



Nonpublic

Conference

THIRD ANNUAL CONFERENCE ON BEST PRACTICES FOR NONPUBLIC SPECIAL EDUCATION PROGRAMS

Effective Policies and Programming for Successful Nonpublic Special Education Programs

Highlights will include:

- Innovative instruction techniques with high efficacy and evidence-based results.
- Creating collaborative environments where students respect, trust and learn from each other.
- Using data driven programming without data driving everyone crazy.
- Correlating student learning with direct instruction and creative interventions.
- Encouraging parents and surrounding communities as partners in learning.
- Using empirically based recommendations for reintegration into LRE.
- Applying school-based outcomes for continuous teacher preparation.



**Hilton Oak Lawn
November 16-17, 2009**

Sponsored by the Illinois State Board of Education

Patrick Quinn
Governor

Illinois State Board of Education Members

Jesse H. Ruiz
Board Chair
Chicago

Dr. David L. Fields
Danville

Dr. Christopher J. Ward
Vice-Chair
Lockport

Joyce E. Karon
Barrington

Dr. Vinni M. Hall
Board Secretary
Chicago

Lanita J. Koster
Chicago

Dr. Andrea S. Brown
Goreville

Christopher A. Koch, Ed.D.
State Superintendent of Education

CONFERENCE WELCOME

Dear Conference Participants:

On behalf of the Illinois State Board of Education, we welcome you to the Third Annual Conference on Best Practices for Nonpublic Special Education Programs. This year we again provide a forum designed to highlight innovative methods that promote exceptional educational and behavioral services for children with the most severe special education needs. You will see in the conference program that we have attempted to provide information in the areas of behavioral intervention, specific clinical therapies, academic performance, transition, reintegration, measuring success, and working with staff as well as ISBE information in areas specific to your schools.

We acknowledge the difficulty and dedication that nonpublic programs face to provide services for students with disabilities in highly defined areas of student need, across Illinois and the nation.

The past year has seen the start of a process to formalize common outcomes for nonpublic programs. Committees have been formed to study the feasibility of being able to accurately measure improvements. When complete, this project will provide nonpublic programs with suggested outcomes to globally address as well as ways to accurately and reliably measure the improvements shown.

ISBE is committed to improving results for all students and recognizes the importance of Best Practices. 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 – Springfield

Donna Schertz
Division Supervisor
Special Education Services – Springfield

KEYNOTE SPEAKERS

November 16, 2009

Clark McKown, Ph.D.
Associate Executive Director and Research Director
Rush Neurobehavioral Center

We are pleased to have Clark McKown, Ph.D. with us this year as our keynote speaker. Dr. McKown will be speaking on *Making Evidence-Based and Evidence-Informed Practice Work for You and Your Students*.

November 17, 2009

Sherry L. Kolbe
Executive Director/CEO
National Association of Private Special Education Centers
Washington, DC

Ms. Kolbe will update attendees on what's happening in Washington and Capitol Hill. She will cover issues impacting private special education programs and education appropriations.



**Annual Conference on Best Practices for Nonpublic Special Education Programs 2009
Schedule at a Glance**

Monday, November 16, 2009

7:00 a.m. – 4:00 p.m.: **Registration/Information Desk Open**
8:30 a.m. – 9:45 a.m.: **Pre-Conference Session A – New Directors**
Pre-Conference Session B – Taskforce Outcomes

10:00 a.m. – 11:15 a.m. – Opening Remarks and Keynote Speaker, Grand Ballroom
Keynote Speaker, Clark McKown, Ph.D., Associate Executive Director and Research Director, Rush NeuroBehavioral Center

Date	Time	Session #1 Windsor Room	Session #2 South Room	Session #3 Lincoln Room	Session #4 Sheffield Room
Monday 11/16	11:30 – 12:30	<i>Social Emotional Learning and the Nonpublic School – Part One</i> Linda Delimata, SEL Training Coordinator, Illinois Children’s Mental Health Partnership	<i>Current Trends and Psychiatric Update for Children and Adolescents</i> Michael Feld, MD Alexian Brothers Behavioral Health	<i>Finally! National Professional Competencies for Teachers of Students with Autism Spectrum Disorders</i> Kathy Gould, Director Illinois Autism Training and Technical Assistance Project	<i>The Importance of Instructing Beyond the Diploma</i> Will McDermott, Transition Director Hopewell Career Academy

