



Midwest Symposium for Leadership in Behavior Disorders

SYMPOSIUM 2023

February 23 – 25, 2023
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 41st Annual Midwest Symposium for Leadership in Behavior Disorders. Universities, public schools and state agencies in Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Missouri, Nebraska, New Mexico, Oklahoma, Pennsylvania, South Carolina, South Dakota, Washington, and West Virginia have once again joined in planning a forum to examine many of the important issues facing teachers and parents of students with Emotional and Behavioral Disorders (EBD) and Autism Spectrum Disorders (ASD). We hope that you will gain new insights, establish professional contacts, and obtain new perspectives to meet the ever-changing educational challenges of improving the lives of children and youth with behavioral needs.

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

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

MISSION STATEMENT

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

PLANNING COMMITTEE

Reesha Adamson, Missouri State University
Mary Jo Anderson, Overland Park, KS
Brenda Bassingthwaite, Munroe-Meyer Institute, UNMC, Omaha, NE
Jennifer Bossow, Albuquerque Public Schools, NM
Michael Couvillon, Drake University, IA
Chris Delap, Lakemary, Paola & Olathe, KS
Scott Eckman, NeMTSS Team, Milford, NE
Scott Fluke, Olathe Public Schools, KS
Heather Forbes, West Virginia University
Nicholas Gage, WestEd, Gainesville, FL
Tim Geels, ATA Enhancement Services, McCook Lake, SD
Nicolette M. Grasley-Boy, Juniper Gardens Children's Research Project, University of Kansas
Deborah Griswold, University of Kansas
Barbara Gross, Nebraska Education Service Unit 5
C. Brian Hastings, USD 443 Dodge City, KS
James Hogan, Children's Institute for Learning Differences (CHILD) Renton, WA
Mike Hymer, Lawrence, KS
Marilyn Kaff, Kansas State University
Antonis Katsiyannis, Clemson University, SC
Sue Kemp, University of Nebraska-Lincoln
Debra Knight, KIPP Oklahoma
Kathleen Lynne Lane, University of Kansas
Maura Linas, Leawood, KS
Marie Manning, Eastern Kentucky University
Sharon Maroney, Western Illinois University

Rose Mason, Purdue University, IN
Lane Maxcy, University of Central Missouri
Matthew McNiff, Nebraska Education Service Unit 5
Jessica Nelson, Geary County USD 475, KS
Shari Niemeyer, University of Missouri, Heart of MO-Professional Development Center
Regina Oliver, Nebraska Education Service Unit 5
Kaye Otten, Summit Behavioral Services, Kansas City, MO
Mike Paget, Consultant, Overland Park, KS
Reece Peterson, University of Nebraska-Lincoln
Seith Piro, Northwest AEA, IA
Felicity Post, Geary County USD 475, KS
Tyler Ré, The Chicago School of Professional Psychology
Chad A. Rose, University of Missouri
Gretchen Scheibel, University of Kansas
Brian Sims, Pittsburg State University, KS
Carl Smith, Iowa State University
James Teagarden, Kansas State University
Jason Travers, Temple University, Philadelphia, PA
Vanessa Tucker, Pacific Lutheran University, WA
Angela Tuttle Prince, Iowa State University
Jeneé Vickers Johnson, University of Kansas
Howard Wills, Juniper Gardens Children's Research Project, University of Kansas
Mitchell Yell, University of South Carolina
Kathleen Zimmerman, University of Kansas
Keri Frey, MSLBD Manager, Hickman, NE

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

WEDNESDAY, FEBRUARY 22, 2023

7:00 p.m. – SYMPOSIUM REGISTRATION/INFORMATION DESK OPEN
9:30 p.m.

CHICAGO/
FOYER

THURSDAY, FEBRUARY 23, 2023

7:30 a.m. – SYMPOSIUM REGISTRATION/INFORMATION DESK OPEN
5:00 p.m.

CHICAGO/
FOYER

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

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

BCBA CEUs 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** NEWYORK

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 **Al "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** EMPIRE B/C

In this session, we will review 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** ATLANTA

BCBA CEUs 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?** **CHICAGO**
- 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

11:00 a.m. – 5:00 p.m. **EXHIBITS** **BALLROOM
LEVEL FOYER**

We invite you to visit the exhibits and representatives who have joined us for the 2023 Symposium.

12:00 p.m. – 1:30 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.

1:30 p.m. – 4:30 p.m. **AFTERNOON HALF-DAY PRESYMPOSIUM WORKSHOPS**

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

- 7. Towards Trauma-Assumed, Compassionate Applied Behavior Analysis: Key Values and Assumptions When Addressing Severe Problem Behavior** **NEW YORK**
- BCBA CEUs**
- 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, PhD, 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 & High Schools** **ATLANTA**
- BCBA CEUs**
- 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. (Intermediate)

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

**SAN
FRANCISCO**

FRIDAY, FEBRUARY 24, 2023

7:30 a.m. – 5:00 p.m. SYMPOSIUM REGISTRATION/INFORMATION DESK OPEN

**CHICAGO/
FOYER**

8:00 a.m. – 5:00 p.m. EXHIBITS
We invite you to visit the exhibits and representatives who have joined us for the 2023 Symposium.

