



# Midwest Symposium for Leadership in Behavior Disorders

# SYMPOSIUM 2023

February 23, 24, & 25 | Sheraton Crown Center | Kansas City, Missouri

For the 41st year, the Midwest Symposium for Leadership in Behavior Disorders will address cutting-edge issues of interest to professionals working with students with emotional/behavioral disorders and autism spectrum disorders.

## KEYNOTE

### Friday

### February 24

### 8:30-10:00 AM

Four Short  
TED Talk-like  
Keynote Speeches

## Shifting from Classroom Management and Behavioral Control to Skill Instruction and Supports



Dr. Regina Oliver



Dr. Jason Chow



Dr. Reesha Adamson



Dr. Chad Rose

Students with challenging behavior need teachers who have good classroom management skills and can maintain control in the classroom, but effective instruction and individualized support are just as important. Four professionals from the field will shift your perspectives and practice toward recognizing student difficulties and teaching the social and behavioral skills for success.

### SYMPOSIUM AT-A-GLANCE

**Thursday, February 23**

7:30 a.m.	Conference Desk Opens
9:00 a.m.-12:00 p.m.	Pre-symposium Workshops
11:30 a.m.-5:00 p.m.	Exhibits
12:00 p.m.-1:30 p.m.	Lunch (on your own)
1:30 p.m.-4:30 p.m.	Pre-symposium Workshops

**Friday, February 24**

7:30 a.m.	Conference Desk Opens
8:00 a.m.-5:00 p.m.	Exhibits
8:30 a.m.-10:00 a.m.	Keynote Session
10:20 a.m.-11:20 a.m.	Concurrent Sessions, Set I
11:30 a.m.-12:30 p.m.	Concurrent Sessions, Set II
12:30 p.m.-2:00 p.m.	Lunch (on your own)
2:00 p.m.-3:00 p.m.	Concurrent Sessions, Set III
3:15 p.m.-4:15 p.m.	Concurrent Sessions, Set IV
4:15 p.m.-6:00 p.m.	Poster Session
	Cash Bar and Complimentary Hors d'oeuvres
8:00 p.m.-11:00 p.m.	Symposium Party

**Saturday, February 25**

8:00 a.m.	Conference Desk Opens
9:00 a.m.-11:30 a.m.	Saturday Concurrent Sessions
11:45 a.m.	Adjournment

**REGISTER BY JANUARY 27 FOR REGISTRATION DISCOUNT**

**Register early for preferred workshops**

**No Walk-In Registrations**

Visit our website  
[https://mslbd.org/  
symposium-conference/](https://mslbd.org/symposium-conference/)



MSLBD @MSLBD1



# PRE-SYMPOSIUM WORKSHOPS

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

## Thursday, February 23, 2023

### MORNING SESSIONS | 9:00 a.m. – 12:00 p.m.

#### 1. Bringing the Science into the Classroom: Evidence-Based Practices for Reading and Writing

We know a lot about evidence-based practices for supporting the reading and writing development of students with academic needs, including students with emotional and behavioral disorders. This workshop will help participants take the research into their classroom. We will explore the science of reading, including strategies for assessment, instruction and evidence-based practices for teaching reading and writing using self-regulated strategy development. Participants will practice reviewing student profiles to determine what instructional supports are needed, as well as practice using and adapting reading and writing lessons. Participants will receive free access to online resources to support their classroom. (Intermediate, 3.5 BCBA CEUs)

**Robin Parks Ennis, PhD, BCBA-D**, Associate Professor, University of Alabama at Birmingham

#### 2. Beyond Good Intentions: Developing, Assessing, and Improving Programs for Students with EBD

How do you know if your specialized classroom has the components necessary to provide effective support for students with EBD and staff members? What steps could you take to improve the quality of your classroom for students with EBD? In this session, educators will learn the 12 components of an effective program for students with EBD. We will present the indicators of each component, the rationale behind them and methods for assessing the quality of each component. Systematic and objective assessment leads to better learning and behavioral outcomes for students with EBD and builds environments that support staff development. (Intermediate, Advanced)

**Vern Jones, PhD**, Emeritus Professor, Lewis & Clark College, Tualatin, OR and **AI “Skip” Greenwood, PhD**, Independent Practitioner and Consultant, Co-Founder of 321 Insight, Portland, OR

