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**5th Annual Conference
on Best Practices for
Nonpublic Special Education Programs
November 15-16, 2011**

Sponsored by the Illinois State Board of Education

CONFERENCE WELCOME

Dear Conference Participants:

On behalf of the Illinois State Board of Education, we welcome you to the Fifth Annual Conference on Best Practices for Nonpublic Special Education Programs. This conference is designed to highlight innovative methods that promote exceptional educational and behavioral/emotional gains for children with the most severe special education needs. This year's agenda includes information on trends in adolescent mental health, accreditation, family participation, restraint prevention and other topics both old and new. The ongoing project to develop methods to measure programmatic and student-level improvements will also be reviewed.

We acknowledge the many obstacles that nonpublic programs face in providing services to students with significant educational disabilities. Therefore, ISBE is committed to improving results for all students and recognizes the importance of "Best Practices". The goal of our conference is to provide you with the needed information to meet the ongoing issues related to nonpublic programs. We hope you find the conference beneficial and look forward to collaborating with you in advancing educational programs in Illinois.

Elizabeth Hanselman
Assistant Superintendent
Special Education and Support Services

David Andel
Division Administrator
Special Education Services

Donna Schertz
Division Supervisor
Special Education Services

5th Annual Conference on Best Practices for Nonpublic Special Education Programs 2011
Schedule at a Glance

Tuesday, November 15, 2011

7:00 a.m. – 4:00 p.m. - Registration/Information Desk Open

9:00 a.m. – 10:15 a.m. – Opening Remarks, Astoria Room
Keynote Speakers: Mrs. Brenda Weitzberg, Founder & Director of Aspiritech
Dr. Jason Washburn, Director, Center for Evidence-Based Practice Alexian Brothers Behavioral Health Hospital
Trends in Child & Adolescent Mental Health: What to Look for and What to do About It?

Date	Time	Session #1 Windsor Room	Session #2 South Room	Session #3 Center Room	Session #4 Lincoln Room	Session #5 Ivy/Oak Room
Tuesday 11/15	10:30 – 11:45	Yours, Mine and Ours: Promoting Service Coordination for Children and Youth Exposed to Violence <i>Dr. Kimberly Mann, DCFS Office of Trauma Informed Practice</i>	ABA – Your Ticket to Work! <i>Amanda Brott, Board Certified Behavior Analyst Skylar Tierney, Director of Vocational Services Hope Institute</i>	Energizing Your Curriculum with Technology! <i>Anne Truger and Val Donnan, Special Education District of Lake County</i>	Journey Towards Accreditation <i>Kathy Boyd-Fenger, Director, Joe Pangelinan, Associate Head of School, Logos School, MO</i>	The Importance of Effective Family Participation in Therapeutic Programming: Parents’ Perspectives <i>Linda Tortorelli, Coordinator of The Autism Program at The University of Illinois Marie Spicuzza, Parent Mia McNary, Parent</i>

12:00 p.m. – 1:00 p.m. – Luncheon, Astoria Room

Date	Time	Session #6 Windsor Room	Session #7 South Room	Session #8 Center Room	Session #9 Lincoln Room	Session #10 Ivy/Oak Room
Tuesday 11/15	1:15 – 2:30	Collaboration Problem- Solving: A New Therapeutic Tool for Treatment-Resistant Kids <i>Dr. Larry Fisher, UHS Neurobehavioral Systems</i>	Transition From School to the Workplace <i>Chris Simler, Integrated Behavioral Systems, Inc.</i> Double Session	Developing Quality IEPs and Avoiding Common Pitfalls in the Process <i>Mark Conyer, Principal Consultant, Illinois State Board of Education</i>	NCASES...Accreditation Says it All! <i>Sherry Kolbe, Executive Director/CEO, National Association of Private Special Education Centers</i>	Family Unification from Admission to Discharge and Follow-up <i>Dr. Robert Gemmill, Red Rock Canyon School, UT</i>

