

3rd Annual
Collaborative Conference
on Evidence Based
and High Leverage
Practices



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Missouri Association of School
Psychologists

The Thompson Center -
University of Missouri



Featured Keynote Speakers:
Amanda VanDerHeyden
and
Mindy Bridges

Enjoy the Conference!



On behalf of each of our organizations, we welcome you to the 3rd Annual Collaborative Conference on Evidence Based and High Leverage Practices. We are confident that you will receive direction, strategies and resources to empower your work.

We appreciate your attendance. We believe this venue provides a great opportunity to explore ideas in more depth and make new connections - please take time to converse with presenters and network with others.

We would like to give a very special THANK YOU to our conference sponsors, ReThinkEd, Renaissance, SpedTrack, Columbia Convention and Services Bureau and the Professional Development Planning Committee members for their efforts in making this a great event!

[Enjoy the conference!](#)

Michele Augustin
President
Missouri Association of School Psychologists

[Dr. Vicki McNamara](#)
[President](#)
[Missouri Council of Administrators of Special Education](#)

Kent Robison
President
Missouri Council for Exceptional Children

[Stephen Kanne, Ph.D.](#)
[Executive Director](#)
[Thompson Center for Autism](#)



Mark Your Calendar!
4th Annual Collaborative Conference
March 4-5, 2020
Holiday Inn Executive Center, Columbia MO



Wednesday, March 6, 2019

- 8-11am **Registration & Sponsors**
Location: Atrium Lobby
- 9-11:30am **General Session**
-Welcome - Dr. Vicki McNamara, MO-CASE Board President
-Sponsor Presentation
-Keynote: Amanda VanDerHeyden
Location: Windsor Ballrooms
- 11:45am-12:45pm **Lunch**
-LRP Presentation
-Collaborative Partners Awards Presentations
-MASP
-CEC
-Sponsor Presentation
Location: Expo Center
- 12:45-2pm **Breakout Sessions**
(See descriptions on following pages)
- 2-2:15pm **Refreshment Break**
Location: Atrium Lobby
- 2:15-3:30pm **Breakout sessions**
(See descriptions on following pages)
- 3:45-5pm **Round Table Networking Sessions**
(See descriptions on following pages)

Thursday, March 7, 2019

- 6:30-7:45am **Breakfast Buffet**
Location: Expo Center
- 7:30-8am **MO-CEC Business Meeting**
Location: Parliament III
- 7:30-8am **MASP Membership Meeting**
Location: Parliament II
- 8-9am **General Session**
-Introductions - Dr. Vicki McNamara, MO-CASE Board President
-Sponsor Presentation
-Keynote Speaker: Mindy Bridges
Location: Windsor Ballrooms
- 9:15-10:30am **Breakout Sessions**
(See descriptions on following pages)
- 10:45 am-12pm **Breakout Sessions**
(See descriptions on following pages)

12pm Conference Concludes!



PLEASE TAKE TIME TO VISIT OUR CONFERENCE SPONSORS THROUGHOUT THE DAY ON WEDNESDAY AND THURSDAY!

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3RD ANNUAL COLLABORATIVE CONFERENCE ON EVIDENCE BASED AND HIGH LEVERAGE PRACTICES

KEYNOTE SPEAKERS



Amanda VanDerHeyden, Ph.D.
**President of Education Research & Consulting and Founder of
Spring Math**
Wednesday, March 6, 2019
9:00 am
Windsor Ballrooms

Doing What Works in Schools

Knowing which tactics will work is only part of the challenge; getting others to do the work with you is a major obstacle in many systems. Dr. VanDerHeyden will talk about how to use student learning data to improve instruction and student achievement. Drawing on applied behavior analysis and implementation science, Dr.

VanDerHeyden will detail how to get people to do what works, from more efficient based protocols and tools, to give attendees a concrete vision of “how to” deliver multi-tiered prevention and intervention services in schools, how to know if efforts are working and how to adjust course when efforts are not paying off.

Learning Outcomes: 1) Participants will acquire strategies for engaging colleagues in using student data to improve instruction and student achievement; 2) Participants will gain knowledge and understanding of efficient screening procedures, progress monitoring, core instructional excellence and targeted intervention as part of a Multi-Tiered System of Supports.

Dr. Mindy Bridges
Assistant Professor, University of Kansas Medical Center
Thursday, March 7, 2019
8:00 am
Windsor Ballrooms

The Role of Speech-Language Pathologists in Reading Instruction in the Schools

In this presentation, Dr. Bridges will discuss the role of Speech-Language Pathologists in educational settings related to reading assessment instruction and intervention. An emphasis will be on services provided within an MTSS framework. Clinical implications will be presented throughout the presentation.