**BALLROOM
LEVEL FOYER**

8:30 a.m. – 10:00 a.m. KEYNOTE SESSION
Shifting from Classroom Management and Behavioral Control to Skill Instruction and Supports
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. 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**

Regina Oliver, PhD, BCBA-D, MTSS Coordinator, Educational Service Unit 5, Beatrice, NE

Jason Chow, PhD, Assistant Professor, University of Maryland at College Park, College Park, MD

Chad Rose, PhD, Associate Professor, University of Missouri, Columbia, MO

Reesha Adamson, PhD, Associate Dean, Missouri State University, Springfield, MO

Emcee, Tim Geels, MA, Owner & Operator, ATA Enhancement Services, LLC, McCook Lake, SD

10:00 a.m.– 11:20 a.m. COFFEE BREAK & EXHIBITS

**BALLROOM
LEVEL FOYER**

10:20 a.m.– 11:20 a.m. CONCURRENT SESSIONS – SET 1

1.1 KEYNOTE STRAND - Telling Isn't Teaching. Saying Isn't Doing!

Teaching behaviors isn't as easy as telling students what to do, and just because students can tell you what they should do, doesn't mean they will be able to perform the task. Come and learn about the importance of understanding the complexities of shaping appropriate behavior and factors to consider. (Basic/Introductory, Intermediate)

CHICAGO C

Regina Oliver, PhD, BCBA-D, MTSS Coordinator, Educational Service Unit 5, Beatrice, NE

1.2 MASTER TEACHER STAND - High Leverage Practices in a Post-Pandemic World: Back to Basics Booster (HLP7)

High-Leverage Practices (HLPs) are powerful instructional practices to address the unique needs of diverse learners. This presentation will provide practitioners with a broad overview of the social/emotional/behavioral HLPs (e.g., HLPs 7, 8, 9, & 10) within the context of the 22 HLPs for inclusive classrooms. Furthermore, presenters will target HLP 7: Consistent, Organized, Respectful Learning Environment, describe a continuum of strategies for a positive,

CHOUTEAU

predictable, respectful classroom environment, and present a self-assessment tool to assess HLP implementation. (Basic/Introductory, Intermediate)

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

1.3 PBIS in Alternative Settings: Strategies from Implementing Teachers

ATLANTA

While some think of PBIS as applying only to students in traditional settings, it is actually an effective, evidence-based framework for students in alternative settings due to significant emotional and behavioral needs. This session will feature classroom-tested strategies from two teachers implementing PBIS: one in a center-based classroom in a traditional public school, and one in a special day school. Both teachers lead programs for students with significant emotional and behavioral disorders. Participants will learn what has worked and not worked in these alternative settings and will discuss ways to apply the PBIS framework to their own classrooms. (Intermediate)

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

1.4 Creating a Behavior Intervention Plan that You Can “Wow” Your Friends with on Monday Morning

NEW YORK

The function of behavior is often the focus of conversations about the behavior of children and for good reason. After identifying the function, the real work begins by creating a behavior plan that addresses the student's need from all angles. This presentation will isolate the major components of the behavior intervention plan and the attendee will walk away with templates that are easy to use so that everyone on the team knows exactly what to do and the plan can be implemented with fidelity. Topics will include (a) defining the behavior, (b) how to identify an appropriate replacement behavior, (c) lesson planning for the replacement behavior, (d) prevention strategies focusing on curricular, environmental, and teacher modifications, (e) reinforcement systems, (f) planning for failure, (g) how to set up a systematic data collection system, and (h) plan evaluation. Attendees will have access to templates and examples to use in their district. (Basic/Introductory, Intermediate)

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

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

CHICAGO A

Do you find yourself frustrated with students who won't comply with your requests and tell you that they don't have to do what you want them to do? These students present major challenges for many educators. Come to this session to learn more about the many reasons children may engage in such behaviors and what are positive strategies you can use to reach them. (Basic/Introductory)

Beverly H. Johns, MS, Southern Illinois University, Carbondale, IL

1.6 Functionality of Functional Behavior Assessments: A National Review

CHICAGO B

Through multi-tier systems of support, Functional Behavioral Assessments and Behavior Intervention Plans (FBA/BIP) have become more prevalent across the nation. While national standards require key elements, FBA/BIP forms vary significantly in utility and usefulness. This presentation reviews current forms and discusses critical elements necessary for quality implementation for all students, including those with behavior disorders and at-risk children and youth. (Intermediate, Advanced)

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

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

EMPIRE A

The purpose of this session is to provide information on implementing self-determination into alternative education settings (e.g., residential and juvenile justice facilities) for youth with and at-risk for emotional and behavioral disorders. This session will include an overview of self-determination skills, strategies to help facilities infuse these skills into current and future practices, along with special considerations for implementation. Possible future directions will also be discussed. (Basic/Introductory)