Date	Time	Session #11 Windsor Room	Session #12 South Room	Session #13 Center Room	Session #14 Lincoln Room	Session #15 Ivy/Oak Room
Tuesday 11/15	2:45 – 4:00	Working with Transgendered Special Education Students in School and Residential Treatment <i>Dr. Peter Myers, Orthogenic School Carolyn Schneider, Director of Professional Development, Live Oak</i>	Transition From Work to the Workplace <i>Chris Simler, Integrated Behavioral Systems, Inc.</i> Double Session	Making Sense of RtI: A Private School Approach <i>Pam Radford, Jessica Edward, Tanya Guild, Elaina Murillo and Tom Dempsey, Connections Schools and South Campus</i>	AdvanceED – The Power to Transform Education <i>Becky Densmore, Advanced Associate Director Dick Spohr, Advanced Lead Evaluator</i>	Positive School Culture-The Importance of Developing an Alliance with Students and Families <i>Shelly Scamardo, Clinical Supervisor, Patrick Kealey, Principal Allendale LINC</i>

4:00 – 6:00 pm: Social Networking Event, with special musical guests: Vision Quest!
Co-Sponsored by IAPSEC and NAPSEC

**5th Annual Conference on Best Practices for Nonpublic Special Education Programs 2011
Schedule at a Glance**

Wednesday, November 16, 2011

7:30 a.m. – 4:00 p.m. – Registration/Information Desk Open
7:00 a.m. – 8:00 a.m. – Continental Breakfast, Astoria Ballroom
8:15 – 9:30 a.m. – Federal Update Session: Ms. Sherry Kolbe, National Association of Private Special Education Centers; and
Illinois State Regulatory Update: Mr. Darren Reisberg, General Counsel, ISBE

Date	Time	Session #16 Windsor Room	Session #17 South Room	Session #18 Center Room	Session #19 Lincoln Room	Session #20 Ivy/Oak Room
Wednesday 11/16	9:45- 11:00	The Illinois Prevent School Violence Act: A Summary of What Works and What Does Not <i>Brooke Whitted, Esq. Darren Reisberg, General Counsel ISBE</i>	Psychiatric Medication Update and Case Study <i>Dr. Michael Feld, Alexian Brothers Behavioral Health System</i>	Strategies that Work: Lessons from the Model Asperger Program at the Ivymount School <i>Monica Adler-Werner, Program Director, Ivymount School</i>	When Love Doesn't Conquer all...Non-Traditional Behavior Management <i>James Kling, Behavioral Consultant, Alternative Teaching</i>	Creating a "Can Do" Climate in your School <i>Jacque Ruch, Principal, Easter Seals Autism School, Rockford</i>
Date	Time	Session #21 Windsor Room	Session #22 South Room	Session #23 Center Room	Session #24 Lincoln Room	Session #25 Ivy/Oak Room
Wednesday 11/16	11:15- 12:30	Restraint Prevention: A Behavioral Analysis and Some Best Practices <i>Dr. David Lennox, QBS Inc.</i>	IPCRB Rates: What, Why and Where? <i>Satu Allen, ISBE Lauren Russell, ISBE</i>	Asperger Syndrome: What is in Your Bag of Tricks? <i>Catherine Horan Pilant, Associate Director of Special Education, Peppy Howard-Willms, Director of Education, Edgewood Children's Center, MO</i>	Public Schools & Private Providers: Building a New LRE <i>Lori Smith, Director of Special Education, Ombudsman Ed. Services Karen Brown, Director of Special Education, Lyons Township High School</i>	Supporting Staff During Periods of High Acuity <i>Dr. Anna Hammond, Clinical Psychologist, Glen Oaks Therapeutic Day School</i>
12:45 a.m. – 1:45 p.m. – Luncheon, Astoria Room						

Wednesday 11/16	2:00– 3:15	Outcomes Task Force Review: Presented by Illinois Association of Private Special Education Centers (IAPSEC) Astoria Room
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Wednesday 11/16	3:15– 4:00	Closing Session Paul Nijensohn and Sarah Sebert, ISBE
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SESSION DESCRIPTIONS

Tuesday, November 15, 2011

10:30 a.m. – 11:45 a.m.

