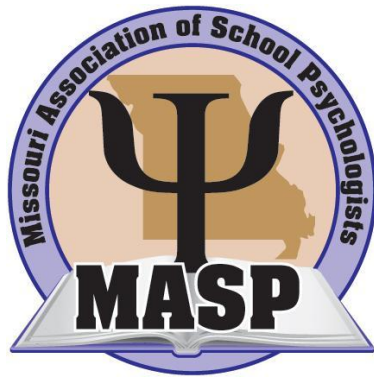


1st Annual Spring Collaborative Conference on Evidence Based Practices



MISSOURI COUNCIL OF ADMINISTRATORS
OF SPECIAL EDUCATION

A Subdivision of the Council for Exceptional Children



March 2-3, 2017
TanTarA Resort * Lake Ozarks, MO

We're going green! Electronic copies of the conference program, keynote, and/or breakout session handouts will be provided during the conference. If you wish to have printed copies, please feel free to print and bring with you to the conference!

WELCOME MESSAGE

On behalf of each of our organizations, we would like to take this opportunity to welcome you to the 1st Annual Spring Collaborative Conference on Evidence Based Practices. We are confident that you will receive direction, strategies and resources to empower your work.

We appreciate your attendance. This venue provides a great opportunity to explore ideas in more depth and make new connections. Take time to converse with the presenters and network with others.

We would like to give a very special *Thank You* to our conference sponsors SpedTrack & Renaissance Learning and the Professional Development Planning Committee members for their efforts to make this a great event. Don't forget to mark your calendars for the 2nd Annual Spring Collaborative Conference being held at the Holiday Inn Executive Center in Columbia, MO on March 1-2, 2018!

Enjoy the conference!

Scott Crooks
MASP President

Carrie Turner
MO-CASE President

Sally Bloom
MO-CEC President

Stephen Kanne, PhD
Thompson Center for Autism Executive Director

KEYNOTE SPEAKER

Stevan J. Kukic, Ph.D

~ *Keynote Speaker provided by CEEDAR* ~



Stevan Kukic is an educational consultant focused on MTSS based systems change, the needs of students with learning and attention issues, and special education.

He is the past chair of the Professional Advisory Board for National Center for Learning Disabilities (NCLD), served on the Board of Directors for the Center as chair of NCLD's Public Policy committee, and served as NCLD's Director for School Transformation.

Steve was given the Lifetime Service Award from the International Council of Administrators of Special Education (CASE) in 2014.

Steve was given the Distinguished Education Achievement Award by NCLD and the Glenn I. Latham Annual Excellence Award by the Center for Technical Assistance for Excellence in Special Education in 2012.

For nearly 13 years, Steve was Vice President of Strategic Initiatives for Cambium Learning Group.

Previously, Steve worked as an independent consultant, primarily with Franklin Covey Company's Education Division, facilitating the use of principles based on the *7 Habits of Highly Effective People* with individuals and organizations.

Before that, Steve served for 11 years as Director for At Risk and Special Education for the Utah State Office of Education.

Steve is a Past President of the National Association of State Directors of Special Education.

For five years prior to his state position, he directed a statewide center for technical assistance related to the education of students with disabilities, the Utah Learning Resource Center.

Steve is the author of over 110 articles, chapters, newspaper columns, and books.

Steve is proud to have consulted in all 50 states, Canada, Europe, and the Middle East.

Steve earned his Ph.D. from the University of Utah in Educational Leadership and his M.A. in School Psychology and B.A. in Psychology from UCLA.

Steve is married to the magnificent Jan and has three children, ages 51, 48, and 37. He has two glorious, bright and beautiful granddaughters, ages 21 and 16, and one amazing new grandson. Steve's three passions; other than his family, community, and profession; are golf, cooking, and golf.

