

ILLINOIS Council for Children with Behavioral Disorders

Announces the 2019 Conference

EMPOWERMENT AND ADVOCACY FOR STUDENTS WITH CHALLENGING BEHAVIORS

February 8 and 9, 2019

The Hyatt Regency Lisle, Lisle Illinois

****Special feature: Special educators who bring a General educators will together receive a 50% discount along with the general educator he/she brings. Use ILCCBD promo and include both registration forms together. We also offer special rates for paraprofessionals and preservice educators. ****

FRIDAY EVENING, FEBRUARY 8, 2019

CHOICE OF ONE OF THESE TWO WORKSHOPS

4:00 P.M.-6:00 P.M.

Your Choice of These Two Sessions

1. Gerardo Moreno, Professor, Northeastern Illinois University and Rick Van Acker, Professor Emeritus, University of Illinois. Chicago. **“School Safety: What We Know Works”**
2. Janice Gont, K-12 Sped. Curriculum Coordinator, West Aurora School District 129: **“Motivating the Low Motivated: Practical Strategies to Empower Learning and Improve Results.”**

Providing instruction to students with behavioral needs and low motivation can be a daily challenge for educators. This workshop will explore practical instructional strategies for daily lessons and/or therapy sessions to empower students and lead to improved student growth.

6:00 P.M.-7:15 p.m.—Dinner on Own (a buffet dinner in the hotel dining room will be available at a separate cost)

Exhibits, Poster, and Ten- Minute Take Away Sessions

Poster Sessions will include:

1. Toni Van Laarhoven, Woody Johnson, Anna Hammond, Michael Carter, Trisha Bailey, Jennifer McCormick, Elizabeth Monterosso, and Samantha Riesen, Northern Illinois University: **“Anxiety of Adolescents with Internalizing Disorders Using Wearable Technology: A Pilot Study.”**

The purpose of this research was to determine the effectiveness of wearable biosensor technology on measuring physiological processes associated with stress and anxiety among individuals with disabilities. We evaluated the effectiveness of a visually-base breathing app on reducing stress/anxiety during

anxiety-provoking situations for three participants using an alternating treatments design. Results indicated that the visually-based breathing activity with no alerts/notifications condition was the most effective method for increasing calm breathing and reducing tense breathing patterns.

2. Samuel Whitley, Illinois State University: **“Multiple Measures for Identifying Need and Tracking the Progress of Students with Emotional/Behavioral Disorders.”**

This poster will provide a description of several methods of evaluating students’ social-emotional and behavioral functioning. Consideration of integrating these sources into a multi-gated system will be provided. Discussion will also focus on using these data to target areas of remediation and track the progress of applied interventions.

3. Laura Frey, Chair of Department of Curriculum and Instruction, Western Illinois University: **“A Discussion on the School to Prison Pipeline.”**

This poster focuses on a discussion on the relevance of the school-to-prison pipeline for students with emotional/behavior disorders with the overall theme to build community, school, and teacher capacity. It includes information and dialogue on risk indicators; community and school-based efforts to intervene, the role of school leadership, and the impact of school policies.

4. Mary Camp, Past President, Illinois CCBD: **“Evidence-Based Academic Interventions.”**

This session will focus on a multitude of evidence based academic interventions designed to reduce behavioral problems and increase academic success.

Ten Minute Takeaway Sessions

- 6:05-6:15 p.m.—Bev Johns, Professional Fellow, MacMurray College: **“Making Adaptations Using File Folders”**

This brief session will focus on the many adaptations you can make for students within any setting only using a file folder. Examples of all will be provided and their use will be explained. Participants will receive at least one file folder so they can take it home and make an adaptation.

- 6:20-6:30 p.m.—Bev Johns, Professional Fellow, MacMurray College : **“Drinking Water from a Fire Hydrant--Getting all your Paperwork Done”**

Are so you overwhelmed with all your paperwork that you think you are drinking water from a fire hydrant? Come to this brief session to get 10 tips for getting all the paperwork done and on time.

- 6:35 p.m.-6:45 p.m. Laura Frey, Chair, Department of Curriculum and Instruction, Western Illinois University: **“Total Behavior”**

The presenter use small “hot wheels cars” and an overview sheet of a car (on paper) to explain the concept of Total Behavior. Individuals will keep both the car and the overview.

