



# MSLBD

MIDWEST SYMPOSIUM FOR LEADERSHIP  
IN BEHAVIOR DISORDERS

# SYMPOSIUM 2020

**February 27-29, 2020**

**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 thirty-eighth annual Midwest Symposium for Leadership in Behavior Disorders. Universities, public schools and state agencies in Florida, Illinois, Indiana, 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 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 videotaped. Please silence your phones while attending sessions 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

Reesha Adamson, Missouri State University  
 Soo Ahn, Iowa State University  
 Mary Jo Anderson, University of North Carolina-Charlotte  
 Susan Bashinski, Missouri Western State College  
 Marc Benedetto, Omaha, NE  
 Lisa Bowman-Perrott, Texas A&M University  
 Jill Buchan, Des Moines, IA  
 Michael Couvillon, Drake University, IA  
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 Catherine DeSalvo, Omaha Public Schools, NE  
 Mark Dierking, High Plains Educational Cooperative, KS  
 Scott Eckman, Lincoln Public Schools, NE  
 Scott Fluke, Olathe Public Schools, KS  
 Heather Forbes, University of Kansas  
 Nicholas Gage, University of Florida  
 Tim Geels, The Mandt System, McCook Lake, SD  
 Linda Geier, EduHealth Consulting Group, Tulsa, OK  
 Deborah Griswold, University of Kansas  
 Barbara Gross, Nebraska Education Service Unit 5  
 James Hogan, Children's Institute for Learning Differences (CHIL)D  
 Renton, WA  
 Cassandra Hunt, University of Kansas  
 Jacqueline Huscroft-D'Angelo, University of Nebraska-Lincoln  
 Mike Hymer, Lawrence, KS  
 Joan Johnson, Blue Valley School District, KS  
 Antonis Katsiyannis, Clemson University, SC  
 Paul LaCava, Rhode Island College

Kathleen Lynne Lane, University of Kansas  
 Tim Lewis, University of Missouri  
 Maura Linas, Leawood, KS  
 Sharon Maroney, Western Illinois University  
 Rose Mason, Purdue University, IN  
 Matt McNiff, Nebraska Education Service Unit 5  
 Jessica Nelson, Missouri State University  
 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  
 Seth Piro, Northwest Area Education Agency, IA  
 Felicity Post, Peru State College, NE  
 Angela Prince, Iowa State University  
 Lisa Robbins, University of Central Missouri  
 Chad 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  
 Richard Van Acker, University of Illinois at Chicago  
 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

# THURSDAY, FEBRUARY 27, 2020

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. An Ounce of Prevention: Antecedent Strategies That Really Work**

**Timothy Landrum, PhD**, Professor, University of Louisville, Louisville, KY and **Robin Parks Ennis, PhD**, Associate Professor, University of Alabama at Birmingham, Birmingham, AL

Most problem behaviors are predictable and preventable. Low-intensity antecedent strategies are tools teachers can use in the classroom to prevent problem behaviors from occurring. In this session, we will discuss steps for implementing a variety of proactive and preventative strategies to support the behavior of all students, including behavioral momentum, opportunities to respond, choice, precision requests, and precorrection. (Level: Beginner, Introductory, Intermediate)

ATLANTA

BCBA CEUs

**2. Write on! Teaching Written Expression to Learners with Complex Communication Needs**

**Robert Pennington, PhD, BCBA-D**, Associate Professor, University of North Carolina-Charlotte, Charlotte, NC

This session will guide participants through research-based practices for teaching written expression to learners with complex communication needs, including those with intellectual disabilities and autism spectrum disorder. Participants will leave this entertaining session empowered with new strategies to apply in their classrooms. (Level: Beginner, Introductory, Intermediate) **3.5 BCBA CEUs**

SAN  
FRANCISCO

**3. Safe Shelter in the Storm: Providing Emotional Safety as a Tool for Student De-Escalation**

**Tim Geels, MA**, Senior Vice President of Instruction and Corporate Implementation, The Mandt System, McCook Lake, SD

According to the Center for Disease Control, approximately 1 in 5 children living in the United States display some signs or symptoms of a mental health disorder in a given year. Attendees will learn about conflict de-escalation and trauma-informed positive behavior interventions and supports for students with mental health needs. The session will emphasize prevention but also provide tools to deescalate and respond to crisis events. Participants will walk away from the session with four things "to do" that can be utilized immediately when responding to escalated or crisis behavior. (Level: Beginner, Introductory)

CHICAGO

**4. Descriptive, Specific, and Unbiased: A Session on Data-Driven Feedback and Professional Development**

**Michael Kennedy, PhD**, Associate Professor, University of Virginia, Charlottesville, VA

This presentation will provide demonstrations of data-driven, specific, and unbiased coaching process to support teacher growth and implementation of evidence-based classroom management practices. The coaching process is multimedia-based, individualized, and leverages a new classroom observation instrument called the Classroom Teaching Scan (CT Scan) along with instructional vignettes to build knowledge and support fidelity of implementation. The CT Scan is a low-inference observation instrument that allows an observer to capture data in real time. (Level: Beginner, Introductory, Intermediate, Advanced)

EMPIRE

**5. Mindfulness Matters: Healing Trauma and Emotional Dysregulation**

**Charlene Myklebust, PsyD**, President and Education/Mental Health Consultant, Professional Education Pal, LLC, Minneapolis, MN

Attendees will learn the science behind the impact of mindfulness and mindful education on youth who have been impacted by trauma or have special education disabilities. Adverse childhood experiences and emotional and behavioral disabilities often interfere with the acquisition of social emotional learning skills, academic performance, and therapy progress. Mindful interventions can readily be incorporated into academic instruction, circle processes for restorative practices, and positive behavior interventions and supports initiatives. Participants will learn about practical interventions that are user-friendly for teachers, related service providers, and mental health professionals. (Level: Intermediate)

NEW YORK

11:00 a.m. – 5:00 p.m. Exhibits

We invite you to visit the exhibits and representatives who have joined us for the 2020 Symposium.

BALLROOM  
LEVEL FOYER

12:00 - 1:30 p.m.

**Lunch, on your own**

Enjoy Spectators Restaurant and Link @Sheraton Cafe'. Crown Center food court, restaurants and shops are easy to access from "The Link" walkway on the mezzanine level.

1:30-4:30 p.m.

BCBA CEUs

## AFTERNOON HALF-DAY PRESYMPOSIUM WORKSHOPS

6. **Low-Intensity Strategies to Support Engagement: Practical Strategies that Work!**

NEW YORK

*Kathleen Lynne Lane, PhD, BCBA-D, CF-L1, Professor of Special Education and Associate Vice Chancellor for Research, University of Kansas, Lawrence, KS and Wendy Peia Oakes, PhD, Associate Professor, Arizona State University, Tempe, AZ*

We will present feasible strategies for supporting academic engagement and minimizing disruption including 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. (Level: Intermediate) **3.5 BCBA CEUs**

7. **Got Trauma-Informed in Your School? Integrating Trauma-Informed Care within Social, Emotional, and Behavioral Tiered Services**

ATLANTA

*Sandra Chafouleas, PhD, Board of Trustees Distinguished Professor, University of Connecticut, Neag School of Education, Storrs, CT*