#### 3. It Starts with YOU! Perceptions and Decisions in Urban School Discipline

In this session, we will review of data trends and research surrounding equity and disproportionality in schools. We will unpack, understand, and apply evidence-based strategies available to enhance equitable practices in your environment. Learn an intervention approach for improving equity in school discipline that can be used in various settings. Also, describe and practice an alternative response to reduce the effects of bias on discipline decisions in urban schools. (Beginner, Intermediate)

**Erika McDowell, EdD**, Clinical Associate Professor, University at Buffalo, Inspired Minds Collide, LLC, Buffalo, NY

#### 4. School-Based Mental Health: From Prevention to Intervention Within the Framework of MTSS

Research has shown that mental and behavioral health difficulties are affecting as many as one in five children and youth. Increasing trends in the development of mental health disorders among children and youth suggest the need for greater service capacity. Advocates and researchers in the field of children’s mental health have called for the integration of education and mental health supports to improve service delivery. This workshop will highlight a school-based public health approach to the delivery of mental and behavioral health supports for all students. Information will be shared on effective strategies for preventing and positively impacting children’s mental health across universal, selected and tertiary tiers of a multi-tiered system of support (MTSS). (Intermediate, 3.5 BCBA CEUs)

**Barry McCurdy, PhD, NCSP, BCBA-D**, Clinical Professor, Philadelphia College of Osteopathic Medicine, Philadelphia, PA

#### 5. Exploring the Recent Rise in Aggression in Our Schools: What Can Educators Do?

Schools across the nation are once again witnessing a rise in the number of children and youth displaying violence and aggression. The rise in children’s mental health disorders, issues related to the Covid-19 pandemic, and alarming changes in the social dynamics of our communities add to the problem. This workshop will explore student aggression, highlighting factors that contribute to the development and maintenance of these behaviors and effective prevention and intervention strategies. (Beginner, Intermediate, Advanced)

**Richard Van Acker, EdD**, Emeritus Professor, University of Illinois-Chicago

### AFTERNOON SESSIONS | 1:30 p.m.- 4:30 p.m.

#### 6. Setting a Strong Foundation: Tools and Techniques for Coaching Educators to Support Effective Classroom Management

Effective classroom management is the foundation that supports students’ behavioral and academic success. For students with EBD, there is a critical need to ensure classroom environments set a base for success. Despite its importance, classroom management is among the most challenging areas to provide support and is notoriously an area where educators receive the least amount of training and support. Research demonstrates that coaching educators relates to improved teacher practices and subsequent student outcomes. Supporting teachers’ development of classroom management skills is a targeted way administrators, coaches, mentors, and special educators supporting students in general education settings can help. During this workshop, we will focus on identifying critical components for successful classroom management and offer options, tools, and resources to support individuals working directly with classroom educators. (Beginner, Intermediate)

**Ashley MacSuga-Gage, PhD**, Clinical Associate Professor of Special Education, University of Florida, Gainesville, FL



The 2023 Midwest Symposium for Leadership in Behavior Disorders is a CCBD approved regional activity. Participants who would like to submit contact hours to a professional development organization may request a letter certifying attendance at the conference. Board Certified Behavior Analysts Type 2 credits are available at the conference from the Behavior Analyst Certification Board. Information about obtaining a letter of attendance or BCBA credit is available on our website.

## 7. Towards Trauma-Assumed, Compassionate Applied Behavior Analysis: Key Values and Assumptions When Addressing Severe Problem Behavior

Although definitions of Trauma Informed Care (TIC) vary across entities, there are five core principles germane to the conceptualization and practice of TIC. They are to: (a) acknowledge trauma and its potential impact, (b) ensure safety, (c) engender trust, (d) promote choice and shared governance, and (e) emphasize skill building. The focus of this presentation will be to highlight how a compassionate and trauma-assumed version of applied behavior analysis is entirely consistent with TIC. The values at the forefront of this compassionate ABA approach and their compatibility with the core components of Trauma-Informed Care will be explained. The latest features of the practical functional assessment and skill-based treatment of severe problem behavior will be described. Tactics for maximizing safety, televisibility, and utility of the assessment and treatment process will be discussed along with their implications for how to respond to both mild and severe forms of problem behavior. (Beginner, Intermediate, 3.5 BCBA CEUs)

