



## 2016 Nonpublic Conference: Where Compliance Meets Best Practice

### SESSION DESCRIPTIONS

#### Wednesday, November 9<sup>th</sup> 8:30am-10:00am Keynote

##### **Progress on the Horizon: Integrating Academic and Behavioral Supports for Improved Student Outcomes**

*Dr. Teri Marx, Researcher - Policy, Practice, and Systems Change, National Center on Intensive Intervention and American Institutes for Research*

- Training practitioners to design and deliver intensive, individualized intervention that integrates both academic and behavioral supports is integral in nonpublic schools. Data-based individualization (DBI), a process to intensify supports, relies on the systematic and frequent collection and analysis of student-level data, modification of intervention components when those data indicate inadequate response, and use of function-based problem solving to individualize intervention based on students' unique needs. DBI's origins are in a program of research conducted at the University of Minnesota in the 1970s (Deno & Mirkin, 1977) and expanded upon by others (Fuchs, Deno, & Mirkin, 1984; Fuchs, Fuchs, & Hamlett, 1989; Capizzi & Fuchs, 2005). More recently DBI has been used to support students with severe and persistent behavioral needs by emphasizing the integration between academics and behavior and the use of a function based approach (Wehby & Kern, 2014). In practice, having a consistent structure for implementing the DBI process has led to promising outcomes with teams who struggle with problem solving for students in need of intensification. School teams that are using the hands-on DBI process are experiencing greater ability to systematically use data to determine student needs, as well as identify effective evidence-based interventions in both academics and behavior.

#### Wednesday, November 9<sup>th</sup> 10:15am-11:30am Breakout Sessions

##### **Integrating Autism and Mental Health Interventions with Educational Strategies**

*Jennifer O'Keefe, Assistant Director, Monarch School*

- Autism Spectrum Disorder has the highest comorbidity rate of mental health disorders and is becoming more prevalent each day. Having an understanding of those affected by Autism and mental illness can benefit teachers, therapists, occupational therapists, speech pathologists and many more. This presentation will provide an overview of the most commonly diagnosed mental health conditions secondary to Autism. Differentiation between the two diagnoses will be discussed as well as features that co-occur. The presenter will discuss effective classroom strategies for building into your curriculums as well as how to manage the more challenging student. Treatment modalities and curriculums that have been found to be beneficial with this population will be presented. Examples of visuals utilized for organization, instruction, and expression that will be provided will aid in the development of strategies for this population.

## **A Model for Intervention**

*Dr. Elaine Moore, Founder and Dean of Students, Britten School*

- All interventions are not equally effective and useful to the child/adolescent with whom you are working. Too many times clinical school personnel experience frustration, and a sense of failure in not “making a difference” even though they are working so hard to do so. Utilizing the simple analysis of behavior, one can more carefully examine the specific components of behavior; the antecedent, actual behavior and consequences. These all form the feedback loop, which becomes part of the history to be utilized by the child in thoughts and feelings which continue to drive the behavior. Understanding this paradigm will help to create impactful interventions, specifically tailored to help the child/adolescent understand themselves and equally important understand how the outer world experiences them.

## **Hot Topics in School Health**

*Jessica Gerdes, Principal Consultant, Illinois State Board of Education*

- This session will discuss ISBE guidance on health concerns, including medication administration, sexual health, risky behavior, and revised regulations regarding supervision and implementation of nursing activities.

## **The Impact of Trauma on Development**

*Peppy Howard-Willms, Trainer in Neurosequential Model of Education, Great Circle*

- This presentation serves as an introduction to the effects of trauma and neglect with an emphasis on stage-dependence affect & classroom interventions. Trauma effects children in different ways depending on the time it occurs. Attendees will be provided with a general understanding of development, trauma, and stage depended functioning. Participants will be able to: 1). Describe the sequential nature of brain development; 2). Explain state-dependent functioning; 3). Design interventions and instruction that are sensitive to developmental stage and arousal state as a result of trauma.

## **The Legal Obligations of Transition Planning for Special Needs Students**

*Courtney Stillman, Esq., Hauser Izzo, LLC*

- When IDEA was last reauthorized in 2004, transition planning received significant attention as a results-oriented process and measure of accountability for students with disabilities who left school unemployed or underemployed. With expanding transition opportunities and parent expectations, how are the legal requirements for transition planning being interpreted by hearing officers and courts? Explore the latest case law describing FAPE obligations for transition assessments, goals and plans.

