

CONCURRENT SESSIONS – FRIDAY, FEBRUARY 26, 2016

ACADEMIC STRAND

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

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

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

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

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

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

BEHAVIORAL STRAND

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

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

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

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

Tips and Tools for Assessing and Managing Problem Behavior

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

AUTISM STRAND

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

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

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

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

Recent Advances in Functional Analysis of Challenging Behavior in the Classroom

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

MASTER TEACHER STRAND

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

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

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

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

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

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

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

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

BREAKOUT SESSIONS

Fifteen Behavioral Interventions to Increase Academic Success

Beverley Johns, MacMurray College, Jacksonville, IL

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

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

Strategies for Dropout Prevention and Discipline Reform in Schools

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

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

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

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

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

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

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

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

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

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

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

State of the Science of Communication Interventions for People with ASD

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

Supporting the Effective Use of Paraprofessionals: Promoting Student Independence

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

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

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

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

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

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

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

It Takes a Village: The Child and Family Support Process

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

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

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

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

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

Interventions for the Top Ten Most Common Problem Behaviors

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

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

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

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

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

2-HOUR WORKSHOPS

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

Participants select one session to attend.

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

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

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

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

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

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

Check our website for updates and added information about sessions: www.MSLBD.org