

Thursday

**indicates "practitioner friendly" session*

8:15-9:15

Terminal 3

Re-visioning special events: Increasing program "buy-in" for students with significant behavioral challenges

Strand: Multi-Tier Systems of Academic and Behavioral Supports (MTSS) Strand

Jessica Barberry, M.Ed, Centennial School of Lehigh University

Through small group activities and documentary footage, participants will explore how low-cost events created by Centennial School of Lehigh University preserve the novelty of reinforcement and encourage students to continually "buy in" to school wide PBIS. An event planning guide linking activities to educational programming and engaging event ideas will be discussed. This presentation is perfect for educators working in a PBIS token economy system looking to rejuvenate curriculum.

8:15-9:15

Chicago Ballroom AB

After-School Hydroplane Racing Program: An Impact on Social and Academic Learning

Strand: Issues and Trends of Children and Youth with EBD with Cultural and Linguistically Diverse Needs

H.A. Hasan, Ph.D., Spalding University

Elisabeth Lodge Rogers, Ph.D.

The purpose of this session is to discuss an after-school program that utilized a project-based program featuring hydroplane construction, testing, and racing (PHRP). Positive Peer Support Teams (PPSTs) were central to the after-school behavior management system. Students were placed in groups based on their potential for success at building model hydroplanes, exhibiting both leadership abilities and communication skills. This project is a unique approach to academic and social behavior instruction.

8:15-9:15

Salon 10

Calm, Connect, Co-regulate: Initiating Attunement to Build and Boost Attention

Strand: Law, Ethics and Professional Development for Leadership of Children and Youth with EBD

Elizabeth Montero-Cefalo, MS Ed, Conscious Discipline

Download the calm instead of catching the chaos! Through face-to-face interaction, the mirror neurons are activated, joining adults and children in shared awareness allowing us to intentionally communicate composure and encouragement. This session will review Conscious Discipline®, a guidance system

based on understanding how to soothe and balance lower, survival and emotional states to promote higher, executive brain functioning. Learn strategies of self-management, relationship building and coaching in challenging moments.

8:15-9:15

Chicago Ballroom C

Getting Your Message Out: Journal Publishing

Mini Strand: Faculty Development

Dr. Robert A. Gable, Moderator- Old Dominion University

Dr. Kevin Southerland, Behavioral Disorders

Dr. Joseph Ryan, Beyond Behavior

Dr. Sarup Mathur, Education and Treatment of Children

Dr. Mitchell Yell, Journal of Disability Policy

Dr. Thomas Farmer, Journal of Emotional and Behavioral Studies

Dr. William Evans, Preventing School Failure

Dr. Kathleen Lane, Remedial and Special Education

Editors of some of the best known journals in the field of special education will share their thoughts about ways to increase the probability of a positive review of a manuscript submitted for publication.

8:15-9:30

Chicago Ballroom G

***TEAM BASED FBA: A STREAMLINED APPROACH TO ADDRESSING CHALLENGING BEHAVIOR**

Strand: Multi-Tier Systems of Academic and Behavioral Supports (MTSS) Strand

Michael Scaletta, MS,

The use of the FBA as a pre-referral practice is an effective process for addressing challenging behavior in the general education setting. However, it is not always utilized due to limited time and resources. This presentation will provide educators with strategies to address and manage individual student behaviors. This presentation is designed to provide educators and individuals working with students demonstrating challenging behaviors with practical, effective, and meaningful tools in order to support student success.

8:15-9:30

Chicago Ballroom F

Best Practices in Self-Monitoring: The Role of Feedback, Reinforcement, and Technology

Strand: Common Core, Technology, and Curriculum Implementation for Students and Youth with EBD

Allison Bruhn, Ph.D., University of Iowa

Dr. Sara McDaniel, University of Alabama

We will examine the most recent literature on self-monitoring (2000-2012) and describe best practices in self-monitoring for students with challenging behaviors. A demonstration a recent innovation in technology in which students can self-monitor their behaviors using an iPad app will be presented. Participants will understand how to (a) select a student for whom self-monitoring is appropriate, (b) design a self-monitoring intervention, and (c) understand how to apply reinforcement and feedback during intervention.