## **Wednesday, November 9<sup>th</sup> 1:15pm-2:30pm Breakout Sessions**

### **Treatment Resistant Youth**

*Emily Scoffield, LCSW, Provo Canyon School*

- The presentation will review reasons why youth are resistant to receiving treatment and help. Information will help attendees gain a better understanding of these youth, which will in turn lead to more creativity in the therapeutic process. The presentation will then go over tools to help get youth more engaged in their therapy and treatment programs. These tools will include options from different evidence based therapy modalities including DBT and Motivational Interviewing.

## **Multifunction School Activity Bus (MFSAB) Compliance**

*Melissa Burns, Administrator, Acacia Academy*

- Review new MFSAB guidelines and procedures. Discussion and review with attendees regarding the history and new parameters for the paperwork (and limitations) involved in obtaining a restricted school bus permit.

## **Mountain or Mole Hill-It's Your Choice**

*Brittany Fry and Lisa Bell, Behavior Specialists, Safe Harbor School @ Indian Oaks Academy*

- Our perspective when working with students with severe emotional and behavioral disorders makes a huge difference. There are multiple challenges that we face on a daily basis and without effective tools, those challenges could look like mountains. However, once given effective tools, we can see the challenges as mole hills and learn how to work with our students to overcome them.  
Mountain #1: Power struggling with students → Intervention: Language Choice Therapy  
Mountain #2: Not being heard by students → Intervention: Crisis communication & Building relationships  
Mountain #3: Lack of self-regulation skills in students → Intervention: Effective and creative coping skills

## **Taking Back Control of Your School: How to Set Boundaries with School Districts, Parents, and Employees**

*Neal Takiff and Jennifer Hansen, Attorneys, Whitted Takiff + Hansen, LLC*

- In this presentation, attorneys will address social media, abuse and neglect reporting, school observations and other “hot topics” that require setting up and maintaining boundaries with relevant stakeholders.

## **One Size Still Doesn't Fit All: The Latest Evidence-Based Practice in Schools for Supporting Students with Autism Spectrum Disorders**

*Kathy Gould, Program Manager, Illinois Autism Partnership at Easterseals*

- With so many interventions for Autism Spectrum Disorders (ASD) being marketed as “best practice”, it is difficult for schools to know which strategy to choose and how to best support their students with ASD. This session will share the most up-to-date information on evidence-based practice for students with ASD from the National Standards Project and the National Professional Development Center on Autism Spectrum Disorders. Emphasis will focus on how schools can select EBP strategies that they can easily implement to be effective with this population as well as many other students.

Participants will be given information about specific effective strategies for students with ASD targeting the skill to be taught, the age of the student and student characteristics and information about available resources and how to access existing professional development. Participants will leave with a professional development plan to build their school's capacity for successfully implementing evidence-based practices around ASD.

### **Wednesday, November 9<sup>th</sup> 2:45pm-4:00pm Breakout Sessions**

## **The Use of Positive Behavioral Interventions and Supports in Residential Care**

*Steve Laidacker, Executive Director and Mark Jones, Director of Staff Development, Lakeside Academy*

- Positive behavioral interventions have been a staple in educational settings for years. Evidence supports that students benefit from proactive application of Behavioral Support Planning. Introducing function-based behavior support planning allows practitioners in juvenile residential care to design and implement strength-based and trauma informed interventions. This presentation will illustrate the process used to create such plans.

## **An Innovative Solution to the Complex Problem of Teaching, Collecting Data, and Measuring the Effectiveness of Interventions**

*Will McDermott, Administrator, Hopewell Schools*

- This session will highlight Teach N Track a system designed to help teachers tackle the complex problem of collecting data on goals and interventions while instructing the class. The system can track individual unique behavioral and academic goals. It can build a rubric with 2 to 5 measurement criteria and unlimited steps. It can also measure duration, frequency, trials. The system not only can report on annual goals and objectives, but go beyond that to measure research based interventions in relation to those goals. The data is collected and reports are immediately ready for analysis so a teacher can respond to student progress immediately.

## **Accountability and Assessment in Special Education Programs: Measuring Program Effectiveness**

*Dr. Joan Gross, Principal, Beacon School*

- Special Education is highly individualized, differentiated, and tailored. The IEP, an individual focus, is commonly regarded as the epicenter of accountability. Broad scope program wide assessments have not been prominent in our training, experience, or paradigm. However, in recent years the mandate for accessing the regular curriculum, Common Core Standards, and numerous State and Federal broad scoped accountability requirements have demanded a changed paradigm of accountability. Broad measures of program effectiveness are a growing expectation and are not based in the IEP. This presentation will share an established system of accountability and assessment in a special education program, including measures of student growth in content mastery of a regular curriculum and post graduation success measures. A School Improvement Plan with includes a strategy for measuring program effectiveness reflects data analysis to provide direction for program improvement.