Session #1 Windsor Room

Yours, Mine and Ours: Promoting Service Coordination for Children and Youth Exposed to Violence

Dr. Kimberly Mann, DCFS Office of Trauma Informed Practice

It is often difficult for educators and providers in other social service systems [e.g. child welfare, mental health, and juvenile justice] to communicate and coordinate effectively to promote services that help vulnerable youth and their families recover after exposure to adverse/ and traumatic events. Coordination is enhanced when professionals are trauma-informed and when the services provided are based on practices supported by empirical evidence. This session will ask participants to consider social emotional learning strategies and emotional regulation skills from trauma treatment methods as an example of enhancing cross-system support if all parties are working intentionally to help resilient youth heal.

Session #2 South Room

ABA – Your Ticket to Work!

Amanda Brott, Board Certified Behavior Analyst

Skylar Tierney, Director of Vocational Services, Hope Institute

The Hope Institute is a residential school that serves children with multiple disabilities, most often Autism. The majority of children are referred to our program due to significant behavioral difficulty. Presenters will discuss basics of Applied Behavior Analysis and how this science has been used to successfully place and maintain children and young adults in competitive employment. Behavioral topics will include behavioral data identification and collection, individualized behavior plan writing, and behavior monitoring. Vocational topics will include assessment of skills, successful job placement, behavioral management at the workplace, and maintenance of placement. Changes in vocational programs within the state of Illinois will also be discussed. This session will include real-life examples and anecdotes from our experiences. Participants will leave with a better understanding of how best to place students with significant behavioral challenges in appropriate, competitive employment.

Session #3 Center Room

Energizing Your Curriculum with Technology!

Anne Truger, Special Education District of Lake County

Val Donnan, Special Education District of Lake County

Participants will be introduced to many Web tools that are free and low cost that can be used to boost your curriculum and engage your students. You will walk away with more technology resources than you ever thought possible. Come with us on this learning journey that is sure to help you energize your instruction and convince you that technology is an essential tool for the classroom.

Session #4 Lincoln Room

Journey Towards Accreditation

Kathy Boyd-Fenger, Director, Logos School, MO

Joe Pangelinan, Associate Head of School, Logos School, MO

For nonpublic schools, obtaining institutional and programmatic accreditation status may be challenging. This program will outline the steps taken by an alternative therapeutic school to attain full accreditation through the Independent Schools Association of the Central States. The presenters will discuss all major considerations of the accreditation journey to include: rationale and barriers for seeking accreditation; deciding on an accrediting body; conducting the self-study; preparing for, receiving and working with a site visiting evaluation team; and the conclusion of the accrediting process.

Session #5 Ivy/Oak Room

The Importance of Effective Family Participation in Therapeutic Programming: Parents' Perspectives

Linda Tortorelli, Coordinator of the Autism Program at The University of Illinois

Marie Spicuzza, Parent

Mia McNary, Parent

Ms. Tortorelli will present on how family partnerships impact the service delivery of therapeutic programming. She will also facilitate a panel discussion of parents who have experienced non-public school placements for their children. They will discuss their perceptions of supports and barriers to participation in their children's day and/or residential programs.

Tuesday, November 15, 2011

1:15 pm. – 2:30 p.m.

Session #6 Windsor Room

Collaboration Problem-Solving: A New Therapeutic Tool for Treatment-Resistant Kids

Dr. Larry Fisher, UHS Neurobehavioral Systems

Educators and mental health professionals may have students who do not respond to psychotherapy and seem immune to behavior therapies. These “challenging kids” often end up as treatment failures. Most of these children and teens may have Neurocognitive deficits that are obstacles to effective behavior management and impede learning. However, there is a new therapeutic tool that holds new promise for assisting those working with these children. Collaboration Problem Solving (CPS) has been scrutinized by experts in Neuroscience and is now supported as “evidence-based.” This workshop will familiarize educators and clinicians with this new method and introduce the use of this important new tool for their toolkit.

Sessions #7 and #12 South Room

Transition from School to the Workplace

Chris Simler, Integrated Behavioral Systems, Inc.

This training will be broken down into two sessions that will assist with the challenges of transition and provide guidance entering into the workplace. Transition had become an exciting but confusing time in a student's life. New opportunities are opening for world of individuals with disabilities in the workplace and companies want to create diversity in a new way.