8:15-9:30

River

***It Worked in My Classroom: Research-based Interventions in a Middle School Setting**

Strand: Issues and Trends for Supporting Children and Youth with EBD and Autism Spectrum Disorders or Multiple Disabilities

Caitlin Lyons, Centennial School of Lehigh University

Lisa Politi

Alec Riggle

This presentation seeks to share three practitioner-friendly research-based interventions that have been implemented with ease within middle school classrooms. Interventions will include a focus on reading fluency, peer training, and maintaining student motivation and engagement. Data collection tools and handouts will be provided.

8:15-9:30

Salon 8

***Learning by Design: Increasing Positive Outcomes for Students with Emotional Behavioral Disabilities**

Strand: Research

Elaine Scott, Ed.D., OCPS - Gateway School

Bradley Martin

This presentation discusses the impact of the Career and Technical Education program and provides educators with information for developing partnerships with community organizations. We discuss the process of involving students in the IEP transition process, and how the coursework can provide students the means to achieve their postsecondary goals. Participants will receive a framework to use as a guide to create similar programs, learn how to develop appropriate support services, and learn strategies for involving students in the IEP process.

8:15-9:30

Chicago Ballroom D

Interventions Employed with Students with Schizophrenia: Meta-Analytic Implications for Practice

Strand: Research

Jessica Wery, Ph.D., North Carolina State University

This presentation will discuss the results of a meta-analytic study summarizing extant research on interventions used with students with schizophrenia or schizoaffective disorder in school environments. School-based interventions have been shown to change behavior and academic outcomes when used with students with schizophrenia and will be presented.

8:15-9:30

Salon 9

***Building Successful Transition Supports for Incarcerated Youth**

Strand: Juvenile Justice/ Drop Out Prevention/Special Ed in Special Settings

Tichelle Bruntmyer, M.Ed., University of Missouri

Tim Lewis, PhD, University of Missouri

The session will focus on information and strategies to 1) provide a greater understanding of the experiences of incarcerated youth, 2) review common supports students receive while incarcerated with possible connections to the home, and 3) review school-based strategies designed to support successful reintegration back into the community with the goal of reducing recidivism.

8:15-9:30

Salon 8

***Your Red Zone Just Got Rosier....Positive Tips for Your Tier 3 Toolbox!**

Strand: Multiple Uses of Assessment for Addressing the Academic and Behavioral Needs of Children and Youth with EBD

Bella Bikowsky, Ph.D., Brooks Powers Group

Maggie Schulze

The goal of this session is to provide options to school staff (teachers, administrators, etc.) instead of reactive disciplinary measures. The session will summarize prevalent practice regarding the uses and misuse of discipline in responding to students with EBD. Results of studies that investigate the relative effectiveness of such procedures will be discussed. Participants will have a better understanding of how to foster social-emotional learning in an effort to bolster academic success and be armed with new tools to use .

9:45-10:45

Salon 9

***Using a Digital Writing Project to Engage Students with Emotional and Behavioral Disorders**

Strand: Common Core, Technology, and Curriculum Implementation for Students and Youth with EBD

Anne Butler, University of Illinois at Urbana-Champaign

Lisa Monda-Amaya, Ph.d, University of Illinois at Urbana-Champaign

Presenters will share findings from classroom implementation of a digital media writing project. Focus will be placed on key elements of using this approach with students with or at risk of EBD. Participants will be able to: (1) identify the key elements of a digital media narrative writing project, (2) understand critical considerations for differentiating digital media writing in their classrooms, and (3) identify aspects of the project that can be incorporated across content areas.

9:45-10:45

River

Check In/Check Out as a Tier Two Intervention within School-Wide Positive Behavior Support

Strand: Multi-Tier Systems of Academic and Behavioral Supports (MTSS) Strand

Courtney Dexter, M.Ed., The Pennsylvania State University

Douglas D. Dexter, Ph.D., Assistant Professor of Special Education, The Pennsylvania State University

This presentation will provide researchers and practitioners with findings of a literature review of check in/check out, used as a tier two school-wide positive behavior support intervention. This includes general information about school-wide positive behavior support, the basic structure and behavioral principles behind the intervention, how functional behavioral assessments are being incorporated into intervention, outcomes reported within the context of behavior function, and implications for practice and future research.

9:45-10:45

Chicago Ballroom G

Bullying among Students with Behavior Disorders: Self-, Peer-, and Teacher-Ratings

Strand: Multiple Uses of Assessment for Addressing the Academic and Behavioral Needs of Children and Youth with EBD

Jeong-IL Cho, Ph.D., Indiana University-Purdue University Fort Wayne

Accuracy and agreement among self-, peer-, and teacher-assessments on bullying for students with BD were investigated in the present study. Discrepancies among self-, peer-, and teacher-ratings of students with BD have significant practical implications for those who have critical roles in the planning and implementation of appropriate services for students with BD. Session participants will identify strategies to identify bullies and victims at school.