Learning Outcomes: 1) Participants will learn evidence based practices related to reading instruction and intervention; 2) Participants will learn where to find online research based resources in order to implement evidence based practice; 3) Participants will learn how Speech-Language Pathologists can play a critical role with an MTSS framework as related to reading.



SESSION 1 - HOW TO BUILD, SCALE AND SUSTAIN YOUR RTI EFFORT TO DELIVER RESULTS AND ACCURATE DECISIONS - Windsor Ballroom III**Presented by: Amanda VanDerHeyden, P.h.D., President of Education Research & Consulting and Founder of Spring Math**

Beginning with the foundation and working toward the ultimate eligibility decision, RTI requires hundreds of little actions and decisions, in tandem, along the journey. Using real-life examples, Dr. VanDerHeyden will walk participants through, step-by-step, from the installation of a universal screening program to planning and delivering core instruction upgrades, to delivery of intensive interventions with all the many decision points along the way to ensure successful RTI implementation. Tips and metrics will also be shared for tracking RTI effort quality, as well as how to make adjustments to keep RTI on track.

Learning Outcomes: 1) Participants will learn about essential components and step-by-step actions for implementing an effective and efficient RTI process to improve student achievement and make educational decisions; 2) Participants will acquire information about common pitfalls to RTI implementation, how to monitor quality of implementation and adjustments to keep it on track.

SESSION 2 - TEACHING PLAY TO STUDENTS WITH AUTISM AND OTHER DEVELOPMENTAL DISORDERS**Parliament I Ballroom****Presented by: Dr. Jena Randolph, Assistant Research Professor and Training and Education Division Director, Thompson Center for Autism & Neurodevelopmental Disorders**

In this session, Dr. Randolph will highlight the importance of play development. Strategies to engage students in play and to expand students' play schemes will be discussed. Additionally, strategies to facilitate emergent engagement with peers will be presented. Note: This is a repeat of a very popular session from the 2018 Collaborative Conference.

Learning Objectives: 1) Participants will learn strategies to engage students in play and expand upon their play schemes; 2) Participants will learn how to support engagement with others.

SESSION 3 - MILD, MODERATE AND SEVERE TBI, OH MY! WHAT'S A TEACHER TO DO? - Parliament II Ballroom**Presented by: Dr. Michael Mohrland, Associate Clinical Professor, Thompson Center for Autism and Neurodevelopmental Disorders**

Survey studies have shown educators both benefit from and desire more information in how to help students with TBI. Dr. Mohrland will touch on the range of support, from academic accommodations (e.g., Return-to-Leave) to intervention (cognitive rehabilitation strategies).

Learning Objectives: 1) Participants will be able to identify several ways a TBI affects school performance; 2) Participants will be able to apply several accommodations/interventions for students with TBI.

SESSION 4 - NO IEP Required - Let's Talk - Parliament III Ballroom**Presented by: Mrs. Melissa Finneseth, Speech-Language Pathologist and Mrs. Kerry Boehm, Principal, Lee's Summit R-7 School**

Do you want to learn how to reduce the number of students on a speech/language IEP? Then we need to talk! Teaching Articulation and Language to Kids is a highly effective solution that Lee's Summit has been implementing for more than 15 years, and your district can too!

Learning Objectives: 1) Participants will learn new ways to provide communication services where parents are active participants in their child's speech and language therapy; 2) Participants will learn alternative ways to fund communication services without using SPED money.

SESSION 5 - POWER STRUGGLES: 'I WON'T, YOU CAN'T MAKE ME!' - Piccadilly Meeting Room**Presented by: Ms. Stacey Jennings, Behavior Specialist, North Kansas City School District**

We've all been there before - you redirect a student and all of a sudden you are in a battle of wills. Ms. Jennings will present an overview of power struggles - how or why they happen, and strategies to use to prevent them and/or diffuse them when they happen.

Learning Objectives: 1) Participants will learn the two main reasons that power struggles start; 2) Participants will learn how deficits on the part of the student play a major role in power struggles; 3) Participants will learn strategies on how to prevent and diffuse power struggles by teaching new skills using evidence based practices such as shaping and specific environment.



Wednesday, March 6, 2019
12:45-2pm (Continued)

SESSION 6 - UNIVERSAL DESIGN AND ASSISTIVE TECHNOLOGY - Polo Room

Presented by: David Baker, Director, Missouri Assistive Technology

Universal Design for Learning (UDL) and Assistive Technology (AT) focus on providing access, increase participation and improving learning outcomes. This session will look closely at changes in the assistive technology arena that make UDL easier to achieve while simultaneously addressing the learning needs of more students with disabilities.