CONFERENCE AGENDA

Thursday, March 2, 2017

- 7:00 a.m. - 11:00 a.m. Registration & Sponsors' Booths
Location: Salon A
- 8:30 a.m. - 10:00 a.m. General Session
Keynote: Dr. Stevan Kukic
Location: Salon A
- 10:15 a.m. - 11:30 a.m. Breakout Sessions (*See descriptions below)
- 11:30 a.m. – 12:45 p.m. Lunch
Location: Windgate Hall
- 1:00 p.m. – 2:15 p.m. Breakout Sessions (*See descriptions below)
- 2:15 p.m. – 2:30 p.m. Beverage Break – Sponsored by MSHA
Location: Salon A / Registration
- 2:30 p.m. – 3:45 p.m. Breakout Sessions (*See descriptions below)
- 2:30 p.m. – 3:45 p.m. Student Mock Interviews
Location: Windgate Hall
- 4:00 p.m. – 5:00 p.m. Networking Round Tables
Location: Windgate Hall
Facilitated by: Kim Turner
- Literacy / Dyslexia - Eva Trumbower
 - MTSS RTI Eligibility - Pam August & Emily Miller
 - Language Eligibility - Diane Golden
 - Autism - Jena Randolph
 - Data-based decision problem solving teams - Scott Crooks
 - Mental Health - Lou Ann Tanner-Jones
 - Getting the most out of your schools psychologist / Comprehensive Model - Breanna Dykes
 - Flexible use of resources - Karla Arnold & Steven Beldin

Friday, March 3, 2017

- 7:00 a.m. – 8:30 a.m. Breakfast
Location: Windgate Hall
- 8:00 a.m. – 8:30 a.m. MO-CEC Business Meeting
Location: Room 62

BREAKOUT SESSION DESCRIPTIONS

Thursday, March 2, 2017
10:15 a.m. – 11:30 a.m.

Collaboration isn't rocket science, it's harder!

Room Salon A

Stevan Kukic, Keynote

MTSS based systems change is extremely difficult to initiate, implement, and sustain. We know what needs to be done. We know that all decisions must be made driven by student outcome data. Why is systemic change so tough? Short answer: it demands ongoing interaction with likeminded colleagues. Join this townhall as we unlock the mysteries of MTSS based collaboration.

Bullying and Missouri State Law: Implications for Policy

Room 62

Dr. Chad Rose, Assistant Professor, University of Missouri

Lawrence Altman, Legal Consultant

Bullying is a pervasive problem among school-aged youth. Missouri House Bill 1583 provides guidance on addressing bullying in Missouri schools. This session will outline the law and discuss critical policy components, as well as suggestions for interventions, trainings, and programming.

From FBA to BIP: Writing Effective Behavior Improvement Plans

Room 63/34

Karen O'Connor, Assistant Research Professor, University of Missouri Thompson Center for Autism

When programming for students with problem behavior, a challenging step is translating information gathered from a Functional Behavior Assessment (FBA) to a Behavior Improvement Plan (BIP). This session will provide a framework for how to utilize FBA data across common behavioral functions. This session will include a discussion of effective strategies to reduce problem behavior and increase appropriate behavior.

Teaching with Evidence: Early Literacy and the Evidence to Guide Instruction (REPEAT)

Room Parasol I

Eva Trumbower, M.S., CCC-SLP, Speech-Language Pathologist; Consultant

The presentation will provide a focused summary of the what, why, and how of evidence-based practice in Pre-K through third grade literacy instruction. Instructional priorities, strength of evidence, and robust instructional delivery will be discussed. Video clips will demonstrate key instructional practices.

MTSS our Jigsaw Puzzle

Room 70/71

Dr. Ashley Krause, Associate Superintendent, Farmington School District

Ms. Shana Turner, Director of Elementary Education, Farmington School District

Mr. Dan Thompson, Director of Special Services, Farmington School District

Ms. Allison Hensley, Instructional Curriculum Coordinator, Farmington School District

Ms. Mindy Southern, Educational Technology Director, Farmington School District

Participants in this session will focus on how to effectively identify current pieces of a school district/building jigsaw puzzle and connect them to make a logical and coherent larger picture. Each district has eclectic, unique and often oddly shaped structures in place, yet we have determined are not so different after all and the pieces are interlocking. Questions to be addressed in the session will include “What do we/you presently have and how can we/you make it better? How do we/you maintain current the best and brightest tessellating pieces of greatness and continue to push for maximized structures of support?”