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

- 1.8 Remote Parent Trainings on Naturalistic Interventions** **EMPIRE B**
- BCBA CEUs** Parents of children with autism often need training from professionals to support interventions in home and community contexts. However, parent training often requires resources (e.g., time, money, traveling) that most parents and professionals cannot afford or provide, especially in rural settings. Remote parent training may help professionals more easily reach families in less resourceful areas. This breakout session will overview a step-by-step process for designing and delivering remote parent training programs with a specific focus on naturalistic interventions for parents of children with ASD. Practical examples will be used to facilitate understanding. (Basic/Introductory, Intermediate, 1.0 BCBA CEU)
- Zijie Ma, PhD**, University of Kansas, Lawrence, KS; **Jason Travers, PhD**, Temple University, Philadelphia, PA
- 1.9 Intensifying Positive and Constructive Feedback for Students Who Struggle** **EMPIRE C**
- Effective feedback is critical for students across academic and behavioral domains. For feedback to have the greatest impact, it must be outcome focused, constructive, timely, positive, and individualized. In this presentation, we will discuss optimizing feedback to include essential components, how feedback is a culturally responsive practice, and strategies practitioners can use to intensify feedback delivery for students who struggle. (Basic/Introductory)
- Ashley Rila, PhD**, University of Iowa, Iowa City, IA; **Sara Estrapala, PhD**, University of Missouri, Columbia, MO
- 11:30 a.m. - 12:30 p.m.** **CONCURRENT SESSIONS - SET 2**
- 2.1 KEYNOTE STRAND - Understanding the Importance of Language in Social and Behavioral Development** **CHICAGO C**
- The purpose of this breakout session is to (1) present a conceptual model of language and behavioral development to support early learning, social development, and high-quality instruction, (2) provide an overview of the literature and highlight ongoing research on the comorbidity and co-development of language and behavioral disorders and friendship development in school-age children, and (3) summarize a set of interdisciplinary strategies and supporting language and behavior, as well as children and youth with challenges in both domains. (Intermediate)
- Jason Chow, PhD**, Assistant Professor, University of Maryland at College Park
- 2.2 MASTER TEACHER STRAND - HLP in a Post-Pandemic World: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior (HLP8)** **CHOUTEAU**
- In this post-pandemic school culture, it has become apparent that we must return to the basics to achieve highly effective and supportive school communities. In this session, participants will investigate the importance of positive, specific, and constructive feedback in the role of positive student learning and behavioral outcomes. In addition, participants will learn the critical components of effective feedback. (Basic/Introductory)
- Jan Burgress, MME, MAEd**, Retired, Liberty, MO; **Janice Motta, MEd**, Lee's Summit School District, MO; **Joshua Wilker, MEd, RBT**, Kansas City Kansas School District
- 2.3 Addressing the Current Youth 'Mental Health Crisis' Within an MTSS Framework** **ATLANTA**
- BCBA CEUs** Students are reporting overall mental health decline, including increases in anxiety and persistent feelings of hopelessness and sadness. Schools are in a unique position to help youth manage mental health symptoms and challenges, but the majority of schools report they are currently unable to meet demands. Therefore, aligning our school-based mental health supports within existing structures and building the knowledge and skill base of educators can increase access to best practice interventions for students. This session will highlight: best practices in school-based mental health; specific function-based interventions and supports at the classroom, group, and individual levels as they relate to stress and anxiety, engagement and connectedness, and executive functioning abilities; and future opportunities for free training and technical assistance from the Mid-America MHTC about function-based approaches to supporting mental health in schools. (Basic/Introductory, 1.0 BCBA CEU)
- Hannah West, PhD, BCBA** and **Erika Franta, PhD**, Mid-America Mental Health Technology Transfer Center, University of Nebraska Medical Center, Omaha, NE
- 2.4 From Micro to Macro: Embedding Equity and Cultural Responsiveness Into a PBIS Model** **NEWYORK**
- We provide an overview of the research into discipline disparities and describe evidence-based practices that can reduce inequitable outcomes. We share specific classroom-level practices that show promise in reducing the exclusion

(i.e., suspension and expulsion) of at-risk students. Additionally, we describe specific methods for embedding cultural awareness into classroom and school-wide PBIS models. (Intermediate)

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

2.5 Practical Tips for Creating Socially Just and Equitable Inclusive Schools with Students with EBD **CHICAGO A**

Inclusive learning environments for students with emotional and behavioral disorders (SEBD) focus on access, opportunity, and rights of students to an equitable, inclusive education. Inclusive education for SEBD is associated with academic, behavioral, and social-emotional learning achievement. This presentation aims to provide educators who serve SEBD practical tips for creating socially just and equitable inclusive schools for SEBD. (Advanced)

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

2.6 TRAPping Elephants: Intensifications of the Self-Regulation Strategy Development Instructional Approach for Reading Comprehension and Self-Determination **CHICAGO B**

The self-regulated strategy development instructional approach is a promising practice for teaching reading comprehension to youth with and at-risk for emotional and behavioral disorders. This presentation explores how self-determination behaviors can be embedded within the SRSD instructional approach to intensify behavioral support which many youth need. The audience will have the opportunity to discuss methods, results, implications for practice, and future directions for research in this area. (Basic/Introductory, Intermediate)

Lauren Hart Rollins, PhD, **Allyson Pitzel, MA**, **Sara Sanders, EdD**, **Kristine Jolivette, PhD**, and **Olivia R. Hester, PhD**, University of Alabama, Tuscaloosa, AL

2.7 Cultivating Collaborative Teams: Coaching Paraprofessionals in Social Emotional/Behavioral HLP **EMPIRE A**

Attendees will learn specific strategies for cultivating a collaborative, positive multidisciplinary support team for students with emotional and behavior disorders using High Leverage Practices as a framework. Coaching strategies will be modeled and explored through role play, discussion, and situational analysis. Teams of educators, paraprofessionals, and related service providers are encouraged to attend together! (Basic/Introductory)

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

2.8 Disproportionality and Social Justice in Education **EMPIRE B**

This presentation will describe the historical, legal, and research foundations of disproportionality in education. We will describe a series of national analyses examining disproportionality in suspensions, restraint and seclusion, corporal punishment, school-based arrests, bullying, and advanced placement course enrollment by race and disability status. Recommendations for the field moving forward will be discussed. (Intermediate)

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

2.9 Tracking Behavior in a Virtual Environment: Tools for Success! **EMPIRE C**

This session will include information on current behavioral measurement data collection tools used in the classroom and how they are used for specific behaviors. Additionally, it will describe how these data collection methods can be used and modified for the online learning environment. Teachers will take with them tools and apps to measure behavioral IEP goals via an online platform. (Basic/Introductory)

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

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

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

2:00 p.m. -
3:00 p.m.