Learning Outcomes: 1) Participants will have a better understanding of the relationship between Assistive Technology and Universal Design of Learning; 2) Participants will be able to identify universally designed tools to provide access to print content.

SESSION 7 - SOCIAL EMOTIONAL LEARNING - Windsor Ballroom II

Presented by: Mr. Michael Lihan; Ms. Laura Wallace; Ms. Eleanor Smith; and Ms. Liu Liu, School Psychology Interns, North Kansas City Schools

Social and emotional learning is associated with significant gains in behavior and academic performance. This group of presenters will summarize the literature on the results of providing social emotional instruction to students, and review currently available programs. They will also share their experiences with implementation of a social emotional learning program in elementary schools.

Learning Objectives: 1) Participants will summarize the student and staff outcomes associated with implementation of SEL programs; 2) Participants will describe the various SEL programs available; 3) Participants will understand some common barriers to implementation of SEL programs and how to avoid them.

SESSION 8 - DYSPHAGIA MANAGEMENT IN THE SCHOOL - Bradley Room

Presented by: Ms. Pat Jones and Ms. Cindy Reineke, Speech Language Pathologists, Liberty Public Schools

This session will provide an overview of dysphagia management in the school setting. It will review normal and abnormal anatomy and physiology related to swallowing function and specific signs and symptoms of dysphagia. How to form a dysphagia team in the school setting will be discussed and an understanding of medical issues related to swallowing and feeding disorders will be provided.

Learning Objectives: 1) Participants will understand signs and symptoms of dysphagia; 2) Participants will be able to identify normal and abnormal anatomy and physiology related to swallowing function; 3) Participants will understand roles and responsibilities of a dysphagia team.



Wednesday, March 6, 2019
2:15-3:30pm

SESSION 9 - DATA-BASED DECISION MAKING - Windsor II Ballroom

Presented by: Mr. Scott Crooks, Measurement and Assessment Coach, Special School District of St. Louis

Mr. Crooks will present what data is valuable and how to apply it to different situations to positively impact students. Explore how to understand and act on dyslexia screening data to improve practice and student outcomes.

Learning Outcomes: 1) Participants will learn how to organize screening data to make informed decisions about students; 2) Participants will learn how to make decisions that positively impact students.

SESSION 10 - PREPARING FOR ADULTHOOD: CREATING A SUCCESSFUL TRANSITION - Parliament I Ballroom

Presented by: Ms. Cortney Fish, Program Coordinator and Dr. Jaclyn Benigno, Senior Research Associate, Thompson Center for Autism and Neurodevelopmental Disorders

Ms. Fish and Dr. Benigno will identify strategies for effective transition planning, common barriers to successful outcomes and how to support executive functioning using a strengths-based approach. Information on how to work on transition at a young age and up will also be provided.

Learning Outcomes: 1) Participants will describe the importance of targeting transition skills for students with autism; 2) Participants will identify at least one method to assess transition skills/needs; 3) Participants will identify one strategy to increase independence and student involvement in the transition process.

SESSION 11 - ESSENTIAL CLASSROOM COMPONENTS: PROGRAMMING CONSIDERATIONS FOR STUDENTS WITH AUTISM - Parliament II Ballroom

Presented by: Dr. Jena Randolph, Assistant Research Professor and Training and Education Division Director, Thompson Center for Autism and Neurodevelopmental Disorders

Dr. Randolph will provide an overview of essential classroom components for students with autism using the framework of the Autism Program Environment Rating Scale (APERS) and current research on evidence based practices. This session will focus on the APERS domains of social-competence, communication and independence as a model for comprehensive programming.

Learning Outcomes: 1) Participants will be able to describe the unique instructional needs of students with autism; 2) Participants will be able to identify at least four recommended programming components for students with autism; 3) Participants will be able to list at least two resources to use to support implementation of evidence based practices for students with autism in the classroom.

SESSION 12 - NOT JUST A CHECKLIST: CONSIDERATIONS, BARRIERS AND STRATEGIES FOR CULTURALLY COMPETENT CARE - Parliament III Ballroom

Presented by: Dr. Rose O'Donnell, Psychologist, Thompson Center for Autism and Neurodevelopmental Disorders

Providing culturally competent care is an on-going and dynamic process, rather than just a checklist. Dr. O'Donnell will focus on current research related to multicultural disparities in clinical and school-based practice, as well as discuss the process and strategies for providing the best service.

Learning Outcomes: Participants will identify disparities in outcomes for diverse populations; 2) Participants will develop cultural considerations when working with diverse populations; 3) Participants will familiarize themselves with available resources on this topic.



