

SESSION 1

TITLE:

Autism and Trauma: Understanding Overlapping Symptoms and How to Help

PRESENTER(S):

Dr. Connie Brooks

DESCRIPTION:

Individuals with disabilities are 1.5 to 3 times more likely to experience maltreatment than individuals without disabilities. Yet, diagnostic rates of Posttraumatic Stress Disorder (PTSD) in children with disabilities are at similar rates to typically-developing children. This presentation will discuss how trauma impacts children with autism (ASD), overlap of symptoms between ASD and PTSD, problems with co-morbidity of ASD and PTSD, and treatment options.

SESSION 2

TITLE:

Social Skills Instruction for Girls with ASD

PRESENTER(S):

Michelle Dampf

DESCRIPTION:

Girls with Autism Spectrum Disorder (ASD) may face extraordinary challenges, especially during the middle school years. Social language groups equipped to provide support, both to the girls and their caregivers, can improve outcomes and advocacy. Specifically, the targets include building social skills related to body language and gestures, conversational skills, social problem solving, and understanding emotions in others as well as self-care skills. Friendships, body care, hair care, nutrition, and fitness will also be addressed. All of these skills can improve advocacy, school success, employability, and independence for girls with ASD.

SESSION 3

TITLE:

District Implementation of MTSS: Successes and Challenges

PRESENTER(S):

Carrie Turner

DESCRIPTION:

In this moderated session, a panel of representatives from districts recognized by MO-CASE for the establishment of a district-wide Multi-Tiered System of Supports (MTSS) will discuss successes and challenges in its implementation.

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SESSION 4

TITLE:

ECSE to K-12 Transitions without Tears: Supporting Children, Parents and School Teams

PRESENTER(S):

Dr. Kari Schriber, Rachele Teson, and Jenna Moll

DESCRIPTION:

Transitioning from an Early Childhood Special Education Program to kindergarten can be a stressful time for children, parents, and school teams. Presenters will discuss how the OFSD Early Learning Center and Kindergarten teams collaborate to promote positive outcomes for all stakeholders as children transition from ECSE to K-12 programming.

SESSION 5

TITLE:

Evidence Based Practices: What They Are and How to Use Them

PRESENTER(S):

Connie Hebert

DESCRIPTION:

Requirements to address student learning needs with the implementation of Evidence Based Practices is paramount in today's classroom. This session will look at simple ways teachers can find and implement Evidence Based Practices to address unique learning needs, as well as create their own evidence regarding the effectiveness of these practices using simple data tools.

SESSION 6

TITLE:

Developing Mutually Beneficial Partnerships for the Recruitment and Retention of Special Education Teachers

PRESENTER(S):

Dr. Shantel Farnan, Tamara Lynn, and Sara Taylor

DESCRIPTION:

University faculty and special education teacher candidates will share profession-based learning experiences that prepare them for the field of special education, while districts share what they are looking for in special educators. This collaborative discussion will work to design effective methods to increase the recruitment and retention of high-quality special educators through mutually beneficial partnerships.

SESSION 7

TITLE:

Keep Calm and Let's Do SPED Together

PRESENTER(S):

Dr. Cheri Fortney, John Fortney

DESCRIPTION:

This session will look at Special Education issues from two viewpoints. From the Special Education viewpoint, things every Special Educator wishes the General Education Administrator would be familiar with; and from the General Educators' viewpoints— things they wish they knew about Special Education but were never told or need more information.

(Continued)

SESSION 8

TITLE: Training Teachers to use Visual Representations as an Instructional Strategy to Solve Mathematics Problems

PRESENTER(S): Dr. Stacy Hirt, Dr. Delinda Van Garderen, Stephanie Hopkins, and Cassandra Mezines

DESCRIPTION:

The use of visual representations (VRs) is an evidence based strategy that teachers should use in mathematics instruction (Woodward et al., 2012). In this session, teachers will explore activities designed to help them understand VRs and make instructional decisions for teaching students to use VRs (van Garderen, et al., 2018).