"Trauma-informed" certainly is a trending term, yet what it means within tiered systems of school-based services is less clear. This session will review trauma-informed core principles, highlighting connections within a behavioral framework. Strategies for integrating a trauma-sensitive focus across the continuum of preventive supports will be provided, with focus on practical classroom take-aways. In addition, examples of evidence-informed trauma-specific individualized supports will be shared. Active discussion around opportunities for participants to strengthen their existing continuum of behavioral supports through a trauma-informed lens will occur. (Level: Intermediate)

8. **Leveling the Playing Field: Providing True Access to Intervention for Individuals on the Autism Spectrum**

CHICAGO

*Ruth Aspy, PhD, Psychologist, Ziggurat Group, Inman, SC*

Individuals with autism have complex needs. Traditional mental health, behavioral, and educational interventions must be adapted in order to address the underlying characteristics of autism in a comprehensive manner. The many strategies available and ways autism impacts a person complicate the identification of supports and strategies for education programs. This session will center on two helpful principles: (1) effective strategies must address strengths and needs of the individual, and (2) effective programs must address sensory and biological needs and include reinforcement, structure (visual tactile supports), obstacle removal, and skills to teach. Participants will learn a model that uses these five levels to provide a template for modifying traditional interventions so that those with ASD can participate and benefit in new ways. (Level: Intermediate)

9. **Brainstorming to Editing: How to Support Students with Emotional and Behavioral Disorders to Write More Effectively**

SAN FRANCISCO

*Soo Ahn, PhD, Assistant Professor, Iowa State University, Ames, IA*

Writing is a major source of frustration for many students with disabilities across all ages, and it can be a challenge to teach writing to students with diverse needs and abilities. In this workshop, participants will learn research and evidence-based strategies to support upper elementary and secondary students with the writing process from brainstorming to writing to editing. The workshop will focus on how to incorporate the self-regulated strategy development framework, technology, and principles of universal design for learning in writing instruction. Participants will be provided with resources and materials to use in their classrooms. (Level: Beginner, Introductory, Intermediate)

8:15 – 10:15 p.m.

**Special Screening Open to the Public: The Kids We Lose**

EMPIRE

*The Kids We Lose* is a 90-minute documentary film about the human side of being a child or student with behavioral challenges, and the struggles faced by parents, educators, staff in facilities, mental health clinicians, and judicial and law enforcement professionals in trying to ensure that students receive the help they need. <http://www.thekidswelose.com/>

# FRIDAY MORNING, FEBRUARY 28, 2020

7:30 a.m.- 5:00 p.m.	<b>Symposium Registration/Information Desk Open</b>	CHICAGO/ FOYER
8:00 a.m.- 5:00 p.m.	<b>Exhibits</b> We invite you to visit the exhibits and representatives who have joined us for the 2020 Symposium.	BALLROOM LEVEL FOYER
8:30 - 10:00 a.m.	<b>KEYNOTE SESSION</b> <b>Sharing Perspectives: Cultivating Passion for a Sustained Career</b> <i>Kathleen Lynne Lane, PhD, BCBA-D, CF-L1, Professor of Special Education and Associate Vice Chancellor for Research, University of Kansas, Lawrence, KS; Tim Geels, MA, Senior Vice President of Instruction and Corporate Implementation, The Mandt System, McCook Lake, SD; Seth A. Piro, EdS, NCSP, Northwest Area Education Agency, Harlan, IA; Carl R. Smith, PhD, Professor Emeritus, Iowa State University, Ames, IA</i> <ul style="list-style-type: none"> <li>• What motivates us to work with youth with significant mental, emotional, and behavioral needs?</li> <li>• What skills are needed to be effective professionals in this field?</li> <li>• What are the things we need to discover and nurture within ourselves in order to maintain our effectiveness?</li> <li>• How do we maintain our personal lives without becoming overwhelmed by the challenges of the students we serve?</li> </ul> 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.	SHERATON GRAND BALLROOM
10:00 - 10:20 a.m.	<b>COFFEE BREAK &amp; EXHIBITS</b>	BALLROOM LEVEL FOYER
10:20 - 11:20 a.m.	<b>CONCURRENT SESSIONS – SET 1</b>	
1.1	<b>KEYNOTE STRAND</b> <b>Wouldn't it be Great if . . . Systematic Screening in Ci3T Models</b> <i>Kathleen Lynne Lane, PhD, BCBA-D, CF-L1, Professor of Special Education and Associate Vice Chancellor for Research, University of Kansas, Lawrence, KS</i> In this session, we will be taking a closer look at meeting students' multiple needs. Specifically, we will discuss systematic screening to detect students with soft signs of externalizing and internalizing behaviors PreK-12 grade. We will focus on the practicalities of using screening data to connect students to additional supports in Comprehensive, Integrated, Three-tiered (C3T) Models of prevention. (All Levels)	NEW YORK
1.2	<b>MASTER TEACHER STRAND</b> <b>Making It Fun to Get It Done! Strategies to Reduce Problem Behavior Maintained By Avoiding/Escaping Academic Tasks</b> <i>Kaye Otten, PhD, BCBA, Summit Behavioral Services, Kansas City, MO; Jodie Tagel, MEd, BCBA, Westside Community Schools, Omaha, NE; Janice Motta, MEd, Lee's Summit R-7 School District, Lee's Summit, MO</i> Academic demands are a common triggering antecedent to problem behavior in the school environment. This session will focus on a variety of antecedent and consequence interventions focused on making academic tasks more reinforcing and less likely to evoke problem behavior. (Level: Intermediate)	CHOUTEAU
1.3	<b>IGNITE SESSION</b> <b>Brief Strategies and Stories of Inspiration from the Special Education Community</b> <i>Kaleigh K. Pickett, MS, Special Educator, Republic School District, Republic, MO; Brandi Burt, MEd, Intensive Services Teacher, Joplin R-8 School District, Joplin, MO; Reesha Adamson, PhD, Associate Professor, Missouri State University, Springfield, MO; Vince Thompson, EdS, Coordinator for Student Support, Columbia Public Schools, Columbia, MO</i> This Ignite Session is set with a series of 10 min talks from the perspective of practitioners, trainers and leaders in special education. All of the talks will be focused on 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)	CHICAGO B
1.4	<b>So Many Worries and Fears: Supporting Children with Anxiety through Effective Behavioral Interventions</b> <i>Beverley H. Johns, MS, MacMurray College, Jacksonville, IL and Southern Illinois University, Carbondale, IL</i> How can educators assist students who worry frequently, who become fearful in varied situations, who become physically ill at the thought of taking a test or participating in class activities? These challenges are faced everyday by many educators as they strive to meet the needs of their students. Not all of these students have diagnosed anxiety disorders but they face many fears and worries and stressors that are interfering with their learning. This session focuses on guiding principles for working with students with anxiety and provides an array of positive strategies designed to assist students as they cope with anxiety, worries, and fears. (Level: Basic, Introductory)	ATLANTA