9:45-10:45

Chicago Ballroom D

Developing Word Consciousness of Academic Vocabulary in Adolescents with Challenging Behaviors through Co-Teaching

Strand: Law, Ethics and Professional Development for Leadership of Children and Youth with EBD

Mandy Lusk, Ph.D., Wichita State University

Ashlie Jack, Ph.D. Literacy Professor, Wichita State University

The purpose of this quantitative and qualitative case study is to extend the body of research regarding the effects of co-teaching and vocabulary instruction for students with EBD. This goal will be accomplished by implementing word consciousness of academic vocabulary during the students' social skills hour and measuring the effects it has on students' behavior at school.

Featured Speaker

9:45-10:45

Chicago Ballroom C

Meeting the Needs of Students with Autism Through Positive Behavior Supports

Strand: Issues and Trends for Supporting Children and Youth with EBD and Autism Spectrum Disorders or Multiple Disabilities

Brenda Scheuermann, Ph.D., Texas State University

Students with autism pose significant challenges for typical school environments. Unless effective and efficient practices are used to meet the complex needs of these students, students with autism and related conditions may experience an array of negative outcomes. This session will describe how tiered models of positive behavior supports (PBS) provide an efficacious framework for meeting the educational needs of students with autism. In addition, we will discuss specific practices associated with a tiered model of PBS and how those practices align with recommendations for educating students with autism. This session is intended for teachers, administrators, district autism specialists, or anyone who consults with schools regarding educational programming for children and youth with autism spectrum disorders.

9:45-10:45

Chicago Ballroom AB

Renton Academy: A Re-EDucation School for Students with Emotional and Behavioral Disabilities

Strand: Research

Lisa Hoyt, Ph.D., Renton School District

The components of Re-Education are evidenced based and the practices are innovative and progressive. In this presentation, the founding Director of Renton Academy, Dr. Lisa Hoyt, will profile the founding

articulation of mathematical ideas, and increased productive participation. Participants will learn about a dual approach to instruction and behavior management strategies specific to mathematics instruction.

1:30-2:30

Chicago Ballroom D

The Whole Child Initiative: A Roadmap for Sustainable MTSS

Strand: Multi-Tier Systems of Academic and Behavioral Supports (MTSS) Strand

Gregory Benner, Ph.D., Center for Strong Schools, University of Washington

Marie Fisher, Center for Strong Schools, University of Washington

The purpose of this presentation is to provide a walk through of the Whole Child Initiative and offer guidance to get started with sustainable change in your district, school, or facility. The Whole Child Initiative (WCI) offers a roadmap for school transformation that leads to student success. Our approach is grounded in best practices from education reform, turnaround schools, Multi-Tiered System of Supports (MTSS), implementation science, and organizational change.

1:30-2:30

River

Identification Criteria for Software Utilization in Special Education: A Decision-Making Framework

Strand: Common Core, Technology, and Curriculum Implementation for Students and Youth with EBD

Ashley MacSuga-Gage, Ph.D., University of Florida

Nicholas A. Gage, Ph.D., University of Florida

Project SIED (Software Identification and Evaluation Decision-Making) is an effort to develop best practices using a decision-making framework for researchers and practitioners in special education to identify and evaluate assistive technology, educational technology, and behavior management/tracking software. Attendees will increase their understanding of: (a) historical efforts to support technology identification and evaluation, (b) limitations of historical efforts, and (c) our unique approach to supporting technology decision-making.

1:30-2:30

Chicago Ballroom G

Highly Qualified Special Education Teachers of Students with ASD

Strand: Issues and Trends for Supporting Children and Youth with EBD and Autism Spectrum Disorders or Multiple Disabilities

Kristin Lierheimer, MS, Bowling Green State University

The rise in prevalence of students with autism spectrum disorders (ASD), legislation requiring highly-qualified teachers and evidence-based practices, and litigation targeting inadequate education has precipitated an increased focus on preparing special education teachers. This study surveyed teachers

who received a degree in special education from public universities in Missouri to determine if they are highly qualified to teach students with ASD.