Trauma Informed Care (TIC) & Trauma Sensitive Schools (TSS) Part 1: Building Trauma Awareness and Creating a Compassionate, Resilient School Culture

Room 74/75

Breanna Dykes, Ed.S., School Psychologist, Independence School District and MASP

Rio Munro, School Psychologist Intern, Independence School District

Trauma Informed Care is a national movement that is getting a lot of recognition as an ideal model of practice. This session will provide participants with a basic understanding of how trauma impacts learning and behavior, the effects of toxic stress, and awareness of the state and national TSS movement.

Supporting the Effective Use of Paraprofessionals: Promoting Student Independence

Redbud Room

Jena K. Randolph, PhD, Assistant Research Professor & Training and Education Division

Director, Thompson Center for Autism and Neurodevelopmental Disorders, University of Missouri

Despite the frequent use of paraprofessional support, districts often do not have procedures established to make decisions regarding the use of paraprofessionals. This session outlines how to comprehensively plan for the effective use of paraprofessionals with a focus on increasing students' independence while subsequently decreasing their reliance on paraprofessional support.

Thursday, March 2, 2017

1:00 p.m. – 2:15 p.m.

Evidence-Based Practices for Tier 1 and Tier 2 (CONTINUED SESSION)

Room Salon A

Matthew Burns, Associate Dean for Research, University of Missouri

The session will present practical research-based reading and math interventions for tiers 1 and 2, and how to use data to determine which one to use. We will also review multiple sources to find specific research-based interventions. The session will focus on K-8.

Supporting Executive Functioning Deficits for Students with Autism

Room 62

Andrew Knoop, PhD, Associate Clinical Professor, University of Missouri – Thompson Center for Autism and Neurodevelopmental Disorders

Jena K. Randolph, PhD, Assistant Research Professor & Training and Education Division Director, Thompson Center for Autism and Neurodevelopmental Disorders, University of Missouri

The Executive Functions are responsible for regulating cognitions, emotions and behaviors. Studies have identified the relationship between Executive Function deficits and students with Autism Spectrum Disorder. This presentation will focus on identifying individual functions, and supporting and accommodating executive function deficits in the classroom for students with Autism Spectrum Disorder.

Increasing Student Engagement for Challenging Students at the Secondary Level

Room 63/64

Reesha Adamson, Assistant Professor, Missouri State University

Kristen Ricker, Teacher, Nixa High School

Increasing student engagement within the classroom can be a challenging task. The use of academic instructional techniques including increasing student engagement has been demonstrated to improve positive student behaviors and decrease disruptions. This presentation will focus on the use of innovative classroom practices within the classroom. Strategies presented will range from low-tech to high-tech with a focus on practicality for any environment and all age levels of students.

Teaching with Evidence: Early Literacy and the Evidence to Guide Instruction (REPEAT)

Room Parasol I

Eva Trumbower, M.S., CCC-SLP, Speech-Language Pathologist; Consultant

The presentation will provide a focused summary of the what, why, and how of evidence-based practice in Pre-K through third grade literacy instruction. Instructional priorities, strength of evidence, and robust instructional delivery will be discussed. Video clips will demonstrate key instructional practices.

MTSS – Intensive Interventions

Room 70/71

Dr. Pamela August, Coordinator – School Psychology, North Kansas City Schools,

Dr. Lisa Friesen, Instructional Coordinator, North Kansas City Schools

Sarah Novickis, Ed.S., Instructional Coordinator, North Kansas City Schools

We will focus on how MTSS provides support for students with significant academic and behavioral needs. Strategies for selecting Tier 3 interventions, and deciding when to use them, will be shared. Examples of how intervention data can be used in special education disability determinations will be discussed.