## **Implementing Strategies to Increase Social Skills to Reduce Bullying, Drama, and Cyberbullying**

*Dr. Kortney Peagram, CEO and President, Bulldog Solution*

- Conflict, bullying, and harassment lie on a spectrum of a wide range of negative behaviors. It is through being able to identify and understand social emotional learning skills that we as educators can reduce drama, conflict, bullying, and cyberbullying. Bulldog Solution's interactive presentation focuses on a train-the-trainer model. Bulldog's presenter will educate, model behaviors, encourage practice, and facilitate role-plays with educators. The presenter will focus on exploring the social emotion learning skills, review the competency model (ISBE Learning Standards), and demonstrate strategies to implement these skills into the classrooms. Through the incorporation of case studies and facilitated discussions, educators are able to add tools and strategies to their "educator toolbox". By identifying the types of behaviors, effectively reacting to the behaviors, and using proactive prevention strategies, educators will build a supportive environment for their students while fostering a safe and positive school climate.

## **Transgender Students and Nonpublic Schools: Educating Students in an Ever-Changing Legal Landscape**

*Trisha Olson, Attorney, Hauser Izzo, LLC*

- Given the continuous changes in the legal landscape surrounding this issue, the session will give an update of the current legal status of students, and practice pointers for educating students equitably and appropriately. This session also will address the general legal framework involved with, and legal protections available for, transgender students. The session aims to provide practical solutions to accommodating students, including engaging in potentially difficult discussions with staff, students, families and the students' public schools; ensuring appropriate response to medical issues involved with transitioning individuals; and shaping the school climate to support students. In order to properly address student needs, this session also covers

building/architecture-related issues, records/privacy concerns, and a best guess of what's next on the horizon for schools and transgender students.

### **Thursday, November 10<sup>th</sup> 8:30am-10:00am Panel Discussion**

#### **Panel Discussion on Crisis De-Escalation and Physical Management**

*Therapeutic Crisis Intervention (TCI), Crisis Prevention Institute (CPI), Safety-Care by QBS, The Mandt System, Ukeru, and FEI Workforce Resilience.*

- Attendees will listen in on a discussion regarding best practices in crisis de-escalation and physical management. Companies with models for crisis de-escalation and intervention will discuss basic information and provide an overview of student crisis de-escalation, restraint techniques, common issues/pitfalls in restraint use that cut across all systems and settings, and evidence-based methods and ideologies. Questions from the audience will be taken.

### **Thursday, November 10<sup>th</sup> 10:15am-11:30am Breakout Sessions**

#### **IPCRB Rate Calculation Process**

*Larry Smith and Marj Beck, Principal Consultants, Illinois State Board of Education*

- The Illinois Purchased Care Review Board (IPCRB) has used the same rate calculation methodology for decades. IPCRB staff explain how the rate calculation process works and discuss the requirements for a calculated rate. Using examples, IPCRB staff will explain some of the more common reasons for rate fluctuations from the previous year to the current year.

#### **Assessing Risk for Violence**

*Dr. Jason Washburn, Director, Center for Evidence-Based Practice, AMITA Health*

- This presentation reviews approaches to assessing for risk of harm to others. Although people with mental illness are much more likely to be victims than perpetrators of violence, mental health professionals invariably encounter situations in which it is necessary to assess for risk of harm to others. Through a review of the evidence base and best practices, this presentation will provide mental health professionals with an appreciation of the science of violence prediction, the benefits and limits of various approaches to violence risk assessment, and an overview of approaches and available tools for violence assessment.

Objectives:

1. Understand the capacity of mental health professional to assess for violence risk
2. Become familiar with various approaches to the assessment of violence risk
3. Identify various tools for violence risk and their benefits and limitations

#### **The New Rules of Engagement: People. Profits. Innovation**

*Joshua Schneider, Director, The Millennial & Employee Engagement Institute*

- Imagine a world where we wake up inspired to go to work, feel valued, are totally engaged and get to use our skills and strengths to solve problems. Today, across many successful organizations, great leaders are shaping the culture in which people naturally work together and achieve remarkable results. With 83% of individuals stressed at work, 55% unsatisfied with their jobs and 47% struggling to stay happy, something has to change. The need to address the individuals who show up every day is more important than ever. The need to develop them, engage them, and help them cultivate their dreams and reach goals is essential. This session will deliver these outcomes: identify the barriers currently present in your culture, learn the 4 communication tools to understand the major working differences between Millennials and other generations, discuss maximizing performance with the "Align before Assign" principle. Each attendee will receive our Employee Engagement digital resource – Straightforward action steps to create fantastic culture.