- 1.5 **Adapting Tier 2 Interventions to Enhance Student Success** **CHICAGO A**  
*Allison Bruhn, PhD, University of Iowa, Iowa City, IA; Caitlyn Majeika, PhD, University of North Texas, Denton, TX; Brittany Sterrett, MEd, Virginia Commonwealth University, Richmond, VA; Sara McDaniel, PhD, University of Alabama, Tuscaloosa, AL*  
 All Tier 2 interventions have core components that must be in place for students to be successful. However, malleable features related to student characteristics, classroom context, and student response data may be adapted to increase the effectiveness of the intervention. Attendees will learn how to preserve the integrity of common Tier 2 interventions (e.g., CICO, self-monitoring, social skills instruction) while making adaptations prior to (horizontal adaptations) and during (vertical adaptations) implementation to enhance student success. (Level: Intermediate, Advanced)
- 1.6 **Look at Us Now!! Using Video Modeling as an Intervention Across all Tiers** **CHICAGO C**  
*Matthew McNiff, PhD, Educational Service Unit #5, Beatrice, NE*  
 So you came to this conference looking for something that is going to work to help reduce behavior. Look no further!! 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. Whether a staff team is using video self-modeling to enhance group behaviors in tier 1 or reduce 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 with many examples. (Level: Intermediate)
- 1.7 **Retention Prevention Mentoring- Fostering Student Achievement and Avoiding Academic Failure Through Developing Meaningful Relationships** **EMPIRE A**  
*Amanda Greenwood, MAE and Jan Burgess, MME, MAEd, North Kansas City Schools, Kansas City, MO*  
 This presentation will explore the growing problem of poor academic achievement at the middle school level and the lack of meaningful consequences. Motivation for academic success often comes from home influences, but when that influence is ineffective or absent, where does that motivation come from? We believe that relationships are the foundation of student success and sense of belonging. This presentation will explore the idea of building a meaningful relationship with an adult in the school who is not the student's teacher to foster motivation and accountability as well as frank discussions about the consequences of continued lack of academic progress. (Level: Basic, Introductory, Intermediate)
- 1.8 **Intensifying Components within the Self-Regulated Strategy Development Framework to Support Self-Regulation in the Classroom** **EMPIRE B**  
*Lauren Hart Rollins, MA and Sara Sanders, EdD, University of Alabama, Tuscaloosa, AL; Linda Mason, PhD, George Mason University, Washington, DC; Ashley Shaw, EdD and Kristine Jolivet, PhD, University of Alabama, Tuscaloosa, AL*  
 Self-regulated strategy development (SRS) framework is an evidence-based instructional method used to improve academic outcomes while also supporting self-regulation needs for students with EBD. This presentation explores how to identify students who need additional supports using self-regulation skills within academic strategies and how to intensify self-regulation components within the SRS framework. Presenters will discuss practical strategies for intensifying supports related to self-instructions, self-monitoring, self-reinforcement, and goal setting. (Level: Intermediate)
- 1.9 **The Whole Truth and Nothing But The Truth: De-Escalation Intervention and Practices** **EMPIRE C**  
*Felicity Post, EdD, Peru State College, Peru, NE; Reesha Adamson, PhD and Jessica Nelson, EdD, Missouri State University, Springfield, MO*  
 De-escalation practices are used daily in educational settings. However, there is a significant lack of evidence-based research supporting the use of restraint and seclusion as part of the continuum of intervention. Presenters will highlight the gap which exists in the literature between research and practice. Data will be presented on teacher perception as well as specific professional development recommendations for increasing school capacity at supporting students in crisis. (Level: Intermediate)
- 11:30 a.m. - 12:30 p.m.
- 2.1 **CONCURRENT BREAKOUT SESSIONS – SET 2**
- KEYNOTE STRAND** **NEW YORK**  
**Leading the Way: Strategies for School Leaders to Support Systems and Practices to Address Social, Emotional, and Behavioral Health**  
*Seth Piro, EdS, NCSP, Northwest Area Education Agency, Sioux City, IA*  
 This session will outline the components of a comprehensive system of social, emotional, and behavioral health (SEBH) supports that having been identified by Northwest AEA and discuss options for school leaders to consider when developing and maintaining the data, systems, and practices needed to address the complex array of needs unique to your school and community. (All levels)

- 2.2 **MASTER TEACHER STRAND** **CHOUTEAU**  
**Let the Games Begin: How to Support Behavior Needs Right From the Start**  
*Megan Rees, MS, USD 383 Manhattan/Ogden, Manhattan, KS; Jessica Nelson, EdD, Missouri State University, Springfield, MO; and Barb Rieken, MSED, Educational Service Unit #5, Beatrice, NE*  
 Do you have a kid who is running away, punching other kids in the face, or refusing to work? This session will focus on what to do when student behavior is in the beginning stages. Have you operationally defined the behavior? Have you taken ABC data to capture when, where, and how the behavior is occurring? Have you thought to do a preference assessment to understand the motivating operations for the student? We will review researched-based interventions that fit specific functions of behavior as well as ideas and resources for tracking and graphing behavior. (Level: Basic, Introductory, Intermediate)
- 2.3 **From Enragement to Engagement: Improving Student Behavior By Increasing Student Engagement** **ATLANTA**  
*Matthew McNiff, PhD, 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. Also addressed will be 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. (Level: Basic, Introductory, Intermediate)
- 2.4 **Video Modeling to Improve Customer Service Skills of Young Adults with ASD in Employment Settings** **CHICAGO A**  
 BCBA CEUs  
*Jonathan Huffman, MA, Emma Watson, BA, Howard Wills, PhD and Jason Travers, PhD, University of Kansas, Lawrence, KS; Leslie Bross, PhD, University of North Carolina-Charlotte, NC*  
 This presentation will provide practical strategies for improving customer service skills of young adults with autism spectrum disorder (ASD) in community employment settings. Video models from relevant research will be shared to illustrate how individuals with ASD can be taught a variety of customer service-related skills in authentic settings. (Level: Basic, Introductory, Intermediate)
- 2.5 **Top Ten Mistakes in Behavior Management: A Rationale and Strategies for Creating a Classroom Based on Positive Reinforcement** **CHICAGO B**  
*Philip Nordness, PhD and Anne Keith, MA, University of Nebraska at Omaha*  
 This presentation will identify common mistakes administrators and teachers make in trying to manage problem behavior. Attendees will be provided with alternative strategies that are designed to create a classroom based on increasing rates of positive reinforcement and pro-social behaviors. (Level: Basic, Introductory)
- 2.6 **FBA Nuts and Bolts: Usable and Actionable FBA Guidance** **CHICAGO C**  
*Nicholas Gage, PhD, University of Florida, Gainesville, FL*  
 This session will walk through a hypothetical FBA case, highlighting accessible/free tools and demonstrate how to conduct an FBA in schools. The focus will be on hands-on examples and actionable guidance for immediate use. (Level: Basic, Introductory)
- 2.7 **Training Paraprofessionals to Implement Evidence-Based Behavioral Interventions** **EMPIRE A**  
*Emily Gregori, PhD, BCBA, University of Illinois, Chicago, IL; Courtney Gregori, BSEd, Leander Independent School District, Leander, TX*  
 Paraprofessionals who support students with behavioral challenges are often given limited training in evidence-based behavioral interventions. Special educators are often responsible for providing the limited training their paraprofessionals receive, but are often given inadequate support to provide such trainings. Multicomponent training packages that include instructions, modeling, role-play, performance feedback, coaching, and self-monitoring are effective strategies for training paraprofessionals to implement evidence-based interventions (Sawyer, Crosland, Miltenberger, & Rone, 2015; Shayne & Miltenberger, 2013). Thus, the purpose of the current presentation is to teach special educators to use multicomponent training packages to teach paraprofessionals how to implement evidence-based interventions to reduce challenging student behavior. (All Levels)
- 2.8 **Using Electronic Self-Monitoring to Improve Academic Engagement and Behavior for High School Students with Behavioral Disorders** **EMPIRE B**  
*Skip Kumm, PhD, Sara Sanders, EdD, Ashely Shaw, EdD and Kristine Jolivette, PhD, University of Alabama, Tuscaloosa, AL*  
 This session will describe how teachers can incorporate electronic self-monitoring into their existing behavioral management system to improve outcomes for high school students with behavioral disorders. The results of an electronic self-monitoring study will be presented to identify how teachers can use data to identify students who would benefit from electronic self-monitoring in the classroom. Additionally, this session will discuss ways that electronic self-monitoring interventions can be intensified to meet the needs of students with the most severe and persistent needs. (Level: Intermediate)