All behavior is total and is comprised of four different components. These components are: ACTING - THINKING - FEELING (emotions) – PHYSIOLOGY. These four components occur simultaneously. Thinking does not precede actions. Feelings are a part of our behavior we choose in an attempt to get what we want. Physiology is part of the entire process of total behavior. Physiology, conscious and not, is what keeps us biologically alive.

If you change one component, all the other components also change. It is easier for you to change your actions and your thoughts. Tips and specific examples will be provided.

Submit proposals for Poster sessions and Ten-Minute Take Away Sessions to Bev Johns at beverleyhjohns@gmail.com

CHOICE OF ONE OF THESE TWO WORKSHOPS

7:15 P.M.-8:15 P.M.

1. Ellen Wade, Special Educator: **“Therapeutic Art: Using Visual Art as an Intervention for Students with Emotional and Behavioral Disorders.”**

Researchers suggest that the simple process of creating visual art may be a significant factor in reducing stress and anxiety and increasing wellness. Participants will identify art therapy activities and create a collage, using poetry, and written reflection as interventions strategies to support students with emotional and behavioral disorders.

2. E. Paula Crowley, Professor, Illinois State University: **“The Intersection of Trauma and Functional Behavioral Assessment and Analysis”**

Are we often unable to make any sense of how to intervene effectively with some children and adolescents? Is it possible that we are missing essential links? Learn how your knowledge and awareness of trauma fits into the process of conducting a functional behavioral assessment.

8:25 P.M.-9:25 P.M.

1. Tom Reilly, Professor Emeritus, Chicago State University, and Educational Consultant, and Bev Johns, Professional Fellow, MacMurray College: **“Time Out, the Right and Wrong Way.”**

Time out can be an effective behavior strategy if used correctly. Yet many school district personnel abuse it and can't understand why it doesn't work. This session will review what time out is and what it isn't and how to use it correctly.

2. Jonathan Masters, Special Educator, Warrenville, Illinois, Author, Behavior Consultant: **“The Dark Side of Techno-Education.”**

Innovation has led us down a path to one-to-one computing. Students and teachers can readily communicate. Paper and time are saved through streamlined processes. The information at our fingertips allows us to indulge our curiosity to whatever stretch and breadth we can imagine. But at what cost? What impact does exposing children to technology have on their socialization? How does the ease of finding (and losing) information have on memory and brain development? How does constant commercial bombardment affect judgement? Join us to discuss how we can achieve and teach balance in an over-saturated tech world.

SATURDAY, FEBRUARY 9, 2019

7:15 A.M.-8:00 A.M.—Registration, coffee and rolls

8:00 A.M.-9:00 A.M. —Choice of these Sessions

1. Samuel Whitley, Tiffany Sloan, and Yojanna Cuenca-Carlino, Illinois State University: **“A Classroom Strategy for Improving Secondary Students’ Literacy Skills by Teaching Self-Regulation.”**

Many high school students with disabilities experience difficulties with reading and writing. This workshop presents a strategy known as SRSD as an evidence-based practice that can be used to simultaneously address both literacy domains. We will report on the findings of a teacher who implemented the SRSD intervention to effectively improve the reading and writing abilities of secondary students by teaching them self-regulatory skills.

2. Dr. Sheldon Braaten, Director, Behavior Institute, Minnesota **“What To Do About Low Level Aggression”**

This session focuses on how low-level aggression, if allowed, will turn into high level aggression. Strategies for preventing and responding to low level aggression will be provided.

3. Molly Monk, BCBA, Zarah Emry, and Kristen Bordonaro, Megan Clarke, Special Educators, Buffalo Grove, Illinois: **“Partnering BCBA and School Based Supports to Build a Strong Behavior Response.”**

In this presentation, we will examine our framework and comprehensive plan including prevention, intervention and data collection specifically for meeting our students’ behavior needs. Participants will examine the collaborative partnership between BCBA’s and school teams supporting behavior intervention. We focus on supports and targets interventions combining co-op and district resources to enhance our behavioral response.

4. Michelle Laird, Assistant Director of Student Services, Valley View School District #365U and Lisa Cipriano, Special Educator: **“Beyond Point and Level Systems: Successful Inclusion of Students with EBD”.**

Success on point and level systems in self-contained settings has long been the primary indicator for readiness to transition to general education. In this session, participants will explore measuring skill proficiency as an additional metric for transition readiness. Participants will review comprehensive plans that include data-triangulation and transition support.