CONCURRENT SESSIONS – SET 3

- 3.1 KEYNOTE STRAND - What is Friendship? Unpacking Youth Social Involvement in Physical and Electronic Spaces** CHICAGO C
Understanding how friendships are developed and maintained is complex. As youth begin to normalize socialization in online spaces, educators have to pivot their instruction in social and communication skills, especially for youth with disabilities. This session will highlight the divergence between peer-to-peer aggression and prosocial behaviors and provide strategies for building and maintaining friendships in physical and electronic spaces. (Basic/Introductory, Intermediate)
Chad Rose, PhD, Associate Professor, University of Missouri, Columbia, MO
- 3.2 MASTER TEACHER STRAND - High Leverage Practices in a Post Pandemic World: Teach Social Behaviors (HLP9)** CHOUTEAU
The purpose of this presentation is to give a scope and sequence for social skills instruction in elementary and/or alternate curriculum special education programs. This presentation will lay out a “year at a glance” of social skills instruction using bibliotherapy, an effective timeline of skills, and ready to use lesson plans targeting all 5 CASEL components of SEL (self awareness, self management, social awareness, relationship skills, and responsible decision making). (Basic/Introductory)
Kristen McKearney, MEd, Doane University, Crete, NE; **Stephanie Kopecky, MEd**, Concordia University, Seward, NE
- 3.3 Practical Program Design for Behavioral Classrooms: Addressing Intensive Behavioral Needs** NEWYORK A
In this workshop, we present best-practice strategies for building a positive and proactive self-contained special education classroom for students with intensive behavioral needs. Participants will engage in various activities to build an environment that increases engagement, improves student outcomes (behavioral and academic), integrates evidence based practices, and promotes generalizability of skills to less restrictive environments. Participants will work with presenters to develop a specific action plan for applying these strategies in their classrooms. (Basic/Introductory)
Tricia Berg, PhD, Safe and Civil Schools, Eugene, OR
- 3.4 Never Use Punishment Alone and Other Secrets for Encouraging Appropriate Behavior in the Classroom** NEWYORK B
Punishment is a consequence that decreases the likelihood a behavior will occur again. While it may work in the short term, punishment has a variety of potential side effects that can have a negative impact on both students and our relationships with them. In this session, we will review the side effects of punishment and provide guidelines for using behavior reduction strategies with success, including pairing punishment with explicit instruction and the use of restorative practices. (Basic/Introductory, Intermediate)
Robin Parks Ennis, PhD, BCBA-D and **Mary Rose Sallesse, PhD**, University of Alabama at Birmingham, AL
- 3.5 What About Us: Resiliency and Self-Care for Teachers and Staff Serving Youth in Restrictive Educational Settings** CHICAGO A
Empowering teachers and staff in restrictive educational settings who work with youth displaying challenging behaviors with a preventative and realistic lens on how to improve their well-being is critical to lessen stress, trauma, and burnout, especially in the wake of the continuing COVID-19. We anchor our session through a multi-tiered system of support self-care approach, I-CARE, which is individualized by user. We will describe I-CARE, detail how teachers and staff can integrate I-CARE into their daily professional routines, and share examples other teachers/staff have developed. (Basic/Introductory)
Kristine Jolivette, PhD, Sara Sanders, EdD, and **Olivia R. Hester, PhD**, University of Alabama, Tuscaloosa, AL
- 3.6 Only the BCBA Can Do That! Reframing the Roles of the BCBA and Other Professionals in Functional Behavior Assessment (FBA) and Behavior Intervention Planning** CHICAGO B
BCBAs shouldn't supplant the potential for staff, including special educators, from engaging in functional behavior assessment (FBA), planning and data collection. We will explore BCBA roles in schools, the potential pitfalls of misapplications of this support, concepts of coaching, role release, delegation and cross-disciplinary training as a way to build capacity. (Intermediate, Advanced, 1.0 BCBA CEU)
Vanessa Tucker, Ph.D., BCBA-D, LBA Pacific Lutheran University, Tacoma, WA

3.7 Strengths-Based IEPs **EMPIRE A**
 In this session, attendees will learn about the significance and importance of asset-based IEPs. Participants will learn specific strategies they can use to support student-led IEPs. Strategies for promoting collaboration with students' families will also be presented. Participants will also be encouraged to share their strategies regarding asset-based IEPs. (Intermediate)

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

3.8 Connections+Engagement+Relationships = Positive Results: How to Build the Equation in MTSS **EMPIRE B**
 It is essential to focus on Tier 1 instructional practices that have a direct impact on students' social emotional well-being and their academic achievement when developing sustainable MTSS. Engagement and connection strategies for both students and staff are critical to MTSS success. This session will describe and provide free tools for developing, implementing, and sustaining evidence-based Tier 1 instructional practices that establish safe, supportive, and engaging connections and relationships between students and staff, positively impacting student outcomes, particularly for students with challenging behaviors. (Intermediate)

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

3.9 The Effectiveness of Pyramidal Training in Schools: Supporting Students with Personnel Training **EMPIRE C**
 School leaders are responsible for ensuring staff receive high-quality training that will directly affect student learning and behavior. As such, pyramidal training is an approach school leaders can use to build capacity, one that is both time- and cost-efficient. Pyramidal training has considerable supporting evidence to indicate its utility within schools, having demonstrated increases in a variety of skills acquired and high levels of procedural integrity among teachers and paraprofessionals, which in turn leads to improved student outcomes. (Intermediate)

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

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

4.1 KEYNOTE STRAND - When the Kid Gets Going, and the Going Gets Tough **CHICAGO C**
 This session will focus on systematic strategies and supports for escape motivated students. The purpose of this session will be to give practitioners practical strategies for use and to discuss the motivation around escape behaviors. A synthesis of escape motivated literature and best practices will be discussed along with tangible classroom supports to help curb escape motivated behaviors and to make classroom tasks less aversive. (Basic/Introductory)

Reesha Adamson, PhD, Associate Dean, Missouri State University, Springfield, MO

4.2 MASTER TEACHER STRAND - HLP in a Post Pandemic World: Conducting Functional Behavioral Assessments to Develop Individual Student Behavior Support Plans (HLP10) **CHOUTEAU**
 Conducting functional behavioral assessments is legally mandated and critical for developing behavior plans that adequately support the needs of students at-risk for or with emotional and behavior disorders. In this session, participants will practice each step of the FBA process using case studies before having time to adapt tools to meet their unique needs. Presenters will also provide feedback and problem-solve collaboratively. (Basic/Introductory, Intermediate)

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

4.3 Recommendations for Physical Restraint & Seclusion Procedures Based on OCR District Reviews and Federal Guidelines **NEWYORK A**
 This session will describe the Office of Civil Rights (OCR) reviews of several school districts' use of physical restraint and seclusion procedures. It will identify some of the common problems found as a result of these reviews. The session will

focus on how to evaluate and improve practices related to restraint and seclusion based on these reviews and U.S. Department of Education recommendations. (Intermediate, Advanced)

Eryn Van Acker, PhD, Pleasanton Unified School District, California; **Reece Peterson, PhD**, Retired, University of Nebraska-Lincoln

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

NEWYORK B

Attendees in this session will learn about tools and strategies that promote self-advocacy for students with challenging behaviors. Uncovering barriers and attributes for self-advocacy, along with skills to promote independence will be shared. Learn tips on how to teach students to know themselves, know what they need, and how to get it. Participants will receive links to resources, activities, and other "freebies" associated with self-advocacy and self-determination.