SESSION 9

TITLE:

Effective Partnerships between Districts and Universities

PRESENTER(S):

Dr. Lisa Goran, Dr. Reesha Adamson, and Vince Thompson

DESCRIPTION:

Effective Partnerships between districts and teacher preparation programs are essential for both high-quality and pre-service teacher preparation and creating positive impact on all P-12 students' learning and development. Participants will hear about successes and lessons learned from an existing partnership, as well as explore opportunities for future collaboration.

SESSION 10

TITLE:

What's the Write Way? Understanding the Writing Needs of Students with ASD

PRESENTER(S):

Lee Ann Lowery and Melanie Cook

DESCRIPTION:

Writing is a complex task that requires the integration of language, attention, vision, and motor skills to name a few. Traditional classwork requires that students develop skills needed to complete written work. This presentation will explore the development of pre/writing skills and when to consider alternatives to writing.

SESSION 11

TITLE:

Understanding and Supporting Children with Restricted Food Preferences

PRESENTER(S):

Lee Ann Lowery and Brittney Stevenson

DESCRIPTION:

Children with ASD more commonly experience challenges with eating and mealtimes. In particular, children with ASD may be more picky about the types of foods they consume. Understanding the underpinnings of restricted food preferences and systematic ways to support children can lead to more positive mealtime experiences and greater variety in dietary choices.

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SESSION 12

TITLE:

It Only Takes One: Empowering Educators to Foster LGBTQ+ Inclusive Practices

PRESENTER(S):

Shannon Davis

DESCRIPTION:

Creating intentional LGBTQ+ inclusive practices are not difficult, but most educators don't know where to begin. We will review the legal and ethical guidelines of supporting sexually diverse students. Participants will be empowered to model inclusive practices, given resources they can use immediately, and understand how small actions save lives.

SESSION 13

TITLE:

A Do-It-Yourself Empowerment Tool and Mobile App for Families and Educators

PRESENTER(S):

Dr. Rebecca Panagos, Dr. Kelly Hantak, Rhea D'Souza, and Shraddha Belbase

DESCRIPTION:

CEC Ethical Principles and Professional Practices stress building relationships with families to encourage their active involvement in educational decision making. To build relationships and empower families, agency and university collaborative partners share and demonstrate the Do-It-Yourself Empowerment Tool and Mobile App.

SESSION 14

TITLE:

Evaluation of Behavior Focused MTSS from a District Perspective

PRESENTER(S):

Amanda Witting, Rio Corbin, and Jamie Powers

DESCRIPTION:

Presenters will provide a walk-through of the current and historical implementation of PBIS at all tiers in their district. Participant engagement will include an introduction to action planning. Presenters will share how PBIS can work with other district initiatives to become a seamless part of the MTSS program.

SESSION 15

TITLE:

Building an Inclusive Postsecondary Program to Support Students and Families

PRESENTER(S):

Dr. April Register, Jonathan Lidgus, Andrew Kliethermes, Jennifer Bumble, and Lindsay Athamanah

DESCRIPTION:

This presentation will provide an overview of how the Succeed Program at UMSL was developed, how it learned to support the key stakeholders, and developed a family support program. During the session, we will focus on key supports that assist students in transitioning to inclusive postsecondary education.

(Continued)

SESSION 16

TITLE:

Strategies to Develop Transition Skills with Diploma-Bound Students with Learning Disabilities in all courses

PRESENTER(S):

Dr. Sara Taylor

DESCRIPTION:

In this informative session, Dr. Taylor will share strategies that develop post-secondary education, employment, and independent living skills in diploma-bound students. In addition, she will describe ways to integrate these skills into content areas and electives in general education.

SESSION 17

TITLE:

Quality Eligibility Determinations

PRESENTER(S):

Tiffiney Smith and Jeanne Rothermel

DESCRIPTION:

Making accurate and quality eligibility determinations are the cornerstone of providing FAPE to students under IDEA. Join us to learn compliance requirements and best practices for evaluations and eligibility determinations.