Transition from School to the Workplace will cover:

- How to build a transition portfolio to prepare your student for a successful transition.
- Ways to create opportunities and design employment strategies for students with disabilities.
- The Business of Business Partnerships: How to set up your school to be able to reach out to businesses to build better relationships with the community.
- Is your student job ready or qualified? The steps to what educators need to know before they place a student in the community setting.

Session #8 Center Room

Developing Quality IEPs and Avoiding Common Pitfalls in the Process

Mark Conyer, Principal Consultant, Illinois State Board of Education

This session will provide participants with an overview of the key elements in development of the IEP, with a focus on both regulatory compliance and best practices. Specific components of the IEP will be covered, including developing present levels of performance, measurable goals, Behavior Intervention

Plans and other student supports, and determining placement. Preparing for and following up after IEP meetings will also be addressed in this session.

Session #9 Lincoln Room

NCASES...Accreditation Says it All!

Sherry Kolbe, Executive Director/CEO, National association of Private Special Education Centers

This session will inform attendees on the National Commission for the Accreditation for Special Education Services accreditation history, process and how to prepare for NCASES Accreditation. NCASES provides an accreditation process that effectively and systematically evaluates private specialized education programs. It is an accreditation process that welcomes diversity and recognizes the importance of evaluating services to meet the needs of the populations served.

Session #10 Ivy/Oak Room

Family Unification from Admission to Discharge and Follow-up

Dr. Robert Gemmill, Red Rock Canyon School, UT

This presentation will discuss the systemic integration of family unification into the entire program (collaborative strategy). Family unification will be discussed starting at admission, during assessment, incorporation into the academic, residential and therapy treatment plans, into family therapy calls, home visits, into activities and groups and finally summarized in the discharge plan.

Tuesday, November 15, 2011

2:45 pm. – 4:00 p.m.

Session #11 Windsor Room

Working with Transgendered Special Education Students in School and Residential Treatment

Dr. Peter Meyers, Orthogenic School

Carolyn Schneider, Director of Professional Development, Live Oak

Open and “out” transgendered or gender questioning children and adolescents are an emerging and growing subgroup within educational and mental health systems. With this rapidly emerging population, schools and mental health treatment centers are now confronted with the challenge of making clinical and administrative decisions that put into practice affirming and growth promoting interventions without any clearly established best practices models for this situation. The relative “newness” of the situation leaves many not knowing how to best respond to and for the individual, their primary support groups (family and friends), and their broader communities. This presentation is based on recent knowledge gained from collaboration between a residential treatment center where there have been two or three self-identifying transgendered, or questioning, teens and a community based outpatient agency that specializes in working with gender issues. The presentation will serve as a starting point to discuss contemporary understandings of gender identity formation, and instances in which there is a conflict between one’s biological gender and gender expression. By encouraging dialogue among the participating professionals, the discussion will unfold into pragmatic and practical steps and approaches that educators, clinicians, and therapists can successfully utilize in their particular settings to ensure the best possible outcome for these vulnerable students.

Session #12 – South Room

(Continued from Session #7)

Transition from School to the Workplace

Session #13 Center Room

Making Sense of RtI: A Private School Approach

Pam Radford, Jessica Edward, Tanya Guild, Elaina Murillo and Tom Dempsey – Connections Schools and South Campus

This presentation will trace the development of RtI in our private special education centers (3). The session will cover formal and informal assessment, academic outcomes measures, eligibility determination (done in conjunction with LEAs), and curriculum. There will be practical descriptions of the differences between scientifically based, research based, and evidence based practices and interventions. Session participants will leave with specific, practical suggestions for acquiring meaningful data and using information to shape high quality instruction.

Session #14 Lincoln Room

AdvanceED – The Power to Transform Education

Becky Densmore, AdvancED Associate Director

Dick Spohr, AdvancED Lead Evaluator

In an era of significant education reform with local, state, and national goals focused on ensuring all students are college and career ready, AdvancED accreditation is a proven means to increasing student achievement and improving school organizational effectiveness. The process drives continuous school improvement activities and quality assurance efforts. AdvancED's expansive knowledge and research base – stemming from its work with over 27,000 schools in 65 countries -- can inform all schools' improvement efforts regardless of size, student populations, or geographic location. AdvancED is committed to sharing this knowledge with education professionals for the benefit of all schools and their students and is uniquely positioned to disseminate transformative educational practices. This session will provide an overview of AdvancED and an introduction to its research-based standards. The accreditation process will be described with a focus on the link to continuous improvement and quality assurance. Ample time will be provided for questions from and discussion with the participants.