(Basic/Introductory)

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

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

CHICAGO A

Wondering which of the recently popular social-emotional practices like mindfulness, calm down corners, and fidgets you should integrate into your current setting? This session will highlight the research and theory supporting (or not supporting) common social-emotional practices. In addition, presenters will review implementation considerations, easy modifications to increase effectiveness, and trustworthy sources to find resources in the future.

(Basic/Introductory, Intermediate)

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

4.6 ParalImpact: Training Paraeducators Utilizing a Teacher-as-Coach Model

CHICAGO B

BCBA CEUs

Individuals with moderate-to-severe disabilities (MSDD) typically require more time and specialized instruction to learn. However, paraeducators who serve these students are often not appropriately trained, and special education teachers report they are underprepared to train and coach paraeducators. In this session, we will demonstrate practice-based coaching (PBC) strategies special education teachers may use to support paraeducators in delivering systematic instruction in the classroom. (Intermediate, 1.0 BCBA CEU)

John J. Augustine, MEd, **Rose A. Mason, PhD, BCBA-D**, 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

4.7 Virtual Instruction Supports After the Pandemic

EMPIRE A

The session will describe strategies teachers can use to support virtual learning of students with behavior challenges. How can educators structure virtual instruction to better support students with behavioral challenges and better support themselves as teachers? By setting clear behavioral expectations, delivering positive reinforcement, providing opportunities to respond, and establishing parent-teacher collaboration. (Intermediate)

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

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

EMPIRE B

Teachers are increasingly requesting class-wide behavior support. Learn from district-level coaches how providing class-wide behavior support increases student engagement. (Intermediate)

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

4.9 Providing Choices Across Academic Contexts with All Children

EMPIRE C

Providing choices within a classroom is one way to avoid or decrease problem behavior and increase students' feelings of autonomy and self-control. Even giving the simplest of choices can help to allow an individual to feel like they have more control over their environment, something that can be sorely missing in children's lives in current times. This

session discusses the benefits and potential ease of incorporating choices into all classrooms to increase the likelihood that all children will feel empowered and enjoy learning. (Basic/Introductory)

Joseph Pannozzo, MS, BCBA, Julie Ackerlund-Brandt, PhD, Tyler Ré, PhD, and Jack Spear, PhD, The Chicago School of Professional Psychology, Chicago, IL

4:15 p.m. –
6:00 p.m. POSTER SESSION

ATLANTA

P01. P01. Self-Monitoring Implementation Tips: How and When to Use I-Connect

I-Connect is a self-monitoring platform that supports educators to design and implement effective and customized self-monitoring interventions that allow students to monitor their behavior in tandem with other education activities. This session will provide practical guidance and implementation supports for implementing self-monitoring programs with I-Connect. Evidence of anticipated outcomes, recommendations for training, and customization options for unique student needs will be included.

Gretchen Scheibel, MS, OTR, BCBA, Shannon Spadoni, BS, and Howard P. Wills, PhD, MBA, BCBA, University of Kansas, Kansas City, KS

P02. Applying Multi-Tiered Support for Professional Development to Targeted Student Interventions: A Single-Case Design Study

Multi-tiered support for PD (MTS-PD) is one framework proposed to provide effective and efficient PD for behavior management skills. We extended this work by evaluating if MTS-PD, specifically performance feedback, resulted in an increase in teachers' treatment fidelity of a targeted student intervention. Results were evaluated in the context of a multiple-probe single-case design. In this poster session, we will discuss the results of this study, along with implications for practitioners and researchers.

Nicolette Grasley-Boy, Ph.D., BCBA, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS; **Jackie Viotto, M.Ed** and **Mark D. Samudre, Ph.D., BCBA**, University of South Carolina, Columbia, SC

P03. Educator Perspectives of Comprehensive School Mental Health Systems Implementation in Nebraska Public Schools

This session explores the experiences of educators, located in regional educational service units (ESUs) and local school districts, during the adoption and implementation of the evidence-based Comprehensive School Mental Health System (CSMHS) model in public schools in Nebraska. We report and explore the results of a process-focused evaluation of our state's efforts to implement CSMHS, illuminating the voices and experiences of professionals supporting CSMHSs, including their decision-making processes, experienced successes and challenges, and recommendations to others taking on this challenge.

Dylan Saunders, MA, Elizabeth Gleason, MPP, Jennifer Farley, PhD, Janell Walther, PhD, University of Nebraska Public Policy Center, University of Nebraska Public Policy Center; **Amber Hartsock, Mariella Resendiz**, Nebraska Department of Education

P04. Meeting the Behavioral Health Needs of Young Children: Impacts of COVID-19 and How Early Childhood Providers & Educators Have Responded

Results from two unique studies identify the behavioral health needs of young children, ranging from birth through 3rd grade, as perceived by early childcare providers, educators, and administrators and how these needs have been impacted by the COVID-19 pandemic. Based on strategies implemented by educators and providers and lessons learned, equitable solutions are identified for administrators, educators, and paraprofessionals to meet the increased behavioral health needs of young children enrolled in early childhood programs. As a result of this presentation, educators will be provided with school-based solutions that support young children with behavioral health needs and their families.