SESSION 18

TITLE:

Social Justice: Understanding How Systems Change Drives Outcomes in Academic Access, Environmental Disruptions, and Communication Milieu

PRESENTER(S):

Dr. Perry Hilvitz

DESCRIPTION:

Stop wasting your time trying to change the hearts and minds of your staff. Instead, learn how to align and refine the systems that ultimately determine student outcomes, staff beliefs, and relationships with patrons.

SESSION 19

TITLE:

Speech/Language Services in Schools

PRESENTER(S):

Beth McKerlie, Pat Jones, and Diane Cordry Golden

DESCRIPTION:

This session will provide information on a host of critical issues shaping the way speech language services can and should be provided in school settings, including new speech/language eligibility criteria; the role of an SLP in literacy; speech/language interventions as part of general education; MTSS and RTI; moving away from caseloads to workloads; speech/language service delivery options beyond pull-out; and more.

(Continued)

SESSION 20

TITLE:

Challenging Behaviors in the Classroom

PRESENTER(S):

Susan Robichaud

DESCRIPTION:

In this presentation, we will explore the answers to who, what, where, when and why challenging behavior occurs, as well as review the crisis cycle, precursor behavior, and identify lacking/lagging skills. The different phases of the crisis cycle will be highlighted, including specific interventions used (based on the hypothesized function of the behavior), and share suggestions for each perceived function that can be utilized by all staff, not just behavior analysts.

SESSION 21

TITLE:

Validated Practices for Training IEP Teams

PRESENTER(S):

Marlena Walley and Amy Chappell

DESCRIPTION:

How do we effectively train our staff to develop and run a quality IEP meeting that has collaborative partnerships with team members, including parents? District leaders are faced with this important objective each year. This session is intended to explore evidence based resources for districts to utilize to train staff on effective practices for running an IEP.

SESSION 22

TITLE:

Building Strong Conception of the Number Line in Struggling Learners

PRESENTER(S):

Dr. Delinda van Garderen, Dr. John Lannin, and Jessica Kamuru

DESCRIPTION:

How well do your students understand the size of numbers? Is their understanding flexible across contexts and representations? Many learners experience challenges using a number line that, if not addressed, can hinder their development in critical ideas for numbers. The focus of this session is to provide instructional ideas to promote a deep understanding of the number line.

SESSION 23

TITLE:

Multimodal STEM Text Sets and Related Activities for Diverse Middle School Learners

PRESENTER(S):

Dr. Delinda van Garderen, Dr. Bill Folk, Dr. Amy Lannin, Rachel Juergensen, Cassandra Mezines, and Heba Abdelnaby

DESCRIPTION:

During this session, participants will learn about multi-modal STEM text sets and accompanying activities being developed through support of an NIH-SEPA Program designed to help middle school diverse learners address commonalities in the English Language Arts and Science Standards

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SESSION 24

TITLE:

School Wide AAC Strategies Implemented Across Grade Levels to Support Academic and Social Success

PRESENTER(S):

Tara Wineinger and Elisa Parker

DESCRIPTION:

While it is a common misconception that AAC is only used for individuals with limited verbal language abilities with complex communication needs, it can also be successfully used as a medium to support the academic and social growth of students without communication delays. This session will show how the Park Hill School District utilizes AAC across the academic school day, in social settings, and in special classes following a range of ages and ability levels. Examples will be provided across the age continuum from preschool through high schools. Tools such as Saltillo's Chat Editor and the app, TouchChat with Word power, will be highlighted as a way to support the planning and implementation of language groups, academic activities, literacy, writing social skills, play routines, social communication, email communication, and much more.

SESSION 25

TITLE:

Interventions for Educators

PRESENTER(S):

Angela Moll

DESCRIPTION:

The concept of executive functioning, though first defined in the 1970's, reaches as far back as the 1840's. Over this time, and due to an explosion of research in this area in the recent decade, clinicians and educators have been provided a wealth of information concerning the six areas of executive function (organization, focus, regulating alertness, managing frustration, working memory, and self-regulation). This presentation, tailored specifically for educators, aims to provide insight into some of the newer research-based strategies and interventions that educators can use for children and adolescents. Additionally, strategies for collecting data, including preliminary assessment and progress monitoring in these six areas, will be provided.