Wednesday, March 6, 2019
2:15-3:30pm (Continued)

SESSION 13 - DYSLEXIA, WHAT'S NEW IN 19? - Piccadilly Meeting Room

Presented by: Ms. Kim Stuckey, Director Dyslexia Specialist, Missouri Department of Elementary & Secondary Education

Learn about the latest state level happenings related to the dyslexia mandate, including an introduction and overview of the LETRS opportunity. Language Essentials for Teachers of Reading and Spelling (LETRS) is a professional development program to guide teachers in the acquisition of skills for structured and sequential instruction of the essential components of reading.

Learning Outcomes: 1) Participants will learn about the latest state happenings related to the dyslexia mandate, including an introduction and overview of the LETRS opportunity.

SESSION 14 - ASSISTIVE TECH - Polo Room

Presented by: David Baker, Director, Missouri Assistive Technology

This sessions is designed for anyone for whom a wave of anxiety washes over them at the mere mention of addressing the AAC needs of students. This session will break the world of AAC down into manageable chunks to build skills and confidence.

Learning Outcomes: 1) Participants will be able to identify the various categories of AAC and become familiar with devices within each one; 2) Participants will be introduced to at least five implementation strategies; 3) Participants will become familiar with AAC device and implementation resources.

SESSION 15 - EQUITY AND INCLUSION INITIATIVES IN SCHOOL - Truman Room

Presented by: Dr. Pamela August, Coordinator of School Psychology, and Dr. Wendy Barnes, Coordinator, North Kansas City Schools

An overview of common areas in which inequities are observed in schools today will be provided. North Kansas City Schools has implemented a district-wide equity and inclusion initiative and trained staff to provide on-going professional development. Experiences regarding the rationale, planning and implementation of this project will be shared.

Learning Outcomes: 1) Participants will identify reasons to consider equity and inclusion work in their districts; 2) Participants will describe some key components of equity and inclusion training.

POSTER SESSIONS - Windsor Ballroom I

Topics:

PRE-SERVICE TEACHERS' SELF-EFFICACY ON BEHAVIOR MANAGEMENT

Presented by: Stephanie Hopkins, Graduate Student-Special Education, University of Missouri

INCREASING THE USE OF EVIDENCE BASED PRACTICES IN THE CLASSROOM

Presented by: Deanna Maynard, Graduate Student-Special Education, University of Missouri

LINKING SCIENCE & LITERACY FOR ALL LEARNERS WITH MULTI-MODAL TEXT SETS

Presented by: Jiyung Hwang and Rachel Juergensen, Graduate Students-Special Education, University of Missouri

IMPROVING THE INDIVIDUALIZED EDUCATION PROGRAM: THE BENEFITS OF TECHNICAL COMMUNICATION IN SPECIAL EDUCATION DOCUMENTATION

Presented by: Hallee Hinds, Missouri State University

THE EFFECTS OF ANTECEDENT INTERVENTIONS ON INCREASING THE ON-TASK BEHAVIOR OF TWO STUDENTS WITH MILD DISABILITIES

Presented by: Doug Gripka, M.Ed. and Paris DePaepe, Ph.D., Missouri State University

THE EFFECTS OF TEACHER SMALL TALK ON INCREASING THE ON-TASK BEHAVIOR OF A HIGH SCHOOL STUDENT WITH A LEARNING DISABILITY

Presented by: Mary Howell, M.Ed. and Paris DePaepe, Ph.D., Missouri State University

Wednesday, March 6, 2019

3:45- 5pm

Networking Round Table Sessions

NETWORKING ROUND TABLES

Windsor III Ballroom

This is an opportunity to network with fellow colleagues.
Individual tables will be hosted by:

-Missouri Association of School Psychologists

*Power Struggles

Facilitated by Stacey Jennings, Behavior Specialist, North Kansas City School District

*What is a School Psychologist and Why You Need Them in Your District

Facilitated by Scott Crooks, Measurement and Assessment Coach, Special School District of St. Louis County

-Missouri Council for Exceptional Children

*Data Based Individualization in Academic Areas

Facilitated by Dr. Erica Lembke, Professor and Chair of the Department of Special Education - University of Missouri

-Missouri Council of Administrators of Special Education

*Best Practices in Early Childhood Special Education

Facilitated by Deb Crowder, Director of Early Childhood Special Education-Special School District of St. Louis County, and Amy Wilson, Director of Early Childhood Special Education, Columbia Public Schools

-The Thompson Center for Autism and Neurodevelopmental Disorders

*Transition

Facilitated by Cortney Fish, MSW, BCBA, LBA, Program Coordinator; and Jaclyn Benigno, Senior Research Associate, Thompson Center for Autism and Neurodevelopmental Disorders

-LRP SPED Connection Training - Windsor I & II Ballrooms

Facilitated by LRP Publications



Thursday, March 7, 2019
9:15 - 10:30am



SESSION 16 - SLPs AND LITERACY - Windsor II Ballroom

Presented by: Dr. Mindy Bridges, Assistant Professor, University of Kansas Medical Center

In this presentation, Dr. Bridges will expand the discussion started during her morning keynote address relating to the role of speech-language pathologists in educational settings related to reading assessment instruction and intervention.