Elizabeth Gleason, MPP, Alyssa Sloane, BA, Dylan Saunders, MA, Janell Walther, PhD, and Jennifer Farley, PhD, University of Nebraska Public Policy Center, Lincoln, NE

P05. Schools with CLAS? Practitioner Insights into Monitoring and Assessing Equity in School-Based Behavioral Health Settings

This poster discusses pilot research conducted to understand how health equity can be assessed within the school-based behavioral health supports using the Culturally and Linguistically Appropriate Services (CLAS) Standards. CLAS standards have typically been applied in healthcare settings, but school-based settings are unique in the way these standards are implemented. Three Nebraska

public schools that are working to build behavioral health capacity engaged in participatory research to talk about how CLAS standards may be better understood and applied in school systems. This poster will describe the research design and key findings.

Mike Schiwart, BS, Alyssa Sloane, BA, Victoria Stamadianou, MA, Jennifer Farley, PhD, and Janell Walther, PhD, University of Nebraska Public Policy Center, Lincoln, NE

P06. Interdisciplinary Behavioral Consultation Scholars Program to Serve Children with Significant Behavioral Concerns

This presentation will describe a graduate training program to develop leaders in interdisciplinary behavioral consultation to meet the needs of students with emotional and behavioral disorders. It will describe the core competencies, applied experiences, and training that promote collaboration across the disciplines of special education, school psychology, and applied behavior analysis.

Jamaih Tyndall, BS, Tommi Scornavacca, BS, Macy Collins, BS, and Phillip Nordness, PhD, The University of Nebraska at Omaha

P07. Social-Emotional Interventions for Young Children in Rural Areas: A Single-Case Design Meta-Analysis

Rural children are more likely to exhibit school adjustment and social behavior problems than their urban peers. This meta-analysis study aims to identify effective practices addressing social-emotional functioning, challenging behavior, and prosocial behavior in young children living in rural areas. The specific feature of this study is its focus on single-case design research, which is one the most prevalent type of study assessing the effectiveness of social-emotional and behavioral interventions.

Marina McGreevy, MEd, Emily Johns, MA, Tyler Smith, PhD, and Melissa Stormont, PhD, University of Missouri-Columbia, Columbia, MO

P08. Resilience and Bullying: The Impact of Caregiver and Personal Resiliency on Bullying Involvement

Bullying has become a pervasive problem among school-aged youth. Individual risk factors can place a student more at risk for bullying involvement (Rose, 2017). This study proposes looking at resiliency as a predictor of bullying involvement.

Lindsey G. Mirielli, MEd, Katherine A. Graves, MEd, Tracey K. Milarsky, MA, Cannon T. Ousley, MS, BCBA, Tiffany Crawford, Madison Imler, Wenxi Yang, and Chad A. Rose, PhD, University of Missouri, Columbia, MO

P09. Exploring a Virtual Social Skills Intervention for Students with Autism Spectrum Disorder in their Home Setting

The recent pandemic and related restrictions highlighted the need to investigate the utility of online interventions for students with ASD. The present study examined the effectiveness of the iSocial, social skills program in the home setting and investigated parents' and students' perspectives on the social validity of this intervention.

Nargiza Buranova, MEd, University of Missouri, Columbia

P10. Errorless Teaching: Moving Past Card Sort into Traditional Academics

This presentation will benefit the audience by providing professionals working in classrooms and with school age students who demonstrate deficits in verbal behavior and academics on the positive impact of using errorless teaching. The presentation will cover how one school district is moving past the card sort system to teach academic and behavior skills in general education and special education classrooms through training and implementation.

Jessica Hodges, MEd, BCBA, Center School District, Kansas City, MO

P11. The Impact of Family Engagement on Student Academic Outcomes for Schools Implementing RTI Both for Academic and Behavior

Based on the evidence from a nationally representative sample in the U.S, this session will present the impact of family engagement on student outcomes within MTSS framework, which provides an opportunity for schools to collaborate with families in a problem-solving process focused on improving students' academic and behavioral performance.

Jiyung Hwang, PhD, Drake University, Des Moines, IA

P12. Learning Together: Leveraging the Power of Teacher Study Groups to Support Professional Development

Teacher study groups (TSGs) are an alternative to more traditional professional development models. TSGs leverages teacher collaboration to increase knowledge, skills, and practices in the classroom on any given domain (e.g., academics, behavior, social-emotional learning). This presentation provides participants with an overview of the components of TSGs, as well as a step-by-step guide to implementing this form of professional development.

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

P13. Intensifying and Individualizing Writing Instruction for Youth with Disabilities in Juvenile Justice Facilities

Self-regulated strategy development (SRSD) is an instructional approach that supports both the academic and self-regulation acquisition of youth with and without disabilities. Within this presentation, we will introduce SRSD and share how we adapted the strategy to meet the writing needs of one female adolescent with autism and challenging behaviors in a juvenile justice facility. We will share the findings from our single case research design study and discuss implications for future research and practice.

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

P14. Enhancing the Check-in, Check-out Intervention with PRIDE skills to Guide Facilitator Conversations: A Trauma-Informed Approach

This poster presents the results of a study enhancing standard check-in/check-out conversations within a Check-in, check-out intervention through incorporating a trauma-informed conversation guide utilizing PRIDE skills (adapted from Teacher Child Interaction Therapy) with students in a residential educational setting. Implications for practitioners and directions for future research are presented.

Aimee J. Hackney, MS, Kristine Jolivet, PhD, Allyson Pitzel, MA, and Sara Sanders, EdD, University of Alabama, Tuscaloosa, AL

P15. Writing [MY] Future: Exploring the Effects of SRSD With Self-Determination for Adolescent Girls with EBD in a Juvenile Justice Facility

This study examined the self-regulated strategy development (SRSD) instructional approach with self-determination instruction on self-advocacy focused writing prompts (e.g., persuasive) for adolescent girls with emotional and behavioral disorders (EBD) in a juvenile justice facility. Specifically, persuasive writing instruction was provided using the POW+TREE mnemonic to help youth self-advocate for their wants and needs. A multiple-probe-across-participants design was used to evaluate the effects. Results demonstrated a functional relation between SRSD instruction with self-determination and youths' writing performance, with gains maintaining after post-instruction.