**Mahshid Ghaemmaghami, Ph.D., BCBA-D**, Clinical Director, Senior Consultant, FTF Behavioral Consulting, Worcester, MA

## 8. Working Smarter Not Harder: Using Functional Behavior Assessments to Guide Individualized Interventions within Middle and High Schools

Key to promoting social, emotional, and behavioral success among students with disabilities and those at-risk is understanding the “communicative intent” of current problem or challenging behavior. This workshop will overview a) the logic and science of functional behavior assessments (FBA), b) the current IDEA regulations related to FBA, c) direct and indirect FBA data collection strategies, and d) FBA driven behavior intervention plans (BIP). Using a “competing pathways” strategy, participants will complete informal FBAs and develop a draft BIP. Unique challenges to BIP implementation at the secondary level will be discussed. (Intermediate, 3.5 BCBA CEUs)

**Tim Lewis, PhD**, Curators’ Distinguished Professor, University of Missouri, Columbia, MO

## 9. Using Data to Improve Student Outcomes in Reading and Math: Data Does Not Have to be a Four-Letter Word

This presentation will highlight the use of a Data Based Decision Making (DBDM) process for teachers in academic areas. An overview of the use of DBDM in reading and mathematics will include assessments that can be utilized for screening, progress monitoring, and aligning evidence based interventions with student needs. We will share free and low cost resources.

**Erica Lembke, PhD**, Professor Special Education, and **Matthew K. Burns, PhD**, Herbert W. Schooling Faculty Member and Professor of Special Education, University of Missouri, Columbia, MO

### MISSION STATEMENT

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

# Saturday, February 25, 2023 9:00 a.m.-11:30 a.m.

### 1. Recent Developments in Special Education Law: What Special Educators Need to Know and Why They Need to Know It!

In this session we will provide an update on legal information in special education, focusing on 2021-2022 court decisions, state-level due process hearings, and policy letters from the U.S. Department of Education. We also discuss the most common school district mistakes that lead to due process hearings and court cases and how school district personnel can avoid making these mistakes. (Beginner, Intermediate, Advanced)

**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

### 2. Data Made Easy: Creating Data Sheets that are Actually Useful

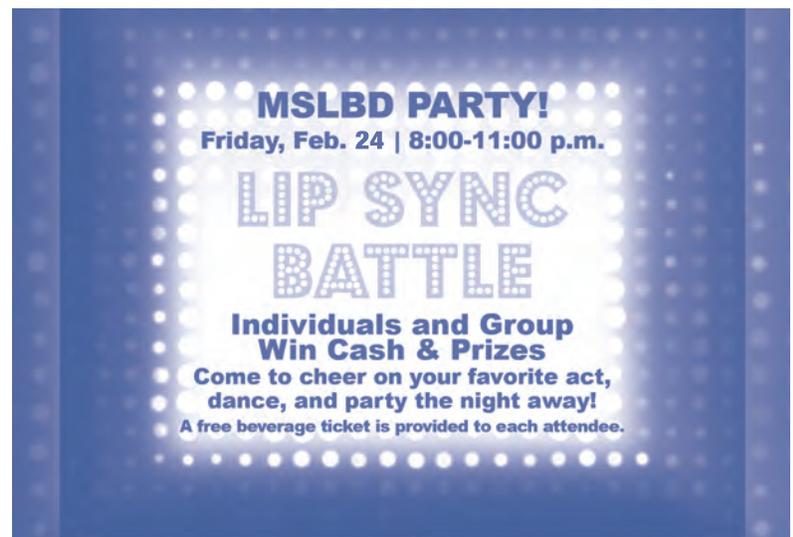
Sometimes in education we are “data rich yet information poor.” Despite tons of time spent logging data and writing reports, we sometimes still struggle to know what our students actually need next. In this session, educators will learn practical, classroom-tested strategies for collecting data and making simple, usable data sheets. Come ready to think about a student you support; you will walk away with a data sheet ready to use on Monday morning. (Beginner, Intermediate)