- 2.9 **Challenging Behaviors and Language Impairment: Low Effort Interventions to Increase Success in the Classroom** **EMPIRE C**  
*Erin Stehle Wallace, MS, CCC-SLP and Jason Chow PhD, Virginia Commonwealth University, Richmond, Virginia*  
 The inability to effectively use and develop speech and language skills is one the most common delays in the youth population. Youth with delayed language have a higher risk of demonstrating challenging behaviors in the classroom than their typically developing peers. Additionally, youth with emotional behavior disorder have a higher prevalence of low language skills than their typically developing peers. Interventions selected to improve language and behavioral outcomes for students in the general education setting must be highly effective and realistic for general educators to implement during instruction. This talk will review four low effort interventions which are designed to improve behavior, engagement, and language in the general education classroom: behavior specific praise, increasing opportunities to respond, error correction and performance feedback, and group contingencies. We will explain the core features of each intervention as well as discuss procedures to ensure fidelity of implementation. Practical strategies to tailor the interventions to students with language impairment and problem behavior will be presented from the literature and novel research studies which work with this population of youth in general education settings (Level: Basic, Introductory)
- 12:30 - 2:00 p.m. **Lunch, on your own**  
 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 - 3:00 p.m. **CONCURRENT BREAKOUT SESSIONS – SET 3**
- 3.1 **KEYNOTE STRAND** **NEW YORK B**  
**Collaborated IEP Teams: What I've Learned as a Parent**  
*Tim Geels, MA, Senior Vice President of Instruction and Corporate Implementation, The Mandt System, McCook Lake, SD*  
 The session will discuss what schools should consider in their IEP process to ensure that the family members are informed and active members of the IEP process. The session will also include stories from other parents about their fears and struggles. This session will be very interactive with the audience to share best practices on how to collaborate with family members, educate them about terminology and work through situations when conflict arises. (All Levels)
- 3.2 **MASTER TEACHER STRAND** **CHOUTEAU**  
**Fixing What's Broken: Repairing Harms and Relationships**  
*Jan Burgess, MME, MAEd, North Kansas City Schools, Kansas City, MO and Malinda Forsberg, MAEd, UW-Madison, Madison, WI*  
 This presentation will highlight the relationships between students who have behavior difficulties and their peers and teachers, and the impacts to student outcomes. Strategies for identifying and repairing harm will be presented, as well as those for repairing and improving relationships once they have been broken. (All Levels)
- 3.3 **Beyond the Basics: Advanced Techniques in Reinforcement and Fading** **NEW YORK A**  
*Scott Fluke, PhD, Olathe Public Schools, Olathe, KS*  
 We know reinforcement is the key to teaching new replacement behaviors. Yet sometimes our reinforcement system doesn't work. In this session, educators will learn advanced reinforcement and fading techniques that go beyond the basics. Participants will walk away knowing key concepts such as "variable ratio" and "intermittent reinforcement." But more importantly, participants will learn to apply these powerful advanced techniques in troubleshooting behavior plans. (Level: Advanced)
- 3.4 **Best Practices in Self-Monitoring** **CHICAGO A**  
*Allison Bruhn, PhD, University of Iowa, Iowa City, IA; Joseph Wehby, PhD, Vanderbilt University, Nashville, TN; Allison Gilmour, PhD, Temple University, Philadelphia, PA; Ashley Rila, MA, University of Iowa, Iowa City, IA; Alyssa Van Camp, MA, Vanderbilt University, Nashville, TN*  
 The purpose of this presentation is to discuss findings of a systematic review on self-monitoring intervention studies (N =51) with students with challenging behavior. We examine how treatment components and student characteristics affect changes in students' academic engagement and disruptive behavior. Based on these findings, we present recommendations for best practices associated with developing self-monitoring interventions; including setting intervention goals, determining interval lengths, and adapting interventions over time. (Level: Intermediate)
- 3.5 **Forming and Sustaining Partnerships to Impact Student Success: The Value of an Education and Mental Health Provider Partnership** **CHICAGO B**  
*Linda Geier, MS, Cassandra Funderburk, EdD, Andrew Merritt, MS and John Sassin, PhD, CRC., EduHealth Consulting Group, Tulsa, OK*  
 The session will focus on barriers a student may experience including Behavior, Social/Emotional/Cultural, Health and Wellness, Community & Family Trust, and Engagement, which then directly and indirectly will affect the student's school achievement. A 3-Tiered planning tool will be introduced so the school/organization can identify and plan for the barriers and show the benefits of partnering with a mental health provider for students and their families. (All Levels)