Allyson Pitzel, MA, Sara Sanders, EdD, Kristine Jolivet, PhD, Aimee J. Hackney, MS, and Ashley S. Virgin, MS, University of Alabama, Tuscaloosa, AL

8:00 p.m. - MSLBD PARTY

ATLANTA

11:00 p.m. Lip Sync Battle, DJ, Dancing, Competition, Prizes, Cash Bar and Snacks

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

SATURDAY, FEBRUARY 25, 2023

7:30 a.m. - SYMPOSIUM REGISTRATION/INFORMATION DESK OPEN

11:45 a.m.

CHICAGO/

FOYER

9:00 a.m. - CONCURRENT SATURDAY SESSIONS

11:30 a.m.

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

NEWYORK

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. (Basic/Introductory, 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

SA2. Data Made Easy: Creating Data Sheets that are Actually Useful

CHICAGO

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.
(Basic/Introductory, Intermediate)

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

SA3. Training Paraeducators as First Responders

SAN FRANCISCO

BCBA CEUs

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. (Basic/Introductory, 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

11:30 a.m. Adjournment and Hotel Checkout

2023 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, master’s, and pre-service training, and provides a one-time stipend to assist students pursuing a degree 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. Terrance M. Scott
Professor of Special Education, University of Louisville, KY

Doctoral Degree Stipend

Alex Carlson
Clemson University, SC

Unsung Hero Award

Dr. Howard P. Wills
University of Kansas, Juniper Garden Children’s Project, Kansas City, KS

Commitment to Equity Pre-Service Student Award

Kyndal C. Williams
Iowa State University, Ames, IA

Outstanding Advocacy Award

Alexis Walker
Greenville County Schools, Greenville, SC

Building Bridges: Seeds for Development Award

Carrie Fairbairn
Educational Service Unit #3, Brook Valley South, La Vista, NE

Outstanding Building Leadership Award

Dr. Tara Kalis
Russell Jones Education Center, Park Hill School District, Kansas City, KS

2023 MSLBD Master Teachers

Andrew Morton
Willard Public Schools, MO

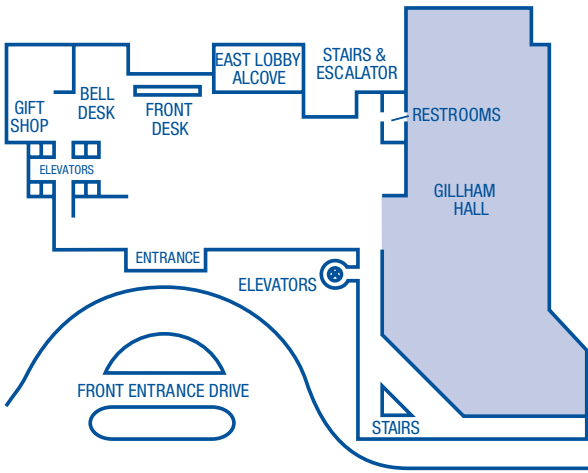
Stipend applications and individual award nominations are due each year on November 1. A complete list of available awards, due dates, and nomination forms may be viewed on our website: www.mslbd.org.