**Scott Fluke, PhD**, PBIS Coordinator and **Cassie Barnett, MSE**, Behavior Coach, Olathe, Public Schools, Olathe, KS

### 3. Training Paraeducators as First Responders

Teachers and paraeducators must work together to develop not only a relationship, but a common toolbox of interventions that can be provided to students with challenging behaviors. This presentation will focus on supporting paraeducators to provide positive outcomes for our most challenging students through evidence-based interventions. Strategies presented will focus on the direct application of support in the area of training for increasing student compliance, classroom behavior management, and increased academic outcomes. Training paraeducators in each phase of the crisis cycle will be included in this presentation so that paraeducators understand the “why” and “how” to implement effective behavior interventions in the classroom. Also included will be a model of tiered support training for addressing the needs of paraeducators abilities and knowledge. (Beginner, Intermediate, 3.0 BCBA CEUs)

**Jessica Nelson, EdD, BCBA**, District Behavior Consultant, USD 475, Manhattan, KS and **Reesha Adamson, PhD**, Associate Dean, Missouri State University, Springfield, MO



# Hotel Reservations

## Sheraton Kansas City Hotel at Crown Center 2345 McGee St. • Kansas City, MO 64108

Reservations online: <https://mslbd.org/symposium-conference/hotel-information.html>  
Reservations by Phone: (844) 683-8959  
Group Code: "2023 MSLBD Annual Convention"

The room block fills quickly in January! Make your reservation as **EARLY AS POSSIBLE** for the best selection of rooms type at the special rate! The "cut-off date" for reserving rooms in the Room Block is **January 27, 2023, by 5:00 p.m.** (Central Standard Time), **subject to availability.** Reservations requested after the cut-off date or after the room block is full will be based on availability at the Hotel's prevailing rates.

### Rate / per night + tax

\$174.00  
\$174.00

### Occupancy / Room Type

Single or Double / Standard King  
Double, Triple or Quad / Standard Double

# 2023 Symposium Registration

Easy online registration for groups and individuals paying with a credit card.

<https://mslbd.org/symposium-conference/registration.html>

Registrations accepted by mail with check payment.

Purchase orders will be accepted if received before January 27. All payments must be received by February 23.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

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

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

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

Position \_\_\_\_\_

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

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

## PAYMENT

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

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

\_\_\_\_\_ Check payable to Midwest Symposium and mailed with completed registration form

\_\_\_\_\_ Purchase Order received before January 27. Fax or email PO & Registration forms to the contact listed at the bottom of this form. Payment terms, all payments must be received by February 23.

## REGISTRATION OPTIONS

(Circle One Option)

\_\_\_\_\_ Presymposium Workshop & Symposium  
(Thurs, Fri & Sat, please pre-register for Thursday & Saturday Workshops)

Early Bird  
Discount

\$215.00\*

Regular  
Registration Rate

\$240.00

\_\_\_\_\_ Symposium Only  
(Fri & Sat, please pre-register for Saturday Workshop)

\$200.00\*

\$225.00

\_\_\_\_\_ Pre-symposium Workshop Only  
(Thurs Only, please pre-register for Thursday Workshops)

\$185.00\*

\$210.00

\*Discounted registration rate available through January 27. If you must cancel your registration, please notify the MSLBD Office at [manager@mslbd.org](mailto:manager@mslbd.org), through January 27, to receive a refund less a \$35 processing fee. No refunds after January 27. Registrations may be transferred to another individual at no cost.

# Parking Information

Parking may be found in the parking facility immediately to the north of the Sheraton Crown Center. Self and valet parking are available in the covered garage. Self-parking fee \$23 per day. Valet parking fee is \$32 per day.

Please note that parking spaces are limited and offered on a first come, first served basis. To enjoy unlimited in/out privileges be sure to charge parking to your guest room. A height restriction of six feet, eight inches applies. (From the Sheraton Kansas City Hotel at Crown Center Website, September 2022).

# Special Accommodations

For questions about accessibility or to request accommodations please contact Keri Frey at 402-792-3057 or by email, [manager@mslbd.org](mailto:manager@mslbd.org). Requests should be made as soon as possible but three weeks advance notice of need for accommodations is requested.