5. Dr. Steve Vaupel, Behavior Coach: **“Positive Behavior Interventions for Children with Autism, ODD, Conduct Disorder, ADHD, and DMDD”**

This presentation will provide a specific list of positive behavioral interventions to be used for each of the specific diagnostic categories, broken down by symptoms.

9:15 A.M.-10:15 A.M. Choice of these sessions:

1. Jesse “Woody” Johnson and Toni Van Laarhoven, Northern Illinois University: **“Integrating Physiological Biomarkers into Behavioral Assessment.”**

The purpose of this presentation is to describe how physiological information obtained from wearable devices can be used for behavioral assessment and to alert students or teachers to the need for interventions and relaxation techniques aimed at recognizing the body’s anxiety response. We will also provide case study examples to illustrate how these devices can be used to teach the individuals to self-regulate or use coping and/or relaxation strategies, which in turn could improve the ability of students to navigate life and school demands with greater effectiveness.

2. Vinni Hall, Professor, University of Illinois at Chicago: **“Teaching Students How to Disclose Their Disabilities: Telling You About Me or Teaching A Script of Disclosure.”**

This is an interactive session that will explore strategies to help our students with IEPs recognize, manage and articulate their different abilities: physical/health profiles, learning needs, and social/emotional well-being status. Disclosure is a self-advocacy tool for our students to acquire vital support systems for life. Participants will receive suggestion packets to guide their teaching of students (elementary, middle, and secondary) to disclose (articulate—when and to whom) their unique qualities as they learn what may interrupt their learning.

3. Patricia Kubistal, Retired Educator, Chicago Public Schools: **“Writing Behavioral Instructional Objectives in Inclusive Settings.”**

This session will focus on learning how to write instructional objectives in an inclusive setting that reflects what is being taught.

4. Dr. Caroline Pate-Hefty, Director of Student Services, and Anna Marie Candelario, Special Educator: **“District-Wide Sustainable Models of Behavioral Supports—Macro to Micro”**

District 89 has 9 schools and needs a behavioral support model. We developed a model for building capacity with behavior intervention and supports. We will provide an overview of our Board level work, policy changes, administrative level professional development, and behavior intervention positions, staffing of social workers and training. We will share also the district outcomes and progress.

5. E. Paula Crowley, Professor, Illinois State University, Karen Mercer and Brianna Vogel, Special Educators, and Nancy Braun, Special Education Coordinator, **“The Best of Our EBD Program in One School in Central Illinois”**

In this presentation we will share what works in our self-contained programs for children with behavioral disorders at the elementary level. The audience will learn the essential elements of the success of our program including specific attention to meaningful curriculum, social skill programming, parent outreach and more.

10:30 A.M. -11:30 A.M. Choice of these sessions:

1. Neal E. Takiff and Shermin Ali-Andani, Attorneys at Law, Whitted Takiff, LLC. Northbrook, Illinois. **“School Discipline in a World of Threats, Guns, and Social Media.”**

With the 2018 shooting in Florida, attention has been focused on what to do to prevent another event such as this. This session will focus on how to intervene with students who make threats or inappropriate comments and what is allowable under the law.

2. Jonathan Masters, Author, Teacher, Educator, Warrenville, Illinois: **“Behavior Programming with Bite: How to Create a Culture Everyone Can Buy Into.”**

The shift from punitive to positive has left a lot of programs in flux. This workshop will help school personnel audit their policies to ensure an environment that is consistent, fair, and firm.

3. Dr. Jennifer Stringfellow, Associate Professor, and Stephanie Woodley, Eastern Illinois University: **“Embracing the LEARNER in all of Us.”**

Classrooms are active settings in which everyone is a LEARNER. In this session, participants will be presented with strategies and resources designed to provide access for all students and consider the impact of the choices teachers and students make. Interaction between participants and presenters will be encouraged.

4. Amber Brookhart, Behavior and Emotional Supported Teaching (BEST)Teacher and Program Designer: **“Kids and Screens; Effects on Social Emotional Development”**

Attendees will participate in an interactive and informational session that focuses on current research on the impacts of technology and social media use from a young age to teen years on social emotional development. Topics will include effects on the areas of the brain, impact of increase in social media use at a young developing age, and how to connect to today’s youth.