12:30 p.m. – 1:45 p.m. – Luncheon, Grand Ballroom

Date	Time	Session #5 Windsor Room	Session #6 South Room	Session #7 Lincoln Room	Session #8 Sheffield Room
Monday 11/16	1:45 – 2:45	<i>Social Emotional Learning and the Nonpublic School – Part Two</i> Linda Delimata, SEL Training Coordinator, Illinois Children’s Mental Health Partnership	<i>Introduction to the 2009 Special Education Rights Guide</i> Andy Eulass, Principal Consultant, Illinois State Board of Education	<i>Using Daily Data to Determine Outcomes-Work Smarter Not Harder</i> Sandra Rodenberg, Educational Services Director, Illinois Center for Autism	<i>Illinois Alternate Assessment Overview</i> Pearl Schneider, Principal Consultant Jessica Dare, Principal Consultant Illinois State Board of Education

2:45 p.m. – 3:00 p.m. - Break

Date	Time	Session #9 Windsor Room	Session #10 South Room	Session #11 Lincoln Room	Session #12 Sheffield Room
Monday 11/16	3:00 – 4:00	<i>Everything You Always Wanted to Know About Private Special Education: But Were Afraid to Ask</i> Ken Carwell, The Menta Group Tom Dempsey, IAPSEC Betty Lindquist, Connection’s Day School Diane Schultz, Hammitt School Susan Szekely, Illinois Center for Autism	<i>Clinical Consultation: A Framework for Family and Student-Centered Work</i> Judy Griffith, LCSW, Director of Placement Services, Allendale Association Melissa Sabatino, Director of Curriculum and Instruction, Allendale Association	<i>Implementing PBIS as an Intervention with High Fidelity and Effectiveness in a Private Special Education Setting</i> Joe Bynum, Program Manager Pam Kost, Training Director Nicole Randick, Program Director Abraxas Youth and Family Services	<i>Proactive Measures to Prevent Sexual Abuse by Staff</i> Michael Chavers, Executive Director, Safe Harbor School at Indian Oaks Academy Laura Franz, LCSW, Senior Vice President, CARE Day Treatment School; Kids Hope Unlimited

**Annual Conference on Best Practices for Nonpublic Special Education Programs 2009
Schedule at a Glance**

Tuesday, November 17, 2009

7:30 a.m. – 12:00 p.m. – Registration/Information Desk Open
7:30 a.m. – 8:30 a.m. – Continental Breakfast, Grand Ballroom
8:30 – 9:45 a.m. – Keynote Speaker, Grand Ballroom

Sherry L. Kolbe, Executive Director/CEO, National Association of Private Special Education Centers, Washington DC

Date	Time	Session #13 Windsor Room	Session #14 South Room	Session #15 Lincoln Room	Session #16 Sheffield Room
Tuesday 11/17	10:00 – 11:00	<i>The Evidence-Based Treatment of Impulsive Aggression in Youth</i> Larry Fisher, Ph.D., UHS Neurobehavioral Systems	<i>Nailing Jell-O to the Wall</i> Joan Gross, Ed.D., Principal, Beacon Therapeutic School Ja'Vaun Veal, Coordinator of Educational Services, Beacon Therapeutic School	<i>Certification Overview for Nonpublic Special Education Schools</i> Sharon Battles, Principal Consultant Kathi Best, Principal Consultant Educator Certification, ISBE	<i>Help for Students, Teachers and Schools: New Contributions By Applied Behavior Analysis (ABA)</i> Susan Malmquist, Ph.D., BCBA Charles Merbitz, Ph.D., BCBA-D The Chicago School of Professional Psychology

11:00 a.m. – 11:15 a.m. - Break

Date	Time	Session #17 Windsor Room	Session #18 South Room	Session #19 Lincoln Room	Session #20 Sheffield Room
Tuesday 11/17	11:15 – 12:15	<i>Secondary Transition Overview: Updates, Current Issues and New Resources</i> Sue Walter, Consultant, Special Education Services, ISBE	<i>Increase the Peace: Strategies for De-escalating Explosive Students During Crises</i> Kathy Boyd-Fenger, Executive Vice- President Dr. David C. Thomas, President/CEO Logos School	<i>Illinois Purchased Care Review Board Rate Setting Secrets Revealed</i> Satu Allen, Principal Consultant Beth Burkhalter, Principal Consultant Funding and Disbursement, ISBE	<i>Integrating Internet Resources into the Classroom</i> Debbie Potts, State Coordinator of Verizon Thinkfinity and Project Coordinator for Nontraditional Careers and Gender Equity, Illinois Office of Educational Services

12:15 p.m. – 1:30 p.m. – Luncheon, Grand Ballroom

Date	Time	Session #21 Windsor Room	Session #22 South Room	Session #23 Lincoln Room	Session #24 Sheffield Room
Tuesday 11/17	1:30 – 2:30	<i>Transition Practices Self-Assessment: Supporting Schools</i> Sue Walter, Consultant, Special Education Services, ISBE	<i>The Challenges of Educating Students with Severe Emotional and Behavioral Disorders in Residential Treatment Centers</i> Steve Hamm, Therapist Adam Reynolds, Behavior Specialist Mary Shaffer, Principal Michael Vegovisch, Teacher, Indian Oaks Academy	<i>From Informed to Independent Learner: A Rubric to Determine Readiness for Reintegration</i> Kori Mayeski, Principal Sydel Morris-Greco, Special Education Coordinator La Europa Academy	<i>Music Therapy for Children with Multiple Disabilities</i> Rachel Rambach, MT-BC, The Hope Institute for Children and Families

**2:30 p.m. – 4:30 p.m. – Nonpublic Program Showcase
Astoria Room**

Session Descriptions
Monday, November 16, 2009
11:30 a.m. – 12:30 a.m.