2023 MSLBD SYMPOSIUM PRESENTERS

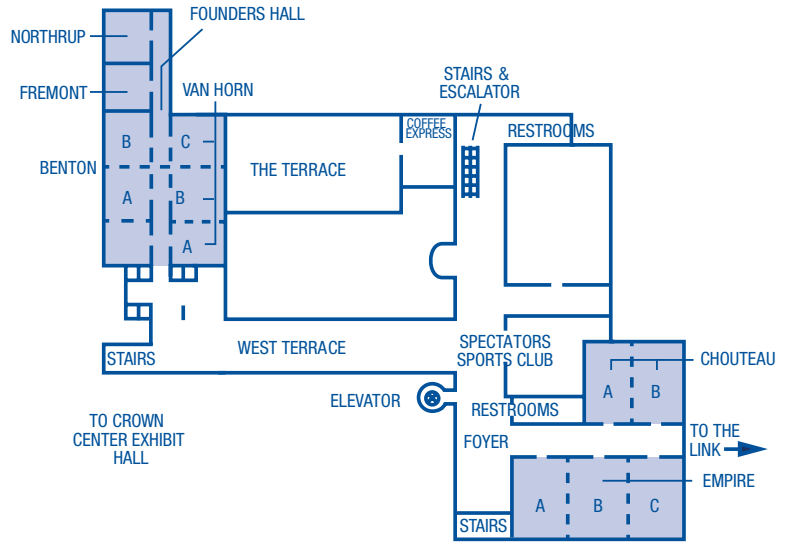
Reesha Adamson, RAdamson@MissouriState.edu
Kaycee Allen, knallen@olatheschools.org
John Augustine, augustj@purdue.edu
Cassie Barnett, csbarnett@olatheschools.org
Tricia Berg, triciareesberg@gmail.com
Renee Black, rblack@center.k12.mo.us
Valerie Broderick, vbroderick@cpsk12.org
Nargiza Buranova, nargiza.buranova@umsystem.edu
Jan Burgess
Matthew K. Burns, burnsmk@missouri.edu
Shweta Chandrashekhar, shwetachandrashekhar@wisc.edu
Jason Chow, jcchow@umd.edu
Torie Clark, tclark@cps.org
Beth Clavenna-Deane, bclaven@wested.org
Macy Collins, mjcollins@unomaha.edu
Carrie Fairbairn, cfairbairn@esu3.org
Jennifer Farley, jfarley3@unl.edu
Scott Fluke, smfluke@olatheschools.org
Malinda Forsberg, mforsberg2@wisc.edu
Erika Franta, erika.franta@unmc.edu
Nicholas A. Gage, ngage@wested.org
Mahshid Ghaemmaghami, Dr.G@ftfbc.com
Elizabeth Gleason, egleason3@unl.edu
Nicolette Grasley-Boy, ngb@ku.edu
Katherine A. Graves, kgd45@umsystem.edu
Al "Skip" Greenwood
Barb Gross, bgross@esu5.org
Aimee J. Hackney, ajhackney@crimson.ua.edu
Lauren Hart Rollins, hart_jlhart@ua.edu
Olivia R. Hester, orhester@ua.edu
Stacy Hirt, shirt@air.org
Jessica Hodges, winkelman248154@gmail.com
Jiyung Hwang, jiyunghwang@gmail.com
Beverly H. Johns, beverlyhjohns@gmail.com
Kristine Jolivet, jolivet@ua.edu
Vern Jones
Antonis Katsiyannis, antonis@clemsun.edu
Stephanie Kopecky, skopecky@esu3.org
Timothy Landrum, t.landrum@louisville.edu
Rosalinda Larios, rolarios@fullerton.edu
Erica Lembke, lembkee@missouri.edu
Tim Lewis, lewistj@missouri.edu
Callie Lewis Chiu, clewischiu@fullerton.edu
Shannon Locke, slocke@mail.missouri.edu
Mandy Lusk, mandylusk@claytin.edu
Zijie Ma, zjma0909@gmail.com
Ashley MacSuga-Gage, asmg@coe.ufl.edu
Maria L. Manning, marie.manning@eku.edu
Rose Mason, rmason3@purdue.edu
Erica McClure, erica.ebmclur@purdue.edu
Barry McCurdy, barrymc@pcom.edu
Erika McDowell, inspiredmindscollide@gmail.com
Marina McGreevy, mag93@umsystem.edu
Kristen McKearney, kmckearney@esu3.org
Matthew McNiff, mmcniff@esu5.org
Kristine Melloy, kris.melloy@tsd.org
Tracey Milarsky, tkmilarsky@mail.missouri.edu
Lindsey G. Mirielli, lgmt37@missouri.edu
Janice Motta, janice.motta@lsr7.net
Jessica Nelson, jessicanelson@usd475.org
Phillip Nordness, pnordness@unomaha.edu
Regina Oliver, roliver@esu5.org
Kaye Otten, kayeotten@mac.com
Cannon Ousley, cort6@umsystem.edu
Joseph Pannozzo, joseph.d.pannozzo@gmail.com
Robin Parks Ennis, rennis@uab.edu
Reece Peterson, rpeterson1@unl.edu
Allyson Pitzel, aapitzel@crimson.ua.edu
Tyler Ré, tre1@thechicagoschool.edu
Ashley Rila, ashley-rila@uiowa.edu
Lauren Rollins, jlhart@ua.edu
Tori Rollins Ballew, vballew@wested.org
Chad Rose, rosech@missouri.edu
Mary Rose Sallèse, msallesi@uab.edu
Sara Sanders, sara.sanders@ua.edu
Dylan Saunders, dsaunders3@unl.edu
Gretchen Scheibel, gscheibel@ku.edu
Tommi Scornavacca, tscornavacca@unomaha.edu
Alyssa Sloane, asloane2@unl.edu
Carl R. Smith, csmith@iastate.edu
Clint Snyder, ccsnyder@olatheschools.org
Shannon Spadoni, shannon.vail@ku.edu
Amelia Stern, astern@center.k12.mo.us
Jodie Tagel, tagel.jodie@westside66.net
Jason Travers, jason.travers@temple.edu
Vanessa Tucker, tuckerve@plu.edu
Jamaih Tyndall, jtyndall@unomaha.edu
Eryn Van Acker, eryn.vanacker@gmail.com
Richard Van Acker, vanacker@uic.edu
Sallye Vanderplas-Lee, slee@esu3.org
Janell Walther, jwalther2@unl.edu
Hannah West, hannahwest.mhttc@outlook.com
Denise Whitford, dwhitford@purdue.edu
Joshua Wikler, joshua.wikler@m.kckps.org
Jacky Williams, jackywilliams@ku.edu
Howard P. Wills, hpwills@ku.edu
Mitchell L. Yell, myell@sc.edu

HOTEL MAP

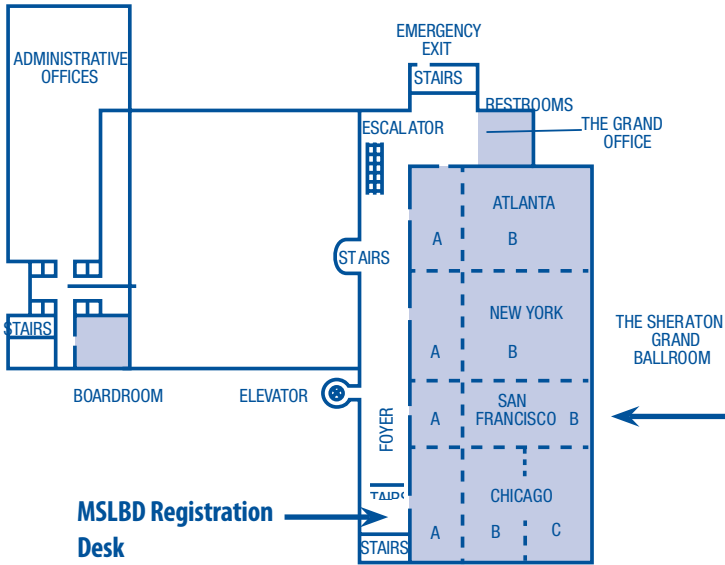
LOBBY LEVEL



MEZZANINE LEVEL



BALLROOM LEVEL



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