Learning Outcomes: 1) Participants will learn evidence based practices related to reading instruction and intervention; 2) Participants will learn where to find online research-based resources in order to implement evidence based practice; and 3) Participants will learn how speech-language pathologists can play a critical role with an MTSS framework as related to reading.

SESSION 17 - OBSERVING SOCIAL DEFICITS IN APPLIED SETTINGS - Parliament I Ballroom

Presented by: Ms. Kim Selders, Training, Education & Autism Specialist, Thomson Center for Autism and Neurodevelopmental Disorders

Conducting observations is a required component of autism evaluations and can be used to inform programming within an IEP. Ms. Selders will provide session attendees methods and tips for obtaining useful information during observations. Practice using provided tools will be included.

Learning Outcomes: 1) Participants will identify at least two considerations when planning observations of social skills; 2) Participants will describe at least two ways in which information obtained during observations can be used to support students.

SESSION 18 - PEER MEDIATION INTERVENTIONS: PROMOTING SOCIAL INTERACTIONS FOR YOUNG CHILDREN WITH DISABILITIES - Parliament II Ballroom

Presented by: Dr. Jena Randolph, Assistant Research Professor and Training and Education Division Director, and Ms. Brook Barnes, Training and Education Specialist, Thompson Center for Autism and Neurodevelopmental Disorders

Peer mediated interventions focus on developing social communication skills for children with disabilities through structured interactions with classmates. Dr. Randolph and Ms. Selders will provide an overview of the use of peer mediation to increase social engagement for young children with disabilities.

Learning Outcomes: 1) Participants will learn how to identify emergent social communication skills to target for Peer Mediated Intervention; 2) Participants will describe what Peer Mediated Interventions are and identify steps involved with implementing these interventions with fidelity in their classrooms; 3) Participants will learn how to orient and engage young children with disabilities with their peers.

SESSION 19 - SUPPORTING STUDENTS WITH INTERNALIZING BEHAVIORS - Windsor Ballroom I

Presented by: Dr. Tricia Diebold, Area Coordinator, Planning and Development, and Ms. Tara Schillhahn, PBIS Facilitator, Special School District of St. Louis County

Anxious, chronically shy, depressed and/or withdrawn students are in every classroom, but they often go under our radar and do not get the supports they need. Dr. Diebold and Ms. Schillhahn will provide guidance in identifying students with internalizing behaviors, as well as strategies to support this often over-looked-student population.

Learning Outcomes: 1) Participants will explore strategies to identify and support students with internalizing behaviors; 2) Participants will determine 1-2 action steps to implement these strategies within their current schools/systems.

Thursday, March 7, 2019
9:15 - 10:30am (Continued)



SESSION 20 - EARLY WRITING INTERVENTION - Piccadilly Meeting Room

Presented by: Dr. Erica Lembke, Professor and Chair of Special Education, University of Missouri; Kim Moore, Early Writing Grant Project Coordinator, University of Missouri; Elizabeth Tipton, Special Education Graduate Student, University of Missouri; Lizzie McCollom, Graduate Research Assistant, University of Missouri; and Jessica Simpson, Doctoral Student, University of Missouri

Best practices for providing instruction to elementary aged students who struggle in the area of writing will be presented. Evidence based interventions for the acquisition of foundational writing skills will be shared, as well as strategies to intensify instruction across several dimensions to accelerate student progress.

Learning Outcomes: 1) Participants will gain knowledge about evidence based interventions to develop transcription and text generation skills in struggling writers; 2) Participants will gain knowledge about methods to intensify instruction across several dimensions.

SESSION 21 - ANALYSIS TO ACTION (GRAIN VALLEY SCHOOL DISTRICT) - Windsor Ballroom III

Presented by Dr. Carrie Reich Elementary Principal; Mrs. Kendra Carpenter, Instructional Coach, Grain Valley School District and Dr. Matt Burns, Associate Dean for Research and Professor of School Psychology, University of Missouri

Like many other schools, Grain Valley has been researching and learning about MTSS. We introduced a universal screener and partnered with a university consultant to move forward with a systemic approach to the interventions we have been using. The process, data and take away tools will be provided to help move your approach forward.