Feature Speakers 1:30-2:30

Chicago Ballroom C

A Look at Systematic Screenings for Behavior Challenges within Comprehensive, Integrated, Three-tiered Models of Prevention

Strand: Multiple Uses of Assessment for Addressing the Academic and Behavioral Needs of Children and Youth with EBD

Wendy Oakes, Ph.D., Assistant Professor, Arizona State University

Kathleen Lane, Professor, Department of Special Education at the University of Kansas

Universal screening is an essential component of three-tiered models of prevention and intervention. This session will provide an introduction to Comprehensive, Integrated, Three-tiered (CI3T) Model of Prevention which address academic, behavioral, and social domains, with an emphasis on the importance of systematic screenings. Several behavioral screening tools will be introduced and examples of how to use these data to (a) monitor overall levels of risk in a building, (c) inform teacher-level supports, and (c) connect students to Tier 2 and 3 supports.

2:45-3:45

Chicago Ballroom AB

Autism Peer Intervention Validation Study: Promoting Teacher Knowledge and Peer Sensitivity

Strand: Issues and Trends for Supporting Children and Youth with EBD and Autism Spectrum Disorders or Multiple Disabilities

Brooke Winchell, Phd, University of Wisconsin-Whitewater

Dr. Simone DeVore

The presenters share how school-based trainings in elementary schools affect beliefs, perceptions, and attitudes of students towards their peers with Autism. Trainings on etiology, characteristics, and strategies for interacting with individuals with Autism coupled with individualized follow-up discussions showed desired outcomes.

2:45-3:45

Chicago Ballroom G

***Video modeling to encourage successful transitions in elementary aged students with autism.**

Strand: Issues and Trends for Supporting Children and Youth with EBD and Autism Spectrum Disorders or Multiple Disabilities

Kyle Barber, MSE, Portage Community School District, Portage WI

This session will cover a basic understanding of video modeling types and uses, with a specific concentration on utilizing video modeling to increase successful transitions for elementary aged students with autism. Discussion will focus on implementing video modeling in the general education environment. Attendees will leave with ideas of how to use video modeling in their own classrooms.

2:45-3:45

Chicago Ballroom C

***A High School Peer Buddy Program: Social and Academic Achievement of Students with LD and EBD**

Strand: Multi-Tier Systems of Academic and Behavioral Supports (MTSS) Strand

Francie Murry, Ph.D., University of Northern Colorado

Ragea Alqahtani, PhD

This study examined academic/social gains of students with learning and/or emotional disabilities in a Peer Buddy Program. Qualitative analyses and The Social Skills Improvement Scale (Gresham, 2002) showed significant gains. Attendees will learn: 1. Beginning a program. 2. Recruiting peer buddies. 3. Training components for peer buddies. 4. Information/data to collect pre- and post-school year for effectiveness presentations. 5. Strategies to increase school involvement between participants and peers.

2:45-3:45

River

Pre-Service Training on Classroom Management and Disability for the General Educator

Strand: Law, Ethics and Professional Development for Leadership of Children and Youth with EBD

R. Allan Allday, Ph.D., University of Kentucky

Shelley Neilsen-Gatti, Ph.D. Associate Professor, University of St. Thomas

We will discuss a review of 109 undergraduate elementary education programs that sought to determine coursework offered in classroom management, inclusion, collaboration, and characteristics of students with disabilities. This session is for anyone working in teacher education or providing school-based in-services related to students with disabilities.

2:45-3:45

Chicago Ballroom F

***There's an app for that - finding the right technology to engage and encourage appropriate behaviors in reading and math**

Strand: Common Core, Technology, and Curriculum Implementation for Students and Youth with EBD

Laura Clarke, EdD, Ball State University

Dusty Columbia Embury, EdD, Associate Professor, Eastern Kentucky University

This session will review popular apps from grades P-12 to support engagement and appropriate behaviors in reading and math that can be used for review of skills and learning new skills. It's targeted audience is teachers of any grade. The participants will learn about and try out different apps to engage students in reading fluency and comprehension as well as math skills and fluency apps for grades P-12.

Comon Concerns Session

2:45-3:45

Grand Ballroom 4-7

PBIS for All

Lucille Eber, Ed.D., State Director of the Illinois Positive Behavioral Interventions and Supports (PBIS) Network

This session is a working session led by Dr. Lucille Eber and her team of facilitators. Participants in the session will all be working on a common concern: Implementing aspects of positive behavior, intervention and support, into their work site. Participants will be grouped with colleagues who share a similar focus of developmental level for students served (e.g., pre-school, elementary, or adolescent) or the setting in which services are delivered (e.g., public school, correction facility, hospital). Participants of this setting can expect to expand their knowledge of PBIS systems as well as develop action plans for their own work site.