## **Evaluation and Supervision of Social Workers and School Psychologists**

*Dr. John Frampton, Clinical Psychologist, Formative Psychological Services*

- School administrators may find it difficult to supervise and evaluate Social Workers and School Psychologists for many reasons. Skill sets are often different from most administrators' training, they conduct a wide variety of roles within the school, a significant percentage of their service delivery happens behind closed doors appropriately protected by privacy law, and evaluation tools struggle to accurately capture their work. In this presentation, the school administrator will learn about effective practices in the evaluation and supervision of the Social Worker and School Psychologist.

### **Thursday, November 10<sup>th</sup> 12:30pm-1:45pm Breakout Sessions**

## **Beyond the Invitation: A School-Wide Plan to Promote Self-Determination and Increase IEP Participation for Students with Autism and Intellectual Disability**

*Paula Jablonski, Principal and Lauren Mucha, Transition Specialist, PACTT Learning Center*

- Students are required to be invited to their IEPs, beginning at age 14.5 in Illinois. For many students with significant disabilities, that's where their participation in the IEP process begins and ends. It can be difficult to involve students with significant disabilities in the IEP process, due to challenges with communication and social skills, maladaptive behaviors, and intellectual disability. However, participation in the IEP process provides important opportunities for students to develop self-advocacy and self-determination skills and take an active role in planning for the future. Presenters will discuss how a school-wide initiative to encourage the development of self-determination skills, engage students in IEP preparation activities throughout the school year, and increase students' participation in their annual IEP meetings was implemented. We will share outcome data and lessons learned after a year of implementing this initiative. In addition, examples of materials used to involve students with autism and intellectual disability in their IEPs and share curriculum and assessment resources.

## **Clinical Consultation: Tracking Fidelity to the REStArT Model**

*Judy Griffeth, Director of Placement, Pat Taglione, VP of Clinical and Community Services, Cathy McConnell, Clinical Psychologist, Allendale Association*

- The use of an evidence-based treatment model may not result in more positive outcomes unless the model is applied with fidelity to its principles and techniques. This presentation will address the importance of adherence to a model and the processes by which fidelity can be tracked. The Allendale Association, a residential and day-treatment program, employs the Relational Re-Enactment Systems Approach to Treatment (REStArT). Clinical consultation, the primary intervention of the model, is a family-centered intervention that embodies the model's principles related to developing a therapeutic alliance and working through ambivalence. In 2012, an outcomes study demonstrated increasingly positive discharges at Allendale as the model was developed. A follow-up study in 2016 followed youth 6 months post-discharge. The results of this study suggested differential outcomes related to youths' funding sources. Although youth with and without DCFS funding received comparable amounts of clinical consultation, the process of consultation was not comparable. Specifically, a review of cases revealed that fidelity to the model's principles and their application to the clinical consultation process were compromised for cases in which youth had DCFS involvement. This difference in outcomes illustrates the importance of tracking model fidelity. The agency employs a process similar to tracer activities in which adherence to specific model principles is observed using group feedback with an emphasis on case-specific data (e.g., transcripts of sessions and tracking tools). In addition to reviewing the REStArT model and its empirical support, the presentation will demonstrate tracer-like activities that are transferable to agencies wanting to track their treatment fidelity regardless of the model used.

## **Systemic Integration of Diversity and Multiculturalism**

*Tramaine Presley, Clinical Psychologist, Leila Ellis-Nelson, Clinical Psychologist, Marcus Smith, Clinician, South Campus Therapeutic School*

- Increased exposure to the various forms of diversity and multiculturalism help increase empathy and understanding with those that do not identify in the same way as the student. It also helps to increase the safety of honest dialogue between individuals. By encouraging the awareness of life outside of oneself, and facilitating an open dialogue, faculty members, students, and administrative personnel can begin to build a more effective and unified educational space. This presentation will aim to highlight ways to incorporate diversity/multiculturalism at various systemic levels within a school-based setting. This will be done through the examination of various multicultural models, exploration of common concerns regarding cultural awareness within a school setting, and application of current events. The presentation will be a mix of lecture and experiential.

## **Technology Resources for Special Education**

*Lisa Ward, Content Area Specialist for Learning Supports, Illinois State Board of Education*

- Participants will explore technology resources that assist educators in meeting the needs of students with disabilities. There are many resources that allow for assistive technologies that are free and accessible online....voice-to-text, text-to-voice, modified reading levels, Dyslexic Fonts, Math processing...etc. The session will also share many organizational tools to assist the educator with scheduling, IEP's, family communication, and connection to many Learning Communities dedicated to technology integration for Special Education.