**All registrations are processed on a first-come, first-served basis. Seating in Presymposium Workshops is limited! REGISTER EARLY! No walk-in registration.**

## CHOICE OF PRESYMPOSIUM WORKSHOP ON THURSDAY (If applicable to registration type)

### HALF-DAY WORKSHOPS ON THURSDAY

Morning – Please indicate first selection and alternate

- \_\_\_\_\_ 1. Bringing the Science into the Classroom: Evidence-Based Practices for Reading and Writing
- \_\_\_\_\_ 2. Beyond Good Intentions: Developing, Assessing, and Improving Programs for Students with EBD
- \_\_\_\_\_ 3. It Starts with YOU! Perceptions and Decisions in Urban School Discipline
- \_\_\_\_\_ 4. School-Based Mental Health: From Prevention to Intervention Within the Framework of MTSS
- \_\_\_\_\_ 5. Exploring the Recent Rise in Aggression in Our Schools: What Can Educators Do? Unable to Attend

Afternoon – Please indicate first selection and alternate

- \_\_\_\_\_ 6. Setting a Strong Foundation: Tools and Techniques for Coaching Educators to Support Effective Classroom Management
- \_\_\_\_\_ 7. Towards Trauma-Assumed, Compassionate Applied Behavior Analysis: Key Values and Assumptions When Addressing Severe Problem Behavior
- \_\_\_\_\_ 8. Working Smarter Not Harder: Using Functional Behavior Assessments to Guide Individualized Interventions within Middle and High Schools
- \_\_\_\_\_ 9. Using Data to Improve Student Outcomes in Reading and Math: Data Does Not Have to be a Four-Letter Word Unable to Attend

### FRIDAY KEYNOTE AND BREAKOUT SESSIONS

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

### SATURDAY MORNING WORKSHOPS

Please choose one session to attend.

- \_\_\_\_\_ 1. Recent Developments in Special Education Law: What Special Educators Need to Know and Why They Need to Know It
- \_\_\_\_\_ 2. Data Made Easy: Creating Data Sheets that are Actually Useful
- \_\_\_\_\_ 3. Training Paraeducators as First Responders

## Hotel Reservation and Parking Information

<https://mslbd.org/symposium-conference/hotel-information.html>

**REGISTER ONLINE WITH A CREDIT CARD OR RETURN YOUR REGISTRATION WITH PAYMENT TO:**

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[registration@mslbd.org](mailto:registration@mslbd.org) • Phone 402-792-3057 • Fax 402-313-4702

# CONCURRENT SESSIONS | FRIDAY, FEBRUARY 24, 2023

## KEYNOTE STRAND

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

## MASTER TEACHER STRAND

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### High Leverage Practices in a Post-Pandemic World: Back to Basics Booster (HLP7)

Stacy Hirt, PhD and Sacha Cartagena, PhD, American Institutes for Research, Washington, D.C.; Torie Clark, MEd, Columbia Public Schools, Columbia, MO

### High Leverage Practices in a Post-Pandemic World; Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior (HLP8)

Jan Burgess, MME, MAEd, Retired, Liberty, MO; Janice Motta, MEd, Lee's Summit School District, Lee's Summit, MO; Joshua Wilker, MEd, RBT, Kansas City Kansas School District, Kansas City, KS

### High Leverage Practices in a Post Pandemic World; Teach Social Behaviors (HLP9)

Kristen McKearney, MEd, Doane University, Crete, NE; Stephanie Kopecky, MEd, Concordia University, Seward, NE

### High Leverage Practices in a Post Pandemic World; Conducting Functional Behavioral Assessments to Develop Individual Student Behavior Support Plans (HLP10)

Malinda Forsberg, MSE, University of Wisconsin-Madison; Barbara Gross, MSE, Behavior Specialist Educational Service Unit 5, Beatrice, NE; Jodie Tagel, MED, BCBA, Behavior Consultant-Westside Community Schools, Omaha, NE; Kaye Otten, PhD, BCBA Summit Behavioral Services, Kansas City, MO

## GENERAL BREAKOUT SESSIONS

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### PBIS in Alternative Settings: Strategies from Implementing Teachers

Scott Fluke, PhD, Clint Snyder, BA and Kaycee Allen, BA, Olathe Public Schools, Olathe, KS