11:45 a.m.-1:20 p.m. DOING GREAT THINGS FOR STUDENTS WITH EBD ONE CLASSROOM AT A TIME

This Luncheon will highlight the work of three educators who are making a difference in one classroom at a time. Come and hear about the excellent work these educators have done using ILCCBD Mini-Grant Funds and other exciting projects they are doing in the classroom.

Michelle Laird, Assistant Director of Student Services, Valley View School District



Erin Franzinger-Barrett, Chicago



Erin Franzinger-Barrett, Chicago



Lauren Pacheco, Naperville

Announcement of 2019 Mini-Grant Recipients

1:30 p.m.-2:30 p.m.—Choice of These Sessions

1. Sheila Vuckovich, BHS, Health Promotion Education: **“Nutritional Impact on Behavior”**

Many chemicals in our food and personal care products can have an adverse effect on behavior and overall health. A change in diet can reduce negative behaviors and increase ability to concentrate and increase positive social behaviors. The Feingold diet can help behavior, learning/development, impulsive actions, and physical health complaints.

2. Bradley Walkenhorst, MacMurray College, and Patricia Billeau, Special School District of St. Louis: **“Teaching Students to Learn Through Live Theater.”**

In this presentation, we will invite audience members to learn through live theater, discusses how to invite all students to participate in their own learning. We will connect students learning outcomes and IEP goals to develop a theatrical production that is inclusive, inviting and capitalizes on students’ strengths. We present how to integrate a myriad of IEP goals into the production of a live theatrical performance.

3. Laura Frey, Chair, Department of Curriculum and Instruction, Western Illinois University: **“Reduce Educator Bias and Increase Understanding of Behavior Student Centered Learning”**

This session will present a process to reduce educator bias in understanding and addressing student behavior in the classroom setting by integrating the concepts of applied behavior

analysis and behavior pathways (desired, problem, replacement) to understanding student needs and their total behavior.

4. Jackie Lopushonsky, M. A. in Learning Disabilities and M.A. in Curriculum and Instruction with emphasis on EL, Golden Apple Scholar and Fulbright Scholar, "Developing Trauma Sensitive Schools." **This is a double session that continues the entire afternoon.**

5. Ed Cancio, Professor, University of Toledo, "**Motivational Systems For Students with Emotional/Behavioral Disorders.**"

This session discusses the various point systems, level systems, and other motivational systems that are used in the classroom for students and talks about the pros and cons of each.

2:45 p.m.-3:45 p.m...

1. Dr. Richard Van Acker, Professor Emeritus, University of Illinois, Chicago, and Eryn Van Acker, University of Illinois, Chicago:
2. Megan Keating, Behavior Consultant: "**Pivotal Response Training.**"

Pivotal response training (PRT) is a systematic strategy for learners to build skills in the areas of communication, language, plan, and social behaviors. This teaching strategy was created as a more efficient and effective intervention that focuses on enhancing pivotal behaviors. This presentation will provide attendees with an overview of PRT, steps for implementation, implementation strategies, and reinforcement ideas.

3. Stephanie Piggott, Special Education teacher and Julie Anderson: "**How to Create and Run a Comprehensive Social Emotional Learning (SEL) program in your school.**"

This presentation will focus on how to create a comprehensive SEL program within a school. The focus will be on the steps to start, create, and run an effective SEL program within a school. We will provide practical ideas to help students with challenging behaviors to make progress in emotional management.

4. **DOUBLE SESSION CONTINUED:** Jackie Lopushonsky, M. A. in Learning Disabilities and M.A. in Curriculum and Instruction with emphasis on EL, Golden Apple Scholar and Fulbright Scholar, "Developing Trauma Sensitive Schools."
5. Eliza LC, Adult with Disabilities/Teacher: "**Walking in the Shoes of An Individual with Disabilities**"

How well do you know your students/children with disabilities? Do you **really** know what it takes to grow up and live with a disability? Get ready for the ride of your life as you take a walk in the shoes of those with disabilities. You will leave with a deeper understanding of what a student goes through as well as tools you use to guide them to success.

Exhibitors for 2019 as of this date

The Behavioral Institute—Sheldon Braaten—a collection of books and materials focusing on E/BD issues from several popular publishers

Genesee Lake School—Ulrich Senz—a nationally recognized program for students with autism spectrum disorders, anxiety, mood disorders, and behavioral disorders.

Usborne Books—Keri Woodward—this exhibits provides a whole array of children's books and other resources.

Barefoot Books—Amy Chiang—Books that build kindness, compassion and awareness of cultures.