4:15-5:15

Chicago Ballroom AB

Professional Learning Communities and the Data Teams Process: Effecting Student Achievement Positively

Strand: Multiple Uses of Assessment for Addressing the Academic and Behavioral Needs of Children and Youth with EBD

Dr. Kristine Melloy, Ph.D., St. Paul Public Schools

Theresa Neal, LISW, MS, Principal

The purpose of this presentation is to provide practitioners and others with ideas for working in Professional Learning Communities (Dufour & Dufour, 2012) using the Data Teams Process (Reeves, 2009) to effect the academic and social achievement of students with EBD. Specifically, the presenters will discuss their work with Professional Learning Communities in two US Federal Setting 4 school sites for students with EBD and two Corrections settings for students with and without EBD

4:15-5:15

Chicago Ballroom D

Function-Based Interventions For Students With EBD: An MTSS Behavior Model

Strand: Multi-Tier Systems of Academic and Behavioral Supports (MTSS) Strand

Gregory Benner, Ph.D., Center for Strong Schools, University of Washington

Marie Fisher, Center for Strong Schools, University of Washington

In this presentation we demonstrate a model for function-based behavioral supports within a multi-tiered system of support. We begin with a brief overview of the essential elements of primary level prevention system (Tier I). We offer an overview of Tier II behavioral supports and determining student responsiveness. We illustrate how to tailor function-based intervention for students un responsive to Tier II behavioral supports. We demonstrate of a, web-based system for determining function. The web-based system then provides educators with a function-based intervention, including an overview of how to implement it.

4:15-5:15

Chicago Ballrom F

***Theory into Practice: Preventive Real-World Strategies for Students with Anxiety**

Strand: Research

Jessica Minahan, MS.Ed, BCBA, NESCA (Neuropsychology and Educational Services for Children and Adolescents)

Children with anxiety disorders are at risk for poor performance, diminished learning, and social/behavior problems in school. This session, intended for classroom teachers, special educators, and all others who support students with anxiety, will explore anxiety's role in learning and behavior and give participants a toolkit of practical, preventive strategies that, together with teaching underdeveloped skills, are key to reducing anxiety and promoting appropriate and adaptive behavior in students.

4:15-5:15

Chicago Ballroom G

***Differentiating Instruction for Students with Pervasive Developmental Disorders**

Strand: Issues and Trends for Supporting Children and Youth with EBD and Autism Spectrum Disorders or Multiple Disabilities

John Taylor, Ed.D., Glenville State College

As the number of students along the autism spectrum increases, the need for educators to develop an awareness of the learning styles of students with these conditions is pivotal. This presentation will focus on techniques to assist educators in meeting the individual academic needs of these students. Particular attention will highlight various instructional modifications and strategies, including developing effective techniques for study skills.

Panel Session

4:15-5:15

Chicago Ballroom c

CCBD Advocacy Working for You: A Panel Discussion of Current Policy Issues Affecting Classroom Effectiveness

Dr. Susan Albrecht, Moderator; topic of Disproportionality

Dr. Joe Ryan, topic of Restraint and Seclusion

Dr. Paul Mooney, topic of Mental Health Supports in Schools

Mr. Mike Paget, topic of Mental Health Communities of Practice

Dr. Ed Cancio, topic of Administrative Support for Teachers of Students with EBD

Dr. Sarup Mathur, topic of Legislation

Session goals:

1. Participants will receive current information on policy and procedures influencing teacher effectiveness in the classroom.
2. Participants will engage in a discussion with the panelists regarding practical applications of these influences on teaching practices.
3. CCBD will respond to the concerns of participants through continued advocacy on the behalf of students with EBD, their teachers, and their families.

4:15-5:15

River

Scaling-Up RTI: Training School Teams to Use the Data

Strand: Law, Ethics and Professional Development for Leadership of Children and Youth with EBD

Todd Busch, PhD, University of St Thomas

The purpose of this presentation is to provide school leaders and educators practical methods for making data-based decisions on student progress. As a result of this presentation participants will be able to determine the readiness of educational teams and schools for using progress monitoring data as well as practices designed to facilitate and support the use of student data to make appropriate educational decisions.