- 3.6 **That was Intense! Understanding and Adjusting Intervention Intensity for Students with Disabilities** CHICAGO C  
*Zijie Ma, MSE and Jason C. Travers, PhD, BCBA-D, University of Kansas, Lawrence, KS*  
 Special education and related professionals often understand the importance of adhering to intervention procedures (i.e. fidelity) but are less familiar with intervention intensity. In some cases, professionals may correctly apply an intervention, but without realizing intervention intensity is insufficient. This can result in an intervention failing to produce the expected benefit, which can add to student frustration, lost resources, and teacher burnout. This session will provide practical information about intervention intensity. We also provide a five-step process for adjusting intervention intensity when planning and delivering specialized instruction to students with disabilities. (Level: Basic, Introductory, Intermediate)
- 3.7 **Hitting the Mark with Target Behavior Sheets** EMPIRE A  
*Felicity Post, EdD and Angie Bowers, Peru State College, Peru, NE*  
 Behavior intervention strategies are an every day need in the world of special education. Whether they are successful or not depends upon proper implementation. This includes fidelity, agreement on behavior definition, meeting desired function, and desired reinforcement. This presentation will explore the appropriate steps needed to successfully implement a common Tier III intervention, the target behavior sheet. Participants will navigate all critical steps from start to finish with the assistance of the presenters in order to ensure all necessary elements for successful future implementation. Critical steps will include writing behavior definitions, identifying function, choosing reinforcement, and the development of a fidelity checklist. (Level: Basic, Introductory)
- 3.8 **Building Emotionally Resilient Educators** EMPIRE B  
*Hailey Uphaus, MA, Thompson School District, Loveland, CO*  
 We know that stress among educators is at epidemic proportions causing low job satisfaction, diminished feelings of self-efficacy, and leading to more than half of all new educators leaving the field within the first 5 years. With educator shortages on the rise and districts and departments looking for ways to retain staff, it is imperative that we start identifying practical solutions to taking better care of ourselves, to better meet the needs of our students. (All Levels)
- 3.9 **School Resource Officers: Legal and Practice Considerations** EMPIRE C  
*Jennifer Counts, PhD, Central College, Pella, IA; Paula Chan, PhD, BCBA-D, Cleveland State University, Cleveland, OH; Antonis Katsyiannis, EdD and Joseph B. Ryan, PhD, Clemson University, SC*  
 The growing number of SROs in response to school violence through the last several decades has had some unintended consequences for students. One consequence is the exposure of students to adjudication for violations of school discipline and policy rather than criminal activity sending students into the school-to-prison-pipeline. A review of relevant case law involving SROs that covers three primary areas of violation is provided (i.e., excessive force, search and seizures, and Miranda rights) is provided. Legal and practical implications for schools and districts involving SROs will also be reviewed. (Level: Intermediate)
- 3:15 - 4:15 p.m. CONCURRENT BREAKOUT SESSIONS – SET 4**
- 4.1 **KEYNOTE STRAND** NEW YORK B  
**Mental Illness/Mental Health 101**  
*Carl R. Smith, PhD, Professor Emeritus, Iowa State University, Ames, IA*  
 In this session Dr. Smith will share the key lessons he learned in his life experience of being diagnosed with a mental illness as a young adult. This will also be related to questions such as how this experience served him in his career as an educator advocating for youth with behavioral disorders. (All Levels)
- 4.2 **MASTER TEACHER STRAND** CHOUTEAU  
**Behavior Tracking: Filling Your Data Toolbox**  
*Stacy M. Hirt, EdS, University of Missouri, Columbia, MO; Josh P. Wikler, MAE, Kansas City, Kansas Public Schools, Kansas City, KS; Seth A. Piro, EdS, NCSP, Northwest Area Education Agency, Harlan, IA*  
 This session will focus on behavior tracking through applications, drives, and paper & pencil data collection tools. Insight from a Teacher, Administrator, and Researcher will be shared how to utilize behavior tracking data to involve students and teachers in the data tracking process. The session will explore the data collection process for teachers and students utilizing data collection tools. Presenters will share stories from the field highlighting success and failures of multiple data collection tools. Teachers will receive new ideas to reenergize their data collection efforts. (All Levels)
- 4.3 **Seclusion and Restraint of Students with Disabilities: Applications from Recent Case Law** NEW YORK A  
*Angela M.T. Prince, PhD, Iowa State University, Ames, IA; Reece Peterson, PhD, Professor Emeritus, University of Nebraska-Lincoln, Lincoln, NE; Kennesha Woods, MS, Iowa State University, Ames, IA*  
 The number of students with disabilities who are injured or killed from the use of seclusion and restraints continues to be a concern in the special education community. Despite the Individuals with Disabilities Education Act's provision for positive behavior supports for students with disabilities, they continue to be secluded and restrained at disproportionately higher rates than their nondisabled peers. Using the Special Ed Connection® database, the presenters identified recent court cases and analyzed their contents based on IEP behavior components, type of restraints used, and prevalence of seclusion. A review of state laws and recent case law from Midwestern states will be included. (Level: Intermediate)

- 4.4 **ABA Goes to School: Defining and Planning for Applied Behavior Analytic Practices in the School Setting** **CHICAGO A**  
 BCBA CEUs  
*Vanessa Tucker, PhD, BCBA-D, LBA, Pacific Lutheran University, WA*  
 ABA is increasingly paired with serving students with Autism and related disabilities. In this session, we will explore how these services are already provided, how providers can increase the quality of their practices, how BCBA's and RBT's can best be utilized and how to work to build capacity for all staff in the school setting. (Level: Basic, Introductory, Intermediate, Advanced)
- 4.5 **Filling Your Toolkit: Planning to Implement Effective Classroom Management Strategies** **CHICAGO B**  
*Sarah Wilkinson, MA, University of Connecticut, Storrs, CT; Nicolette Grasley-Boy, MA and Ashley MacSuga-Gage, PhD, University of Florida, Gainesville, FL*  
 Evidence-based classroom management practices are an essential component of successful classrooms, and their use leads to improved outcomes for both students and teachers. Teachers often cite student behavior as a major contributor to their frustration and it is a leading reason why teachers leave the profession. When teachers implement positive, proactive, and preventive classroom management strategies, students engage in fewer problem behaviors. This presentation will review several effective strategies while guiding participants through developing an implementation plan to use in their classrooms right away! (Level: Basic, Introductory, Intermediate)
- 4.6 **Classroom Management in Elementary and Middle School Classes Using the CW-FIT Program** **CHICAGO C**  
*Howard Wills, PhD and Pei-Yu Chen, PhD, Juniper Gardens Children's Project, Kansas City, KS*  
 The CW-FIT program will be presented and all free resources necessary to implement will be shared. Overview of the evidence-based intervention CW-FIT, will include video models of elementary and middle school classes. This group contingency-based intervention is appropriate for both general and special education classrooms. (Level: Intermediate)
- 4.7 **Their Challenge is Our Challenge: SEL and Trauma** **EMPIRE A**  
*Helene Folske-Starlin, PhD and Felicity Post, EdD, Peru State College, Peru, NE*  
 In this session, educators will explore evidence-based practices in teaching social-emotional learning (SEL) and how such practices provide needed support for students who have been exposed to trauma. Practices discussed will provide educators with foundational knowledge needed to build resiliency in students. Educators will also reflect on their own pre-conceived thoughts and biases in terms of their own social and emotional growth and development. (Level: Intermediate)
- 4.8 **Authentic Work Experiences with Middle School Students with ED/BD and ASD** **EMPIRE B**  
*Amy Slagle, BS and Amanda Greenwood, MAE, North Kansas City Schools, Kansas City, MO*  
 In this presentation, we will discuss the benefits and implementation of a middle school coffee shop program for students with Emotional/Behavioral Disorders and students with Low-Functioning Autism Spectrum Disorders. This program provides positive interactions between staff and challenging students, job and real-world experiences for students who may struggle to obtain and sustain stable employment, and a structured environment where students experience success in the school setting. We will discuss the working relationship between these challenging populations in an authentic learning experience that sets up the ED/BD students as mentors for low-functioning ASD students leading by example in social interactions with staff and peers, and job skills. We will describe the process for setting up a Coffee Shop program, including obtaining funding and required materials. (Level: Basic, Introductory)
- 4.9 **"Trapping" Knowledge: Using the Self-Regulated Strategy Development Framework to Improve the Reading Comprehension of Students in an Alternative Education Setting** **EMPIRE C**  
*Sara Sanders, EdD, Lauren Hart Rollins, MEd, Elizabeth Michael, MEd, Ashley Shaw, EdD and Kristine Jolivet, PhD, University of Alabama, Tuscaloosa, AL*  
 Self-Regulated Strategy Development (SRSD) is an evidence-based instructional framework that can be used to teach reading comprehension strategies such as TRAP. Youth in a residential treatment facility were taught the TRAP strategy, with the goal of improving reading comprehension of expository text. Results of the studies, as well as considerations for implementing the strategy with students with and at-risk for EBD in alternative education settings are presented. (Level: Basic, Introductory)
- 4:15 – 6:00 p.m. POSTER SESSION ATLANTA**
- 1. Impact of Self-Regulated Strategy Development on Expository Writing Performance and Self-Efficacy of Secondary Students with or at-risk of EBD**  
*Simone E. Adams, MA, Clemson University, Clemson, SC*  
 Self-Regulated Strategy Development (SRSD), founded by Dr. Karen Harris, is an academic and behavioral framework that has been successfully utilized across a variety of subject and content areas. This study aimed to implement and further explore the effectiveness of the SRSD framework when teaching elementary students with or at-risk for EBD the challenging and lengthy process of long division computation using the conceptual partial quotients method. Results, limitations, and implications for future research are discussed.