Essential Oils—Jan Williams—Learn how essential oils can improve your health and the behavior and health of your students.

Learning Disabilities Association of Illinois—Audrey Gorman—The Learning Disabilities Association of Illinois promotes the education and welfare of children and adults with learning disabilities. It also promotes the elimination of environmental toxins that have been shown to harm the neurological development of children.

MacMurray College—Brad Walkenhorst—MacMurray College is a four year college in Jacksonville, Illinois, with majors in Deaf and Hard of Hearing, Special Education, and Elementary Education.

Wider Lens Productions—Jonathan Masters—a collection of books written by the author who is a special educator who works with incarcerated youth. After ten years of teaching, including in two alternative schools and a mental hospital, Jonathan recently published a book chronicling his first six months inside a prison. *The Throwaway Kids* is a great resource for those who serve the ED/BD population. Jonathan is available for speaking, training, and consulting.

Feingold Association of America—Sheila Vuckovich. The Feingold Association provides a wealth of information about healthy eating and resources for avoiding preservatives in food and drink.

Thirty One Gifts—Amanda Arnold Abel. A whole array of storage options, lunch boxes, purses, and much more.

Lipsense and Skin Care—Katie Rompf. A great skin care line and unique type of lipstick that lasts all day.

Favorite Sweet Treats-- Nadine Staveris. These are gourmet goodies which are all individually hand dipped in milk, white and dark chocolate, and decorated with sprinkles, candy and even more chocolate.

Doghouse Bakery—Gabrielle Staveris. All kinds of treats for doggies and your other pets.

LuLaRoe—Stephanie Provence. Wonderful items for your wardrobe from leggings to tops to dresses to vests and more.

Professional Development Hours will be provided. You must bring your IEIN number with you.

REGISTRATION FORM

NO REFUNDS AFTER JANUARY 18, 2019.

To register, complete the form below and return to: Michael Edwards, 32 Weinold Lane, Springfield, IL 62711

Name: _____

Street Address: _____

City: _____ State _____ Zip _____

Phone Number: _____

E-Mail: _____

College or University: (if student)

_____ Early Registration Prior to
January 18, 2019: All Registrations include rolls, coffee, and lunch A special gift will be
given to the first 50 individuals registering for the conference

Registration prior to January 18, 2019

Member of CEC and CCBD--\$80 ____

Non-Member of CEC and CCBD- -\$120____

Student--\$40—Must be a full time student____ & Paraprofessionals & Parents (non-
educators not seeking professional development credits)

Registration after January 18, 2019

Member of CEC and CCBD--\$110 ____

Non-member of CEC and CCBD--\$150 ____

Student--\$60 ____

Groups of 6 registering together get a 10% discount but must register by mail.

*Special Educators who bring a General Educator with them will receive a 50% discount
along with the General Educator he/she brings. Use ILCCBD promo and include both
registration forms in the same envelope or register online. Checks should be made
payable to: ILCCBD

Return to: Michael Edwards, 32 Weinold Lane, Springfield, IL 62711.

You can also register online at www.ilccbd.org

Remember to like us on Facebook at: Illinois Council for Children with Behavioral
Disorders

**Student scholarships will be available to 5 students and students interested in that in
return for working 4 hours should contact Bev Johns at: beverleyjohns@gmail.com**

*For further information about the conference, contact Bev Johns at
beverleyjohns@gmail.com or 217-473-1790*

TO RESERVE A ROOM IN THE ILLINOIS CCBD BLOCK, PLEASE CALL THE HYATT REGENCY
LISLE HOTEL TO GET THE GREAT RATE of \$89—Identify yourself with the Illinois Council
for Children with Behavioral Disorders or Illinois CCBD and call the Hotel at 1-888-421-
1442.

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JACKSONVILLE, ILLINOIS 62651-0340

WINTER CONFERENCE 2019

ILLINOIS COUNCIL FOR CHILDREN WITH BEHAVIORAL DISORDERS

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ILLINOIS COUNCIL FOR CHILDREN WITH BEHAVIORAL DISORDERS

FEBRUARY 8 AND 9, 2019

HYATT REGENCY LISLE, 1400 CORPORETUM DRIVE, LISLE, ILLINOIS 60532

SESSION INFORMATION AND MAIL-IN REGISTRATION FORM INSIDE.

REGISTER ONLINE AT WWW.ILCCBD.ORG

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