Learning Outcomes: 1) Participants will learn how one school/district approached (and continues to approach) the implementation of the MTSS process; 2) Participants will take a closer look at the data within their own districts to identify interventions.

SESSION 22 - SUPPORTING ALL STUDENTS: TIERED BEHAVIOR INTERVENTION TO ENHANCE SCHOOL-WIDE MTSS Truman Room

Presented by: Dr. Reesha Adamson, Assistant Professor, Missouri State University; and Dr. Barbara Mitchell, Assistant Research Professor, University of Missouri

A tiered approach provides a structured format for increasing consistency across educators to address the diversity of student needs. The same logic of providing a tiered continuum of evidence based increasingly intensive supports that is characteristic of school-wide Multi-Tiered Systems of Support (MTSS) can be adapted to individual classrooms to advance school-wide approaches.

Learning Outcomes: 1) Participants will name and explain a classroom-level tiered approach; 2) Participants will select and apply the appropriate intensity of strategy for their classroom setting; 3) Participants will identify additional resources that can facilitate implementation of these practices and enhance school-wide MTSS.

Thursday, March 7, 2019
10:45am - 12:00pm



SESSION 24 - SPEECH-LANGUAGE ELIGIBILITY CRITERION UPDATE - Windsor III Ballroom

Presented by: Ms. Beth Mckerlie, Related Services Coordinator, MSHA Past President, North Kansas City School Dist., Dr. Diane Cordry Golden, Project Director, Association of Assistive Technology Act Programs, and Ms. Pat Jones, Speech Language Pathologist, Liberty Schools

An overview and update of the proposed speech-language eligibility criterion changes to the Missouri State Plan will be provided. This session will provide background on the collaborative work and rationale for changes resulting from the work group of SLPs, special education administrators, DESE and other stakeholders.

Learning Outcomes: 1) Participants will be better informed of the proposed eligibility criterion changes; 2) Participants will be able to identify specific changes that will need to be made in local procedures used for speech-language eligibility determinations; 3) Participants will be able to identify resources to assist in eligibility determinations.

SESSION 25 - CURRENT RESEARCH: AUTISM IN SCHOOLS

Parliament I Ballroom

Presented by: Dr. Karen O'Connor, Assistant Research Professor, Thompson Center for Autism and Neurodevelopmental Disorders

Dr. O'Connor will provide an overview of current themes in research regarding students with autism. Major themes covered will include: diagnosis and prevalence; females and social camouflaging; intervention research; professional development in the schools and transition outcomes and mental health. Discussion will include resources for educators to stay current on research.

Learning Outcomes: 1) Participants will describe current research related to teaching and supporting students in the autism spectrum; 2) Participants will identify strategies to increase student independence and engagement in the classroom.

SESSION 26 - UNDERSTANDING ADVERSE EDUCATIONAL IMPACT FOR AUTISM SPECTRUM DISORDER

Parliament II Ballroom

Presented by: Ms. Kim Selders, Training, Education and Autism Specialist, Thompson Center for Autism and Neurodevelopmental Disorders

IEP Teams are regularly faced with determining special education eligibility and services for students with autism. Ms. Selders will address the variety of ways in which students with autism can experience adverse educational impact across the autism spectrum, with particular focus on conceptualizing adverse educational impact for students with high functioning autism.

Learning Outcomes: 1) Participants will identify common state and federal guidelines for applying IDEA concept of Adverse Educational Impact; 2) Participants will identify at least two common areas of adverse educational impact for students with autism, aside from academic performance.

SESSION 27 - TOILET TRAINING AND CONSTIPATION ISSUES FOR CHILDREN WITH DISABILITIES

Parliament III Ballroom

Presented by: Emma Keicher, BCBA, Behavior Analyst, Thompson Center for Autism and Neurodevelopmental Disorders

Toilet training children with disabilities is a common challenge for educators and caregivers. This session will highlight strategies and resources for increasing independence with toileting, as well as how to tackle common toileting issues like constipation.

Educational Outcomes: 1) Participants will understand the importance of toilet training children with disabilities and how to identify signs of toilet training readiness; 2) Participants will learn general strategies to toilet train children with disabilities; 3) Participants will learn strategies to troubleshoot common hardships like constipation when toilet training children with disabilities.

Thursday, March 7, 2019
10:45am - 12:00pm (Continued)



SESSION 28 - PROJECT STAIR (SUPPORTING TEACHING OF ALGEBRA: INDIVIDUAL READINESS)

Piccadilly Meeting Room

Presented by: Dr. Erica Lembke, Professor and Chair of the Department of Education, University of Missouri; Erica Mason, Doctoral Candidate, University of Missouri; Stacy Hirt, Doctoral Student, University of Missouri; Elizabeth Tipton, Doctoral Student, University of Missouri; Jiyung Hwang, Doctoral Student, University of Missouri

Data-based individualization (DBI) is a systematic process that integrates instructional design principles with assessment data to support students with learning difficulties. Project STAIR is a framework for supporting middle school teachers in utilizing DBI and evidence based instructional practices to improve algebra readiness.