SESSION 26

TITLE:

Sensory or Behavior: Effective Strategies for Addressing Automatically Reinforcing Behavior

PRESENTER(S):

Cortney Fish

DESCRIPTION:

Many students with autism engage in repetitive and self-stimulatory behaviors that may appear to serve a sensory function (for example: hand flapping, scripting). It can be difficult to determine the true function of these behaviors. Additionally, if used inappropriately, sensory based strategies can inadvertently reinforce interfering behaviors. This session will discuss strategies for educators to use to identify the function of repetitive or automatically reinforcing behaviors and how to determine the effectiveness of strategies put into place.

(Continued)

SESSION 27

TITLE:

The Do's and Don'ts of Class-wide Reinforcement Systems

PRESENTER(S):

Cortney Fish

DESCRIPTION:

Class-wide reinforcement systems can be a great strategy to increase a student's on-task/desired behavior and decrease mal-adaptive behaviors. Although class-wide reinforcement can be effective, it can also be confusing and tricky to implement. This session will discuss the do's and don'ts of creating a class-wide system and how to determine the effectiveness of it.

SESSION 28

TITLE:

Creating Connections for Children: Engaging Parents through Collaborative Problem Solving

PRESENTER(S):

Dr. Shannon Holmes

DESCRIPTION:

Interventions with the goal of building partnerships between families and schools are effective methods for addressing childhood behavioral and academic problems. This presentation will discuss the implementation of Conjoint Behavioral Consultation, one intervention wherein caregivers (e.g., parents) and teachers work together through a structured process to address youth's behavioral concerns.

SESSION 29

TITLE:

School Psychologists Can Do That?!

PRESENTER(S):

Dr. Rachele Teson and Dr. Karah Chapman

DESCRIPTION:

Education comes with a variety of challenges – from school safety, absenteeism, academic performance and supporting mental health. Comprehensive support may be closer than you think! Psychologists are uniquely trained in evidenced based, data driven, and culturally responsive practices and are valuable resources for providing student-and-systems-level support.

SESSION 30

TITLE:

MTSS in the High School Setting

PRESENTER(S):

Kelly Burress

DESCRIPTION:

Multi-Tiered Systems of Support (MTSS) provides academic, behavioral, and social/emotional support to students, but it is most effective when tailored to the elementary, middle and high school level. We will discuss how secondary level MTSS looks at one Kansas City area high school.

(Continued)

SESSION 31

TITLE:

What We Know About Suicide and How It Translates to Schools and Other Organizations

PRESENTER(S):

Dr. Katie Jacobs

DESCRIPTION:

This presentation reveals the limitations to the suicide warning signs, and what meta-analysis reveals to us about what distinguishes people from experiencing suicidal thoughts only from making suicide attempts. In this presentation, we will also discuss the communication model of suicide prevention and the flow of responsibility within an organization.

SESSION 32

TITLE:

Missouri Model Districts (MMD)

PRESENTER(S):

Ashley Krause, Jamie LaMonds

DESCRIPTION:

This session will walk through the process of District Continuous Improvement (DCI) Framework, which was developed through the work with Missouri Model Districts (MMD). Using a district level approach blended with virtual learning resources from DESE, our partnership team will share our journey into continuous improvement integrating effective academic and behavioral practices into an MTSS framework for achieving exceptional student outcomes for ALL students.

SESSION 33

TITLE:

Responding to Inappropriate Behavior: Is There a Place for “Punishment?”

PRESENTER(S):

Tim Lewis

DESCRIPTION:

Key to the positive behavior support process is understanding the “science” of behavior support implementation. This session will review the “science” behind traditional school discipline procedures to inform school team decisions. Potential alternatives to punishing and exclusionary practices will also be discussed.