Session #15 – Ivy/Oak Room

Positive School Culture – The Importance of Developing an Alliance with Students and Families

Shelly Scamardo, Clinical Supervisor

Patrick Kealey, Principal Allendale LINC

The majority of youth presenting to a therapeutic day school have an impaired ability to regulate their emotions, often reacting in aggressive ways, which can lend itself to a climate rife with anger and hostility. Understanding that many of these youth are particularly sensitive to feeling a lack of control in their lives, and react aggressively against those they believe are attempting to control them, informs us that the alliance between student and teacher is critical to creating an environment based on respect and choices. This presentation explores the importance of the staff/parent(s) roles in the disentanglement from a youth's conflict cycle and the work towards the therapeutic alliance with the youth and parent. The presentation will demonstrate the development of interventions to work with an aggressive youth that will support the staff and parent(s) as we focus on our responses to the youth, interrupting the conflict cycle rather than perpetuating the same patterns, and creating a positive school culture based on respect and choices.

Wednesday, November 16, 2011
9:45 a.m. – 11:00 a.m.

Session #16 Windsor Room

The Illinois Prevent School Violence Act: A Summary of What Works and What Does Not

Brooke Whitted, Esq

Darren Reisberg, General Counsel ISBE

This presentation will review the recommendations of the School Bullying Prevention Task Force that was submitted to the Illinois General Assembly on March 1, 2011. An outline of which approaches the Task Force concluded are effective, and which were are not effective will be provided. An examination of the Jason Flatt Act (suicide prevention) will also be offered, as well as brief highlights of the connection between bullying and suicide. Emerging case law relative to liability that could be imposed when a school is on notice of the presence of a toxic climate and does nothing will also be examined. Inasmuch as the Prevent School Violence Act applies to nonpublic schools, there will be a detailed examination of the Act's implementation requirements, with an emphasis on best practices. Finally, any implications for nonpublic schools' special education service delivery will be discussed. There will be ample time for questions.

Session #17 South Room

Psychiatric Medication Update and Case Study

Dr. Michael Feld, Alexian Brothers Behavioral Health System

This session will discuss the risks and benefits of psychiatric medication with children and adolescents. Specific treatment options will be reviewed as well as how to target symptoms with specific medications. The presenter will cover the effects medication provides for ADHD, depression, anxiety, bipolar disorder, and other psychotic disorders. Additionally, new medications on the market will be discussed and questions from the audience will be addressed.

Session #18 Center Room

Strategies that Work: Lessons from the Model Asperger Program at the Ivymount School

Monica Adler-Werner, Program Director, Ivymount School

The Model Asperger Program (MAP) is a 2nd through 10th grade school program that provides intensive therapeutic intervention to address the core challenges of students on the part of the autism spectrum who have normal intelligence and intact language skills. Using a multidisciplinary team, best practices in special education, functional analysis, and cognitive therapies, MAP has developed an innovative program that explicitly teaches essential skills for both academic and social (e.g. employment) success. To achieve that goal, MAP strategies focus on using academics to develop problem solving skills, emotional and behavioral self regulation and social skills. This talk will outline the essential elements of the MAP approach and how it addresses challenges in the areas of teacher training, treatment fidelity, and core deficits such as rigidity, poor emotional self awareness, theory of mind, and behavioral disregulation.

Session #19 Lincoln Room

When Love Doesn't Conquer all...Non-Traditional Behavior Management

James Kling, Behavioral Consultant, Alternative Teaching

This presentation will showcase a non-confrontational model that focuses on managing behavioral issues without using point systems or other token economies. This interactive training will provide effective, concrete techniques for teachers and mental health professionals working with children and adolescents that exhibit moderate to severe behavior problems. This training will contain practical applications of techniques that professionals can use for children/adolescents to help them regain control over their environment.