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

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

### You Can't Make Me: Positive Strategies for Reaching Students with Oppositional Defiant Behaviors

Beverly H. Johns, MS Southern Illinois University, Carbondale

### Functionality of Functional Behavior Assessments: A National Review

Maria L. Manning, Ph.D, Eastern Kentucky University, Richmond, KY; Vanessa Tucker, Ph.D., BCBA, Pacific Lutheran University, Tacoma, WA

### It's MY Future!: Infusing Self-Determination into Alternative Education Settings for Youth With and At-Risk for Emotional and Behavioral Disorders

Allyson Pitzel, MA, Kristine Jolivet, PhD, and Sara Sanders, EdD, University of Alabama, Tuscaloosa, AL

### Intensifying Positive and Constructive Feedback for Students Who Struggle

Ashley Rila, PhD, University of Iowa, Iowa City, IA; Sara Estrapala, PhD, University of Missouri, Columbia, MO

### From Micro to Macro: Embedding Equity and

### Cultural Responsiveness Into a PBIS Model

Erica McClure, PhD, Purdue University, West Lafayette, IN; Dana Page, MA and Tim Landrum, PhD, University of Louisville, Louisville, KY

### Practical Tips for Creating Socially Just and Equitable Inclusive Schools with Students with Emotional and Behavioral Disorders

Kristine J. Melloy, PhD, Thompson School District, Loveland, CO

### TRAPPING Elephants: Intensifications of the Self-Regulation Strategy Development Instructional Approach for Reading Comprehension and Self-Determination

Lauren Hart Rollins, PhD, University of West Georgia, Carrollton, GA; Allyson Pitzel, MA, Sara Sanders, EdD, Kristine Jolivet, PhD, and Olivia R. Hester, PhD, University of Alabama, Tuscaloosa, AL

### Cultivating Collaborative Teams: Coaching Paraprofessionals in Social Emotional/Behavioral High Leverage Practices

Shweta Chandrashekhar, MA and Malinda Forsberg, MSE, University of Wisconsin-Madison, WI

### Disproportionality and Social Justice in Education

Nicholas A. Gage, PhD, WestEd, Gainesville, FL; Denise Whitford, PhD, Purdue University, West Lafayette, IN; Antonis Katsiyannis, EdD, Clemson University, Clemson, SC

### Tracking Behavior in a Virtual Environment: Tools for Success!

Katherine Graves, MEd, Cannon Ousley, MS, BCBA, Nargiza Buranova, MA, and Chad Rose, PhD, University of Missouri-Columbia, MO

### Practical Program Design for Behavioral Classrooms: Addressing Intensive Behavioral Needs

Tricia Berg, PhD, Safe and Civil Schools, Eugene, OR

### Never Use Punishment Alone and Other Secrets for Encouraging Appropriate Behavior in the Classroom

Robin Parks Ennis, PhD, BCBA-D and Mary Rose Salles, PhD, University of Alabama at Birmingham, AL

### What About Us: Resiliency and Self-Care for Teachers and Staff Serving Youth in Restrictive Educational Settings Who Display Challenging Behaviors

Kristine Jolivet, PhD, Sara Sanders, EdD, and Olivia R. Hester, PhD, University of Alabama, Tuscaloosa, AL

### Strengths-Based IEPs

Calli Lewis Chiu, PhD, California State University, Fullerton, CA; Mandy Lusk, PhD, Clayton State University, Morrow, GA; Rosalinda Larios, PhD, California State University, Fullerton, CA

### Connections+Engagement+Relationships = Positive Results: How to Build the Equation in Multi-Tiered Systems of Support (MTSS)

Beth Clavenna-Deane, PhD, Tori Ballew, EdS, and Nicholas A. Gage, PhD, WestEd

### The Effectiveness of Pyramidal Training in Schools: Supporting Students with Personnel Training

Tyler C. Ré, PhD, BCBA-D, LBA and Rachel Garcia, PhD, BCBA-D, The Chicago School of Professional Psychology, Online ABA Department

### Recommendations for Physical Restraint and

### Seclusion Procedures Based on Office of Civil Rights (OCR) District Reviews and Federal Guidelines

Eryn Van Acker, PhD, California; Reece Peterson, PhD, University of Nebraska-Lincoln, Lincoln, NE