## 2. Using I-Connect to Best Support Students: Matching Student Characteristics to Outcomes for Effective Use of a Technology Based Self-monitoring Intervention

*Gretchen Scheibel, MS, OTR, BCBA and Kaja Mullenix-Mohammed, MEd, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS*

Self-monitoring interventions (SMIs) have been found to be effective across multiple educational profiles (Autism Spectrum Disorder, Other Health Impairment/Attention Deficit Hyperactivity Disorder, Emotional Behavioral Disorders) and anticipated outcomes (on-task behavior, disruptive and interfering behavior, academic accuracy and fluency, positive behaviors, etc.). Despite a sufficient body of evidence to be categorized as evidence-based, it is unclear if SMIs reliably improve educational outcomes across all educational profiles or if some variation should be anticipated. This poster will review the intervention components and intervention conditions in which I-Connect, a technology-based SMI, has demonstrated favorable results to provide practitioners with the tools they need to tailor this intervention to meet the individual needs of their students.

## 3. I-CARE: A Self-Care Strategy for Teachers of Students with Behavioral Disorders

*Sara Sanders, EdD, Skip Kumm, PhD, Ashley Shaw, EdD and Kristine Jolivet, PhD, University of Alabama, Tuscaloosa, AL; Ainsley Brandis, PhD, Central Michigan University, Mount Pleasant, MI*

Teachers of students with behavioral disorders frequently experience occupational stress and burnout at their job, which negatively impacts personal well-being. One way to decrease stress and burnout and increase teacher retention is to improve the self-care practices among teachers. The I-CARE strategy is one method for increasing self-care practices and improving teacher well-being. This session will provide an overview of the I-CARE method and how teachers can use the I-CARE method in their schools to improve teacher well-being.

## 4. Models of Prevention: A Systematic Review of Social Emotional Learning in Secondary Schools

*Paloma Perez-Clark, EdS, Mark Buckman, MEd and Kathleen Lynne Lane, PhD, BCBA-D, CF-1, University of Kansas, Lawrence, KS; Eric A. Common, PhD, BCBA-D, LBA, University of Michigan, Flint, MI; Rebecca Sherod, BAE, University of Kansas, Lawrence, KS*

This systematic review of the literature investigated social emotional learning (SEL) interventions in secondary schools at the primary level of prevention. Results will describe the quality of individual studies and overall body of evidence for SEL programs in secondary schools. Evidence in support of SEL will be used to determine if SEL interventions qualified as EBPs using the group comparison and single-case research design quality indicator matrix (Lane, Common, Royer, and Muller, 2014) based on the Council for Exceptional Children Quality Indicators (CEC QI). Finally, limitations and future directions for research will be discussed.

## 5. Treatment Integrity of School-wide Primary Prevention Efforts: A Review of the Literature

*Mark Matthew Buckman, MEd, University of Kansas, Lawrence, KS; David James Royer, PhD, University of Hawai'i at Manoa; Eric A. Common, PhD, BCBA-D, LBA, University of Michigan-Flint, Flint, MI; Grant Edmund Allen, MEd, University of Kansas, Lawrence, KS; Katie Scarlet Lane, Vanderbilt University, Nashville, TN; Wendy Peia Oakes, PhD, Arizona State University, Tempe, AZ; Kathleen Lynne Lane, PhD, BCBA-D, CF-L1, University of Kansas, Lawrence, KS*

Treatment integrity, or the extent to which an intervention is implemented as planned, is a vital source of information for the functioning of school-based, multi-tiered prevention models. For example, data-informed decision-making to support students requires information about whether interventions across tiers are implemented with integrity. This poster presents findings from a systematic review of the literature examining how treatment integrity of primary (Tier 1) prevention efforts has been measured and reported. Findings illustrate the diverse approaches of measuring and reporting these data and appraise the quality of these methods using Council for Exceptional Children (CEC) Quality Indicators related to treatment integrity. The aim of this poster is to synthesize findings to assist researchers and practitioners in planning reliable and high-quality treatment integrity data collection to support primary (Tier 1) prevention efforts.

## 6. Examining Teacher Perspectives on Parent Knowledge of Special Education and Access to Resources

*Jacqueline Huscroft-D'Angelo, PhD, Jennifer Farley, PhD, Angelique Aitken, PhD, Kristin Duppong Hurley, PhD and Matt Lambert, PhD, University of Nebraska-Lincoln, Lincoln, Nebraska*

Special educators are integral in carrying out the processes and services of special education, which includes building knowledge and engaging parents. This requires understanding the context in which parents are able to engage in the process of special education. This session will provide information related to teacher perspectives on parent access to resources, knowledge of special education, and methods for and barriers to acquiring information. These findings will help to fill an existing void specific to supporting parental knowledge and promoting engagement in the special education process.

## 7. Understanding Characteristics of Students with Emotional and Behavioral Challenges to Support Success in School

*Jennifer Farley, PhD, Jacqueline Huscroft-D'Angelo, PhD, Kristin Duppong Hurley, PhD, and Matt Lambert, PhD, University of Nebraska-Lincoln, Lincoln, Nebraska*

In order to support the school success of students with emotional and behavioral disorders (EBD), school staff and family members must understand students' behavioral and academic needs. While the characteristics of students with EBD have been studied for some time, a recent approach used results of normed behavioral and academic assessments together with demographic characteristics to identify four unique profiles of students with EBD. This session will first describe student profiles, including unique academic and behavioral characteristics. Then, facilitators will engage audience members in discussion about how these groupings may be used to understand student and family needs, develop student goals, and deliver special education services.

## 8. Supporting Parents of Students with EBD to Address School Bullying

*Jennifer Farley, PhD and Kristin Duppong Hurley, PhD, University of Nebraska-Lincoln, Lincoln, Nebraska*

Research has just started to explore how parents, including parents of students with disabilities, understand and respond to school bullying. In order to better understand what information parents need related to school bullying, we asked parent support partners about how families of students with EBD experienced bullying. This poster will present these findings, as well as the background literature related to parental experiences with school bullying and implications for researchers and practitioners, including the staff of schools and community-based agencies who provide support to parents.

## 9. A Systematic Review of Communication Outcomes of Pivotal Response Treatment

*Heather J. Forbes, MA, Jason C. Travers, PhD and Jenee Vickers Johnson, MEd, University of Kansas, Lawrence, KS*

Pivotal Response Treatment (PRT) is a popular intervention for improving targeted and untargeted communication skills for learners with autism. We will review the linguistic forms and verbal behavior functions associated with PRT as well as generalized and collateral communication improvements reported to emerge without direct teaching. We emphasize how to clearly define and report communication-specific outcomes so learners with autism can receive maximum educational benefit from PRT.

## 10. Intensive Toilet Training for Public School Teachers

*Jenee Vickers Johnson, MEd, BCBA and Jason Travers, PhD, BCBA-D, University of Kansas, Lawrence, KS*

This poster summarizes intensive toilet training (ITT) methods and implementation in public schools. Guidelines for preparing and initiating ITT will be described. Attendees will learn to select procedures according to learner characteristics and instructional settings. Additional guidance regarding progress monitoring to resolve toileting problems are included with strategies for promoting independence.

## 11. School Resource Officers (SRO) and Students with Disabilities (SWD)

*Kennesha Woods, MS and Angela Prince, PhD, Iowa State University, Ames, IA*

The use of School Resource Officers (SRO) has become a well-known response to safety concerns in public schools. The interactions between SROs and Students with Disabilities (SWDs) has been explored and seen to be an even detrimental issue. This session will explore the specific role SROs play in the disciplinary process and the influence their role has on academic achievement.