Trauma Informed Care (TIC) & Trauma Sensitive Schools (TSS) Part 2: Building Resilience through Mindfulness Practices and Self-Care

Room 74/75

Breanna Dykes, Ed.S., School Psychologist, Independence School District and MASP

Rio Munro, School Psychologist Intern, Independence School District

It is recommended that participants attend the Trauma Awareness session prior to attending this session. This session will provide participants with a basic understanding of the brain. Participants will learn about mindfulness practices and strategies to promote resilience. Self-care practices and relationship building will also be highlighted.

Targeting Social Perspective Taking for Students with Autism

Redbud Room

Karen O'Connor, Assistant Research Professor, University of Missouri, Thompson Center for Autism

The ability to understand and respond to the perspective of others is an essential part of social competence. This session will provide strategies for how to target advanced social concepts when working with students with autism. Strategies for perspective taking, emotion regulation and self-monitoring discussed.

Thursday, March 2, 2017

2:30 p.m. – 3:45 p.m.

Evidence-Based Practices for Tier 1 and Tier 2 (CONTINUED SESSION)

Room Salon A

Matthew Burns, Associate Dean for Research, University of Missouri

The session will present practical research-based reading and math interventions for tiers 1 and 2, and how to use data to determine which one to use. We will also review multiple sources to find specific research-based interventions. The session will focus on K-8.

Preparing Students with Autism for Post-Secondary Transition

Room 62

Cortney Fish, MSW, BCBA, LBA, Program Support Coordinator, MU Thompson Center for Autism & Neurodevelopmental Disorders

This session will discuss the importance of early programming with transition in mind, creating and implementing meaningful transition plans, and barriers to successful outcomes.

Increasing Student Engagement for Challenging Students at the Secondary Level

Room 63/64

Reesha Adamson, Assistant Professor, Missouri State University

Kristen Ricker, Teacher, Nixa High School

Increasing student engagement within the classroom can be a challenging task. The use of academic instructional techniques including increasing student engagement has been demonstrated to improve positive student behaviors and decrease disruptions. This presentation will focus on the use of innovative classroom practices within the classroom. Strategies presented will range from low-tech to high-tech with a focus on practicality for any environment and all age levels of students.

Dyslexia Task Force Update

Room Parasol I

Steven Beldin and other members of the legislative Dyslexia Task Force

The Dyslexia Task Force was created by Missouri legislation passed in the 2016 session to develop recommendations for screening, support and intervention of students who may be considered to have dyslexia. This presentation will describe the work of the task force so far, and provide suggestions for schools and districts.

MTSS – Building Solid Foundations

Room 70/71

Dr. Pamela August, Coordinator – School Psychology, North Kansas City Schools,

Dr. Lisa Friesen, Instructional Coordinator, North Kansas City Schools

Jeaveen Neaderhiser, Ed.S., School Psychology Intern, North Kansas City Schools

We will provide an overview of how MTSS can help your teams with academic and behavioral concerns. Easy to implement strategies for developing Tier 1 and 2 supports in your district, including specific ideas for screening, interventions, and progress monitoring will be provided.

Selecting and Implementing Intensive Behavioral Interventions

Room 74/75

Daniel Cohen, Clinical Instructor, University of Missouri

This presentation will provide an overview of intensive behavioral intervention, including detailed guidance for how to select appropriate evidence based intensive behavioral interventions, and how to ensure adequate implementation in the field.

Social Communication Strategies for Emergent Language Learners

Redbud Room

Brooke Burnett, Training and Education Specialist, Thompson Center for Autism and Neurodevelopmental Disorders

This training will focus on general strategies to promote communication social skills in emergent learners with autism spectrum disorder. Techniques to clarify adult communication, elicit student communication, and reinforce communication attempts will be discussed.

Friday, March 3, 2017

8:45 a.m. – 10:15 a.m.