Learning Outcomes: 1) Participants will be able to identify the process of data-based individualization (DBI) in an algebraic readiness systematic framework; 2) Participants will be able to identify key components of assessments for algebraic readiness utilizing a universal screener, progress monitoring measure, and diagnostic assessment.

SESSION 29 - SECONDARY MTSS - Windsor Ballroom I

Presented by: Steven Beldin, Director of Innovation and Learning, Missouri Council of Administrators of Special Education; Nathanael Hostetler, Principal, Francis Howell North High School; Chris Hoehne, Principal, Ste. Genevieve High School; Jamie LaMonds, Principal, Farmington High School; and Brian Thompson, Assistant Principal, Francis Howell High School

This presentation will feature innovative tiered student support programs currently being implemented in four Missouri high schools. A suggested structure for secondary MTSS and related resources will also be discussed.

Learning Outcomes: 1) Participants will learn about the application of critical components of MTSS in specific school settings; 2) Participants will gain awareness of resources and guidance for implementation, which are aligned with evidence based and high leverage practices.

SESSION 30 - COLLABORATIVELY PROBLEM SOLVING FOR STUDENT SUCCESS: USING THE PROBLEM SOLVING WITH FUNCTION IN MIND PROCESS - Windsor Ballroom II

Presented by: Taryn Gaskill and Breeya Perry, PBIS Facilitators, Special School District, Planning and Development Department

Come and learn how the Special School District developed, implemented and continues to monitor/adjust a process for collaborative teams to use called, Problem Solving with Function in Mind. This process helps school teams provide a solution focused approach to problem solving for specific student needs, while considering function and effective practices.

Learning Outcomes: 1) Participants will have an understanding of a process for problem solving with function in mind; 2) Participants will learn considerations for bringing this type of process to their own district/school.

SESSION 31 - WHAT DO NEW TEACHERS KNOW ABOUT READING INSTRUCTION?- Bradley Room

Presented by: Dr. Lisa Robbins, Associate Professor and Coordinator of Special Education, The University of Central Missouri; Dr. Nicky Nickens, Professor, University of Central Missouri and Dr. Carrie Turner, Director of Special Services, Grain Valley R-V School District

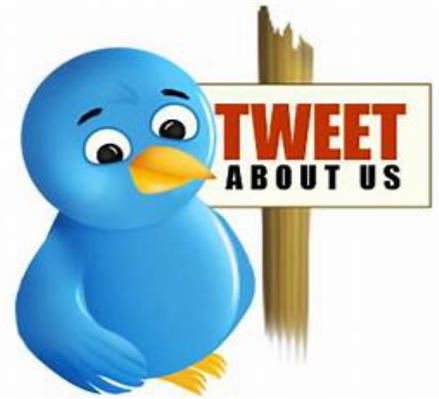
Just as has been experienced within the K-12 setting, universities have also been making adjustments related to legislation which has occurred over the past few years. With dyslexia legislation now in place, there have been updates related to certification requirements for teachers, and thus, also updates to course requirements in preparing teachers on how to implement evidence based reading instruction.

Educational Outcomes: 1) Participants will learn what updates have occurred in higher education based on the dyslexia legislation; 2) Participants will learn how to initiate the planning and implementation of explicit evidence based reading instruction in teacher prep programs with the purpose of initial teachers being prepared for strong tier 1 instruction as well as the ability to intervene appropriately, when needed.

GET SPEAKER HANDOUTS

Download Conference Handouts

This year, we are utilizing the Attendify App, which contains all conference information and breakout session handouts. Please take a moment to download it to your cell phone. attendify.com (3rd Annual Collaborative Conf)



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You can also visit:

<http://www.mo-case.org/Conferences/Events/2019> 3rd Annual Collaborative Conference Handouts