## 12. Language Skills of Youth in the Juvenile Justice System: A Systematic Review and Meta-Analysis

*Erin Stehle Wallace, MS, CCC-SLP, Reed Senter, MS, CCC-SLP and Jason Chow, PhD, Virginia Commonwealth University, Richmond, VA*

Language skills are a foundational component to academic, emotional, behavioral, and social success. As such, youth with low language skills are at an increased risk of exhibiting problem behaviors over their typically developing peers. A growing body of literature continues to highlight that youth who encounter the juvenile justice system are likely to have compromised oral language skills, both expressively and receptively. The purpose of this poster is to present the results of a meta-analysis estimating overall core language skills of youth in the juvenile justice system, as well as individual study-level moderators of the overall mean effect size. We will discuss implications for research, practice, and policy in the context of our findings and the strengths and limitations of our synthesis.

## 13. Innovations for Addressing Classroom Behavior: What's Available?

*Adam Carreon, MEd and Stephanie Craig, MEd, University of Kansas, Lawrence, KS*

The rapid expansion of technology and innovation in schools offer tools that can redefine the instructional and learning experience. Innovations, such as augmented and virtual reality, smart speakers, and mobile applications, are expanding learning and behavioral options. This poster will feature a deep look into innovative options to enhance instructional, behavioral, and social emotional outcomes of all learners. Participants will discover leading applications and technology as well as viable alternatives not as well known for teachers to utilize in their classroom. The focus will be on options that are free/affordable. Participants will leave with a resource guide, examples of positive classroom use, and ideas for further implementation.

## 14. A Meta-Analysis of School-based Behavioral Interventions Targeting Challenging Behaviors of Adolescents with Developmental Disabilities

*Marie David, MEd, BCBA and Rose Mason, PhD, BCBA-D, Purdue University, West Lafayette, IN; John Davis, PhD, University of Utah, Salt Lake City, UT; Emily Gregori, PhD, BCBA, University of Illinois at Chicago, IL; Quingli Lei, MS, Danni Wang, MS, BCBA and Catharine Lory, MS, Purdue University, West Lafayette, IN*

There is an increasing number of students with developmental disabilities (DD). Individuals with DD tend to engage in challenging behaviors that are likely to persist through adulthood. Yet, research is limited on effective interventions targeting challenging behaviors of adolescents with DD. Hence, this poster will present the results of a meta-analysis of published SCR on behavioral interventions conducted in school-based setting targeting the reduction of challenging behavior of adolescents with developmental disabilities.

## 15. Meta-Analysis of Challenging Behavior Interventions for Students with Developmental Disabilities in Inclusive School Settings

*Catharine Lory, MEd and Rose Mason, PhD, BCBA-D, Purdue University, West Lafayette, IN; John Davis, PhD, University of Utah, Salt Lake City, UT; Danni Wang, MA and Sungwoo Kang, MA, Purdue University, West Lafayette, IN*

Challenging behavior can be a significant barrier in accessing the general education curriculum for students with developmental disabilities. Our meta-analysis examined the evidence base of interventions that target the reduction of challenging behavior for these students in inclusive settings where typically developing peers are present. Through systematic search and screening procedures, a total of 16 high quality studies were identified and a strong overall effect ( $Tau-U = .94$ ) was found across these studies, which suggests that interventions conducted in inclusive classroom settings have the potential to address challenging behavior effectively. Specifically, interventions that involved natural interventionists (e.g., teachers, paraeducators) and incorporated participant preferences were found to have significantly stronger effects than interventions that did not. We will present implications of our findings with respect to participant characteristics and intervention components.

**16. Instructional Choice in the Classroom: Does the Type of Choice Matter?***Sarah Wilkinson, MA, University of Connecticut, Storrs, CT*

Providing students with choices during instruction has been shown to reduce problem behavior and increase academic engagement across a range of students and academic areas. This poster shares results from a recent meta-analysis as well as data and participant views from a classroom study that compared the effects of different types of choice in a high school setting.

**17. The Impact of SWPBIS on Disciplinary Exclusions in California***Nicolette M. Grasley-Boy, M.Ed., BCBA and Nicholas A. Gage, PhD, University of Florida, Gainesville, FL*

Disciplinary exclusions remove students from instruction and are associated with poor behavioral and academic outcomes. School-wide positive behavior interventions and supports (SWPBIS) is one framework focused on preventing exclusions and improving behavioral outcomes for all students. This poster will summarize the impacts of implementing SWPBIS Tier 1 with fidelity on disciplinary exclusion in California using a quasi-experimental design. We compared 544 schools implementing Tier 1 with fidelity to 544 schools that had never been trained. Researchers found statistically significantly fewer exclusions for students with and without disabilities in treated schools. Implications for researchers and practitioners will be discussed.

**18. Increasing Prosocial Employment Skills for Adolescents with Emotional and Behavioral Disorders: A Systematic Literature Review and Quality Review***Heather M. Dulas, MA, Claudia M. Dunn, MEd, Yi-Fan Li, MA and Lisa Bowman-Perrott, PhD, Texas A&M University, College Station, TX*

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 which promote successful employment outcomes for individuals with emotional and behavioral disorders. Implications for future research and recommendations for practice will be discussed.

**19. Are they Ready? Pre-Service Teacher Beliefs on Challenging Behaviors***Stephanie Hopkins, MEd, Chad A. Rose, PhD and Nikita McCree, MEd, University of Missouri - Columbia, MO*

Pre-Service Special Education Programs are working to prepare teachers to work with students with challenging behaviors. This poster will share the feedback to educators in the field about how soon to be educators are feeling about where behaviors manifest, what teacher's roles are in handling behavior, and what behaviors feel the most challenging to intervene with. The goal is for district leaders to take this information and engage new teachers in professional development and/or mentoring in their early years.

**20. I, YOU, WE Can Do Hard Things... Partnering with Paras in Self-Contained Classrooms***Brandi Burt, BS, Missouri State University, Springfield, MO; Ralph Maness, AA, Crowder College, Neosho, MO*

Paraprofessionals can provide essential support within the classroom but often these roles are not well defined and sometimes this lack of clarity can lead to frustration. This session focuses on fundamental strategies that foster positive working climates in classrooms that utilize paraprofessionals. By partnering with paras, students and staff can develop a sense of collective efficacy leading to the belief that indeed, "WE CAN DO HARD THINGS!"

**21. The Janus Project: Looking Back to Move the Field Forward***Jim Teagarden, EdD, Kansas State University, Manhattan, KS*

This presentation is focused on providing attendees with a brief but rich experience in hearing many of the pioneers and current leaders reflect on the important issues in educating children with emotional-behavioral disorders. These same leaders also give their advice to those entering the field. This presentation recognizing the general conference theme that only by building upon the past we can face a brighter future.