Intensive intervention in early writing: Best practices for early elementary students

Room Salon A

Dr. Erica Lembke, Professor and Department Chair, University of Missouri

Other Presenters: Dr. Carol Garman, Kim Moore, Alex Smith and Erica Mason

In this session, an overview of best practices in intensive intervention for early elementary students in early writing will be presented.

Telehealth and Applied Behavior Analysis: An Introduction to the Positive Relationship for Addressing the Problem Behaviors Displayed by Children

Room 62

Dr. Kelly Schietz, Assistant Teaching Professor, University of Missouri

This presentation provides an introduction to developing a telehealth service. Topics include telehealth terminology, how telehealth is used to provide behavior analytic services, and the preparation and delivery process when developing a telehealth service. Missouri telehealth law and using telehealth within the school to address problem behaviors will be highlighted.

Data-Based Decision Making: Tools and Tactics

Room 63/64

Scott Crooks, President, Missouri Association of School Psychologists

Learn what data is valuable and how to apply it to different situations to positively impact students.

Proposed Revision to Speech/Language Eligibility Criteria (REPEAT SESSION)

Room Parasol I

Beth McKerlie, MS, CCC-SLP, MSHA President-Elect, North Kansas City School District

Dr. Diane Cordry Golden, Policy Coordinator, MO-CASE

Sharon Sowder, MA, CCC-SLP, MSHA President

Pat Jones, MS, CCC-SLP, MSHA VP for School Services, Liberty School District

Bullying and Social Emotional Learning: Addressing the Hidden Curriculum

Room Parasol II

June L. Preast, Doctoral Candidate, University of Missouri, Dept. of Special Education & Dept. of Educational, School, & Counseling Psychology

Dr. Chad Rose, Assistant Professor, University of Missouri

Taylor Webb, Graduate Research Assistant, University of Missouri

Bullying is a pervasive problem in our schools. Students with disabilities have been disproportionately involved in the bullying dynamic. This disproportionate representation is generally associated with social and communication skill deficits. This session will outline a proven way to teach social and communication skills to decrease bullying dynamic involvement.

Building Capacity for Rural School Mental Health: Lessons from the Field

Room 70/71

Melissa A. Maras, Ph.D., Hook Center for Educational Renewal, University of Missouri

Rural communities lack accessible, acceptable, and appropriate mental health resources. The gap between mental health needs and resources for youth is a public health crisis in this state. This session will highlight lessons learned from a multi-year partnership with four rural districts in Missouri.

Student Presentations

Room 74/75

8:45-9:05 a.m.: Initial Validation of the TAEBB: A Behavior Consultation-Focused Measure for Educators, *Presented By: Christa Copeland*

9:10-9:30 a.m.: Motivational Interviewing Mentorship: Addressing Unique Mental Health Needs of Students in Alternative School Placements: A Pilot Study, *Presented By: Lauren Henry*

9:30-9:50 a.m.: Motivational Interviewing with Youth and Adolescents: An Evidence Based Strategy for Students Who “Won’t”, *Presented By: Lauren Henry*

9:55-10:15 a.m.: Behavioral Momentum in the Classroom, *Presented By: Emily Malugen*

Inclusive Supports for Students with Autism

Redbud Room

Brooke Burnett, Training and Education Specialist, Thompson Center for Autism and Neurodevelopmental Disorders

This training will focus on strategies and tools to promote independence and success for students with autism in inclusive settings. Fading adult support, supporting student communication, clarifying expectations, and creating supportive environments will be discussed.

Friday, March 3, 2017

10:30 a.m. – 12:00 p.m.

Intensive intervention in early writing: Best practices for early elementary students

Room Salon A

Dr. Erica Lembke, Professor and Department Chair, University of Missouri

Other Presenters: Dr. Carol Garman, Kim Moore, Alex Smith and Erica Mason

In this session, an overview of best practices in intensive intervention for early elementary students in early writing will be presented.