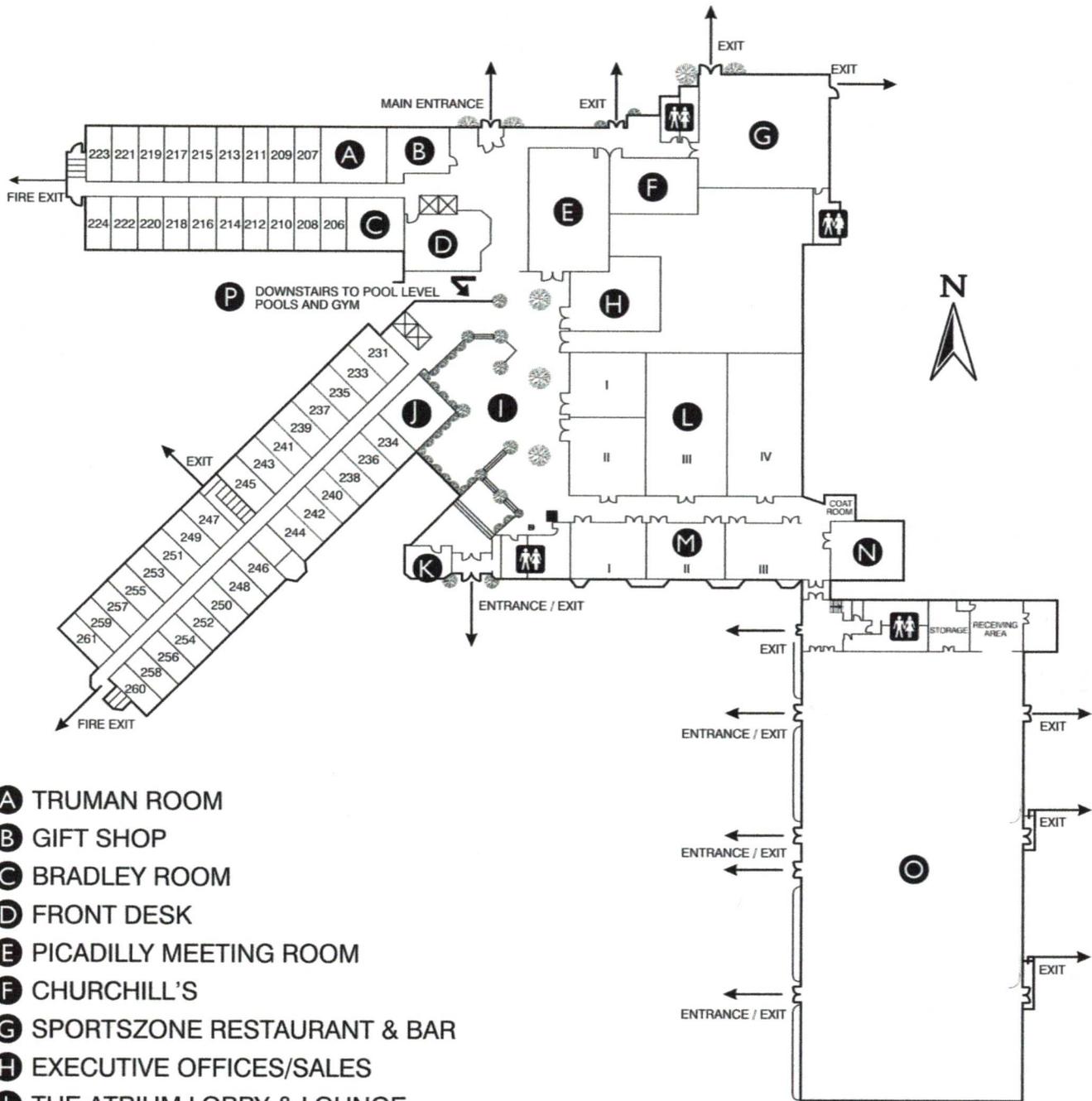
42nd Annual SPED Administrators' Conference
Tan-Tar-A Resort, Lake Ozark, MO
September 22-24, 2019

MO-CASE Law Conference
Holiday Inn Executive Conference Center, Columbia, MO
March 3, 2020

4th Annual Collaborative Conference
Holiday Inn Executive Conference Center, Columbia MO
March 4-5, 2020

43rd Annual SPED Administrators' Conference
Tan-Tar-A Resort, Lake Ozark, MO
September 20-22, 2020

HOTEL BANQUET AND MEETING FACILITIES MAP



- A** TRUMAN ROOM
- B** GIFT SHOP
- C** BRADLEY ROOM
- D** FRONT DESK
- E** PICADILLY MEETING ROOM
- F** CHURCHILL'S
- G** SPORTSZONE RESTAURANT & BAR
- H** EXECUTIVE OFFICES/SALES
- I** THE ATRIUM LOBBY & LOUNGE
- J** EXECUTIVE BOARD ROOM
- K** HAIR SALON
- L** WINDSOR BALLROOM
- M** PARLIAMENT BALLROOM
- N** THE POLO ROOM
- ⊙** COLUMBIA EXPO CENTER
- P** POOLS & GYM
-  RESTROOMS



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