**8:00 – 11:00 p.m.****SYMPOSIUM PARTY****ATLANTA****LIP SYNC BATTLE, DJ, DANCING, 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 29, 2020

8:00 – 11:45 a.m.	<b>Symposium Registration/Information Desk Open</b>	<b>CHICAGO/FOYER</b>
9:00 – 11:30 a.m.	<b>CONCURRENT TWO HOUR SESSIONS</b>	
	<p><b>1. Developments in Special Education Law: What EBD Teachers Need to Know and Why They Need to Know it</b></p> <p><i>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</i></p> <p>We will review legal developments from 2018-2019 that have particular relevance to the education of students with EBD. We will focus on court rulings, State Educational Agency (SEA) decisions, and policy letters from the U.S. Department of Education. (All Levels)</p>	<b>ATLANTA</b>
	<p><b>2. Create a Lifestyle of Wellness in the Face of Secondary Traumatic Stress</b></p> <p><i>Rachel Jones, MEd, Manager of Trauma Informed Treatment, Missouri Department of Mental Health, Division of Behavioral Health, Jefferson City, MO</i></p> <p>This session will explore why so many helping professionals struggle to create and maintain a lifestyle of wellness and self-care. Exposure to chronic and secondary traumatic stress requires knowing the signs and symptoms to prevent teacher burnout. If you want to prioritize your self-care, then this session is for you! (Level: Intermediate)</p>	<b>SAN FRANCISCO</b>
	<p><b>3. Superheroes in the Classroom: How to Train and Support Paraprofessionals</b></p> <p><i>Jessica Nelson, EdD, Assistant Professor, Missouri State University, Springfield, MO and Scott Fluke, PhD, Emotional Disturbance Program Facilitator, Olathe Public Schools, Olathe, KS</i></p> <p>Paraprofessionals are the lifeblood of special education. When they are skilled, your students thrive. But when they struggle, so will your students. In this session, attendees will learn strategies to train your paraprofessionals to implement evidence-based strategies with high fidelity. Practical and classroom-proven training techniques will be shared, including strategies for regular meetings, in-service training, and modeling. With these strategies in place, your paraprofessionals will be ready to implement behavior plans, lead the classroom, and support students in a variety of special and general education settings. (Level: Basic, Introductory, Intermediate)</p>	<b>CHICAGO</b>
	<p><b>4. Lessons from the Field: Things to Do and Things to Stop Doing when Working with Students with Emotional and Behavioral Needs</b></p> <p><i>Michael &amp; Nancy George, EdD, Consultants, George &amp; George Education Consulting, Bethlehem, PA</i></p> <p>This workshop is aimed at educators who work in alternative special education or self-contained programs for students with behavioral needs. Topics will include: Creating a Vision, The Power of our Beliefs, The Importance of Language, Setting and Repeating Clear Expectations, Point Cards and Data Collection, Solving Problems through Problem Solving, The Importance of High Quality Instruction, Why a Program is Important, and Some Things You Never Should Do. These strategies, if used with fidelity, will decrease the need for seclusion and restraints and seclusion or exclusionary discipline. (All Levels)</p>	<b>NEW YORK</b>
11:30 a.m.	<b>Adjournment and Hotel Checkout</b>	

# 2020 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. Sheldon L. Braaten, Executive Director,  
Behavioral Institute for Children and Adolescents,  
Little Canada, Minnesota

## ***Unsung Hero Award***

Dr. James Teagarden, Kansas State University, Manhattan, Kansas

## ***Outstanding Building Leadership Award***

Karen Hile, Buckner Elementary, Fort Osage, R-1 School District,  
Independence, Missouri

## ***Doctoral Degree Stipend***

Simone E. Adams, Clemson University, Clemson, South Carolina  
Nicolette M. Grasley-Boy, University of Florida, Gainesville, Florida

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](http://www.mslbd.org).

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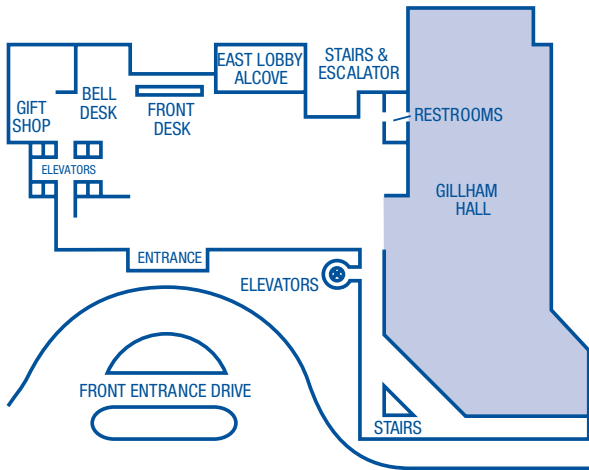
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Woods, Kennesha, [krwoods@iastate.edu](mailto:krwoods@iastate.edu)

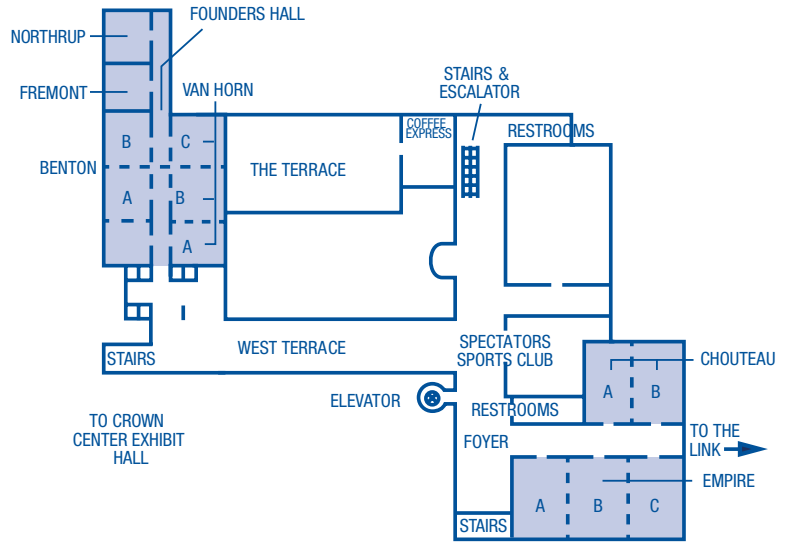
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# HOTEL MAP

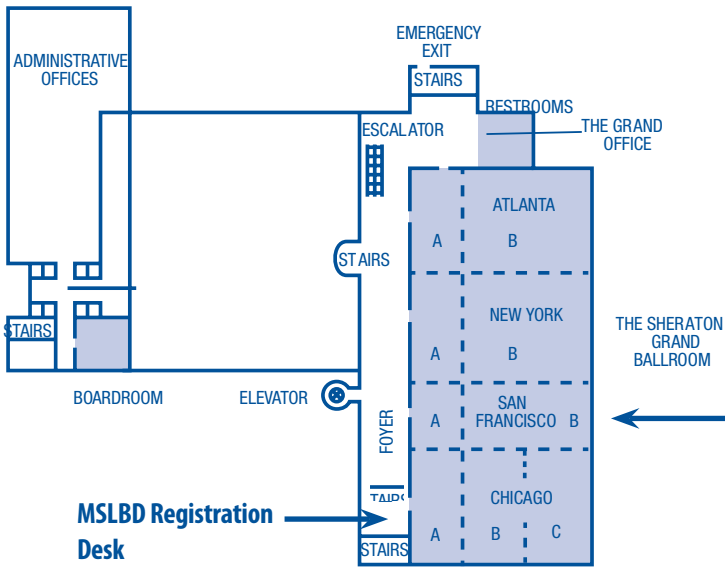
## LOBBY LEVEL



## MEZZANINE LEVEL



## BALLROOM LEVEL



**On Friday, February 28, San Francisco becomes a corridor to access New York A, New York B, Chicago A, Chicago B, Chicago C.**