Effective Use of AAC

Room 62

Michelle Wheeler, Speech Language Pathologist, Thompson Center and Mizzou Therapy Services ATEC

Attendees will learn about page sets within devices/apps to use with communication device users. Attendees will also be provided with resources available to assist with planning and implementing communication devices.

Learning to Solve Problem-Solving Teams

Room 63/64

Scott Crooks, President, Missouri Association of School Psychologists

Learn how to make problem solving teams work and continuously improve

Proposed Revision to Speech/Language Eligibility Criteria (REPEAT SESSION)

Room Parasol I

Beth McKerlie, MS, CCC-SLP, MSHA President-Elect, North Kansas City School District

Dr. Diane Cordry Golden, Policy Coordinator, MO-CASE

Sharon Sowder, MA, CCC-SLP, MSHA President

Pat Jones, MS, CCC-SLP, MSHA VP for School Services, Liberty School District

A Prevention Based Model of Systemic Mental Health Care and Collaboration with Schools

Room Parasol II

Dr. Sarah Owens, Postdoctoral Fellow, Missouri Prevention Center- Boone County Schools Mental Health Coalition

Rebecca Williams, MSW, LMSW, Regional Coordinator, Boone County Schools Mental Health Coalition

Betsy Jones, Secondary School Counseling Coordinator, Columbia Public Schools

Susan Perkins, Elementary School Counseling Coordinator & District Children's Division Liaison, Columbia Public Schools

This presentation examines a collaborative model of prevention and early intervention services for student mental health. Presenters will review a universal screening measure that identifies social emotional concerns in students, how screening data is disseminated to schools and how to work with schools on implementing universal, targeted and indicated interventions.

The Strategic Instruction Model within a Tiered Support System

Room 70/71

Suzanne Robinson, Ph.D., Associate Professor of Special Education, The University of Kansas
Patty Graner, Ph.D., Director of Professional Development, Center of Research on Learning, The University of Kansas

The Strategic Instruction Model developed at the University of Kansas' Center for Research on Learning constitute a helpful set of evidence-based tools for teachers working within a tiered support system. Primary instruction (or tier one) strategies include content enhancement and embedded strategy instruction. Tier two intervention is comprised of more intensive strategy instruction adhering to a standard protocol and basic skills instruction. Tier three is intensive strategy instruction that is of longer duration, more personalized to learner needs and tied to basic skills instruction. It is characterized as "specialized instruction". When the Strategic Instruction Model is utilized across all the tiers, it creates a balanced and strong support system for all learners.

Comprehensive Evaluations for Students with Autism

Redbud Room

Kim Selders, Training and Education Specialist, University of Missouri Thompson Center for Autism and Neurodevelopmental Disorders

This presentation covers the areas of student functioning to consider when conducting comprehensive autism evaluations in order to determine if a disability exists, identify areas of educational impact, and inform programming decisions. Special considerations and tools for assessing students with autism will also be discussed.

*Here is a simply way to access the
conference **handouts!***

Scan the QR code to the right with your smart phone to access the conference handouts. Search "QR Code" in your smart phone's app market. Download a free QR code reader, scan the image, and it'll take you directly there!

<http://www.mo-case.org/Spring-Handouts/>



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RENAISSANCE®

Make sure to stop by their booths located
at our registration area!

Future Conference Dates



2017 40th Annual SPED Fall Conference

Tan-Tar-A Resort
Lake Ozark, MO
September 24-26, 2017

2018 Spring Law Conference

Holiday Inn Executive Center
Columbia, MO
February 28, 2018

2nd Annual Spring Collaborative Conference

Holiday Inn Executive Center
Columbia, MO
March 1-2, 2018

2018 41st Annual SPED Fall Conference

Tan-Tar-A Resort
Lake Ozark, MO
September 23-25, 2018

Thank you for attending the 1st Annual Spring Collaborative Conference on Evidence Based Practices. We hope to see you again this fall for our 40th Annual Special Education Administrators Conference at TanTarA Resort, Lake Ozark. Travel safely!