Session #20 Ivy/Oak Room

Creating a "Can do" Climate in your School

Jacque Ruch, Principal, Easter Seals Autism School, Rockford

Getting it all done can be an overwhelming task. Meeting the demands of students, staff, families, your organization...add to that your own family, finances, friends, graduate school, managing a home...how does one person do it all? Learn the art of planning and prioritizing, while not losing you in the process. This interactive session will guide you through prioritizing your roles, examining your values, creating a professional and personal checklist and finally, creating a plan to get it all done!

Wednesday, November 16, 2011

11:15 a.m. – 12:30 p.m.

Session #21 Windsor Room

Restraint Prevention: A Behavioral Analysis and Some Best Practices

Dr. David Lennox, QBS, Inc.

The use of physical restraint is often considered a necessary intervention for dangerous behaviors. Even so, the use of restraint should be avoided as often as possible and, unfortunately is often used when unnecessary. To this end, recent federal legislation is currently being considered and many educational and professional associations have established position papers to ensure that physical restraint is used only when necessary, used by trained para/professionals, and thoroughly analyzed to reduce or prevent its use. This presentation will briefly review key points of the legislation and critical positions on the use of restraint. In addition, a behavior analysis of the use of restraint by educational and treatment professionals will be provided, which will illustrate the many reasons restraint is used, some of which have little to do with the dangerousness of the behavior. Several organizational strategies will be presented to reduce restraint likelihood.

Session #22 South Room

IPCRB Rates: What, Why and Where?

Satu Allen, ISBE

Lauren Russell, ISBE

What's the real deal with my IPCRB rate? Why did my rate increase or decrease? Where is my rate? These are some of the questions answered by IPCRB staff while explaining the intricacies of the rate calculations.

Session #23 Center Room

Asperger Syndrome: What is in Your Bag of Tricks?

Catherine Horan Pilant, Associate Director of Special Education

Peppy Howard-Wilms, Director of Education, Edgewood Children's Center, MO

This presentation will provide suggestions for appropriate structuring of the environment and the program for students with Asperger's Syndrome. A wide array of successful "tricks" will be introduced that lead to improvements in the areas of social skills, peer relationships, self-concepts, and daily functioning. Individual and group interventions within academic and therapeutic domains will be presented. The presentation will also focus on aspects such as classroom settings and strategies to improve adult-student relationships. Presentation format will include interactive demonstrations of interventions combined with lecture and question and answer.

Session #24 – Lincoln Room

Public Schools and Private Providers: Building a New LRE

Lori Smith, Director of Special Education, Ombudsman Educational Services

Karen Brown, Director of Special Education, Lyons Township High School

Lyons Township High School and Ombudsman Educational Services have designed a new level of therapeutic day school that designated an innovative rung on the latter of the continuum of special education services. During this session, we will discuss the ways to start developing a program to meet the needs of your students, how to design a program in conjunction with a private provider, what your students' needs are, ideas on re-integration, and how to measure success.

Session #25 – Ivy/Oak Room

Supporting Staff during Periods of High Acuity

Dr. Anna Hammond, Clinical Psychologist, Glen Oaks Therapeutic Day School

Therapeutic and residential schools experience predictable yearly cycles of higher and lower intensity/acuity, which is trying for both students and staff. Periods of high acuity can disrupt the educational process of your school, such that students regress both academically and emotionally. As professionals in the mental health field, we are expected to withstand these periods of high acuity and maintain a consistent educational environment throughout. However, this can be a challenging task for staff who work in the therapeutic milieu each day. As administrators, we are protected from the emotional impact of this grueling work on a daily basis. Being in the trenches can lead to staff fatigue, and ultimately high rates of turnover. Much like students look to teachers, staff look to their administrative team to alleviate some of the pressure they feel during periods of high acuity.

A Certification of Participation as well as a link for the “Survey Monkey” will be sent to the email address that was provided at the time of registration. If one person registered for more than one participant, we ask that the certificate and survey be forwarded to all conference participants. It is important that you complete the “Survey Monkey” to help us serve your needs for upcoming conferences.

If you have any questions, please contact one of the following:

Paul Nijensohn – 312/814-2205

Sarah Sebert – 312/814-3999

Kathy Stratton – 217/782-5589

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