### Tell Me What You Want, Want You Really, Really Want: Teaching Kids Self-Advocacy Skills

Carrie Fairbairn, MEd, Concordia University, Portland, OR; Sallye Vanderplas-Lee, BA, Bethany College, Lindsborg, KS

### Navigating the Maze of Current Trends in Social-Emotional Support

Mary Rose Salles, PhD and Robin Parks Ennis, PhD, University of Alabama at Birmingham, Birmingham, AL

### Virtual Instruction Supports After the Pandemic

Nargiza Buranova, MEd, Shannon Locke, MS, CCC-SLP, and Chad Rose, PhD, University of Missouri, Columbia, MO

### Unlocking the Power of Praise: Strategies to Increase Student Engagement

Jacky Williams, MEd and Howard Wills, PhD, University of Kansas, Lawrence, KS; Renee Black, MSW and Amelia Stern, EdS, Center Schools, Kansas City, MO

### Providing Choices Across Academic Contexts with All Children

Joseph Panno, MS, BCBA, Julie Ackert-Brandt, PhD, Tyler Re, PhD, and Jack Spear, PhD, The Chicago School of Professional Psychology, Chicago IL

## SESSIONS FOR BCBA CREDIT

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### Only the BCBA Can Do That! Reframing the Roles of the BCBA and Other Professionals in Functional Behavior Assessment and Behavior Intervention Planning

Vanessa Tucker, Ph.D., BCBA-D, LBA Pacific Lutheran University, Tacoma, WA.

### Addressing the Current Youth 'Mental Health Crisis' Within an MTSS Framework

Hannah West, PhD, BCBA and Erika Franta, PhD, Mid-America Mental Health Technology Transfer Center, University of Nebraska Medical Center, Omaha, NE

### Remote Parent Trainings on Naturalistic Interventions

Zijie Ma, PhD, University of Kansas, Lawrence, KS; Jason Travers, PhD, Temple University, Philadelphia, PA

### Paralmpact: Training Paraeducators Utilizing a Teacher-as-Coach Model

Rose A. Mason, PhD, BCBA-D, John J. Augustine, MEd, and Amanda M. Borosh, MS, BCBA, Purdue University; Emma Watson, EdS, Juniper Gardens Children's Project; Jennifer Smith, Purdue University, West Lafayette, IN; Dwight Irvin, PhD, Howard Wills, PhD, BCBA, and Alana Schnitz, PhD, Juniper Gardens Children's Project, Kansas City, KS

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



Midwest Symposium for  
Leadership in Behavior Disorders  
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## How to GET THERE

### **DRIVING IN:**

The Sheraton Crown Center is located at 2345 McGee Street in Kansas City, Missouri. The following are directions to the hotel from:

**I-70 Eastbound:** Take I-35 South exit to 20th Street exit. Turn left on 20th Street. Right on McGee Street to hotel entrance.

**I-70 Westbound:** Take I-35 South exit to 20th Street exit. Turn left on 20th Street. Right on McGee Street to hotel entrance.

**I-35 Southbound:** Take I-35 South to 20th Street exit. Turn left on 20th Street. Right on McGee Street to hotel entrance.

**I-35 Northbound:** Take I-35 North to Broadway exit. Turn right on Broadway. Turn left on 20th Street. Right on McGee Street to hotel entrance.

### **PARKING:**

Parking may be found in the parking facility immediately to the north of the Sheraton Crown Center. Self and valet parking are available in the covered garage. Self-parking fee \$23 per day. Valet parking fee is \$32 per day.

Please note that parking spaces are limited and offered on a first come, first serve basis. To enjoy unlimited in/out privileges be sure to charge parking to your guest room. A height restriction of six feet, eight inches applies. (From the Sheraton Kansas City Hotel at Crown Center Website, September 2022).

### **FLYING IN:**

To get to the Sheraton Crown Center from MCI: Book online at [www.supershuttle.com](http://www.supershuttle.com). Cost is approximately \$40 each way. Cab fare is approximately \$60.00 each way.

### **CONTACT INFORMATION:**

Keri Frey, Manager  
P.O. Box 202, Hickman, Nebraska 68372  
402-792-3057; fax 402-313-4702  
[manager@mslbd.org](mailto:manager@mslbd.org)