fairbairn, Carrie, cjfairbairn@mpsomaha.org
 Forck, Kara, kara1461@live.missouristate.edu
 Forness, Steve
 Gage, Nicholas A., gagenicholas@coe.ufl.edu
 Grasley-Boy, Nicolette, ngb@ufl.edu
 Groves, Holly, holly.groves@nkschools.org
 Haas, April, haas2010@tamu.edu
 Hodges, Abby, abby_hodges@baylor.edu
 Hoff, Natalie, nataliehoff03@gmail.com
 Huisinga, Shawn, shawn.huisinga@indstate.edu
 Hunt, Cassandra L., Cassandra.hunt@ku.edu
 Hunt, Jennifer, jennifer.hunt@dss.mo.gov
 Hurley, Kristin Duppong, kristin.hurley@unl.edu
 Huscroft-D'Angelo, Jacqueline, jndangelo@unl.edu
 Johns, Beverley, bevjohns@juno.com
 Jones, Vernon, jones@clark.edu
 Katsiyannis, Antonis, antonis@demson.edu
 Kolbe, Tom, tkolbe@lps.org, tkolbe1@gmail.com

Lane, Kathleen Lynne, kathleen.lane@ku.edu
 Law, Susan E., ssybert@maryviller2.com
 Lee, Sallye, sslee1@mpsomaha.org
 Leeper, Stacy, sleeper@cpsk12.org
 Liao, Ching-Yi, d36284@tamu.edu
 Losinski, Mickey, mlosins@ksu.edu
 Lusk, Mandy E., mandyelusk@yahoo.com
 Maag, John, jmaag1@unl.edu
 MacSuga-Gage, Ashley S., asmg@coe.ufl.edu
 Malloy, JoAnne, joanne.malloy@unh.edu
 Martin, Raina, rmartin@cpsk12.org
 Martinez, Maggie, Martinez101@live.missouristate.edu
 Mason, Rose, mason519@ku.edu
 Mason, Benjamin, ben.mason1018@gmail.com
 McGinnis-Smith, Ellen, elmcsmith@aol.com
 McNiff, Matthew, mattmcniff@yahoo.com
 Morin, Kristi, klmorin@tamu.edu
 Mueller, Tracy Gershwin, tracy.mueller@unco.edu
 O'Connor, Karen, oconnorkv@health.missouri.edu
 O'Guinn, Nicole, Nicole_oguin@baylor.edu
 Oliver, Regina, roliver@lps.org
 Otten, Kaye, otten@ucmo.edu
 Padilla-Mainor, Kristen, kristen_padilla-mainor@baylor.edu
 Palmon, Shir, shir.palmon@gmail.com
 Peterson, Reece, rpeterson1@unl.edu
 Pierce, Corey D., corey.pierce@unco.edu
 Piro, Seth, spiro@nwaea.org
 Pranis, Kay, kaypranis@msn.com
 Quell, Ashley, quell@mailbox.sc.edu
 Radhakrishnan, Supriya, supriya_radhakrishnan@baylor.edu
 Randolph, Jena, randolphj@health.missouri.edu
 Robbins-Hunt, Katherine, krobbins@edinboro.edu
 Rose, Chad, rosech@missouri.edu
 Royer, David J., david.royer@ku.edu
 Sanders, Sara, sasndrs@ksu.edu
 Schartz, Michalla, mschart2@lps.org
 Schnitz, Alana, aschnitz@ku.edu
 Slama, Claire, cslama@cpsk12.org
 Smith, Carl, csmith@iastate.edu

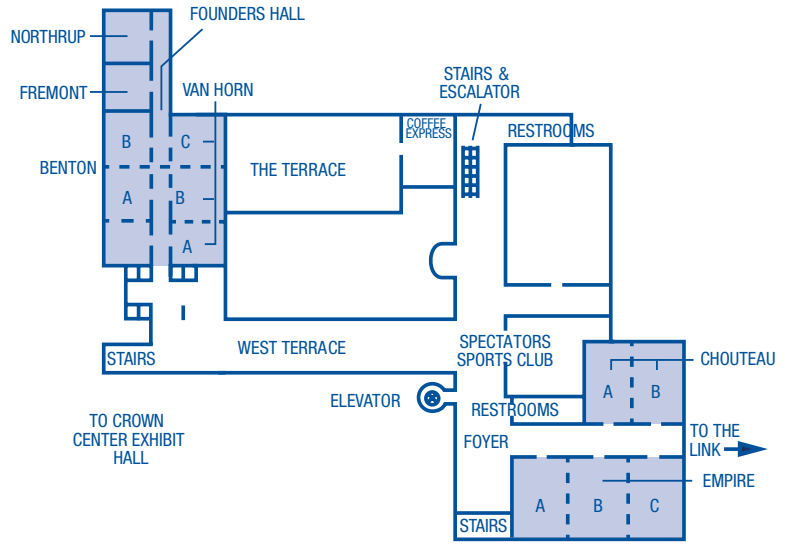
Speer, Nathan, natecspeer@gmail.com
 Splett, Joni Williams, splett@coe.ufl.edu
 Sprick, Jessica, jessica@pacificnwpublish.com
 Stewart, Daniel, djstewart@mylegalaid.org
 Stokebrand, Ellen, estokebrand@esu4.net
 Sulak, Tracey, Tracey_Sulak@baylor.edu
 Tagel, Jodie, tagel.jodie@westside66.net
 Tegerdine, Megan, mtegerdine@cpsk12.org
 Travers, Jason, jason.travers@ku.edu
 Uptegrove, Lauren, lauren_uptegrove@baylor.edu
 Urban, Amanda, aurban16@gmail.com
 Van Acker, Richard, vanacker@uic.edu
 Weston, Regan, regan_weston@baylor.edu
 Whitlow, Darcie, darcie.whitlow@gpaea.org
 Wills, Howard, hpwills@ku.edu
 Wiseman, Nicole, nmaupin@ksu.edu
 Wisdom, Leah, lwisdom@usd497.org
 Woodley, Stephanie Ann, sawoodley@eiu.edu
 Yell, Mitchell, myell@mailbox.sc.edu
 Zimmerman, Kathleen N., kathleen.n.zimmerman@vanderbilt.edu

HOTEL MAP

LOBBY LEVEL



MEZZANINE LEVEL



BALLROOM LEVEL