Session #1

Windsor Room

Social Emotional Learning (SEL) & the Nonpublic School: Part One

Mental Health

Linda Delimata, SEL Training Coordinator, Illinois Childrens' Mental Health Partnership

Many of the students in non-traditional school settings whose needs challenge our system lack the development of social or emotional skills. Research indicates that these skills can be taught, and additional positive benefits arise such as increased academic success and a reduction in problem behaviors. Through the implementation of evidence-informed practices and evidence-based programs Social and Emotional Learning can be the step that helps students develop relationships and experience success in school and in life. This workshop provides the basics of an SEL program and the connection with students in nonpublic program settings. (Part One)

Session #2

South Room

Current Trends and Psychiatric Update for Children and Adolescents

Mental Health

Michael Feld, MD, Alexian Brothers Behavioral Health

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 #3

Lincoln Room

Finally! National Professional Competencies for Teachers of Students with Autism Spectrum Disorders

Autism

Kathy Gould, Director, Illinois Autism Training and Technical Assistance Project

The Council for Exceptional Children (CEC) and the Autism Society of America (ASA) announced in August of 2009 the publication of the first ever national standards of professional competencies for teaching students with Autism Spectrum Disorders (ASD). This session will describe the process by which the competencies were developed, components of the competencies and how schools can now use these national standards to target professional development and develop more qualified teachers and effective school programming in the area of ASD. Each attendee will receive a copy of the National Professional Competencies for both Initial Teachers and Advanced Specialists.

Session #4

Sheffield Room

The Importance of Instructing Beyond the Diploma

Transition

Will McDermott, Transition Director, Hopewell Career Academy

This presentation will focus on strategies administrators, teachers and support staff can use to get students engaged in their future. The presentation will have evaluative data from initiatives and programs to support the integration of career and technical standards with academic standards

delivered through project and problem-based instruction. In addition, examples will be presented on how to adapt a comprehensive school reform model to a smaller school or department to increase attendance and graduation rates while decreasing discipline incidents.

Session Descriptions
Monday, November 16, 2009
1:45 p.m. – 2:45 a.m.

Session #5

Windsor Room

Social Emotional Learning and the Nonpublic School: Part Two
Mental Health

Linda Delimata, SEL Training Coordinator, Illinois Children's
Mental Health Partnership

For those who work with students whose needs challenge our system there are some very basic elements we must include in their education – rigorous academic curriculum, behavior development, career development, service learning, and social/emotional learning. This session will focus on the social/emotional learning aspect of the educational environment for students in alternative settings, and the connection of all other strands of curriculum to this important concept.

Session #6

South Room

Introduction to the 2009 Special Education Rights Guide
Policy

Andy Eulass, Principal Consultant, Special Education Services, ISBE

This session will provide an overview of the new Special Education Rights Guide. This on-line publication replaces the previous Parents Guide to Special Education. A portion of the session will be spent viewing the new guide.

Session #7

Lincoln Room

Using Daily Data to Determine Outcomes: Work Smarter not Harder
Data

Sandra Rodenberg, Educational Services Director, Illinois Center for Autism

Not sure where to start with an outcomes-based system? Not sure if a commercial system will meet your needs? No money in the budget even if one did? This session will focus on using data collected by most programs on a daily basis to start an outcomes-driven evaluation system. Presenters will share how daily data collected at their agency is compiled and used to drive decisions ranging from student placement to programmatic changes.

Session #8

Sheffield Room

Illinois Alternate Assessment Overview
Assessment

Jessica Dare, Principal Consultant, Student Assessment, ISBE
Pearl Schneider, Principal Consultant, Student Assessment, ISBE

This presentation will provide an overview of the Illinois Alternate Assessment and new components related to that test. A review of procedures to properly order testing materials (including ISAT, IAA) from Pearson will also be given. This critical information will assist all schools in communicating their testing needs with public school districts and the state.

Session Descriptions
Monday, November 16, 2009
3:00 p.m. – 4:00 p.m.

Session #9

Windsor Room

Everything You Always Wanted to Know About Private Special Education:

But Were Afraid to Ask

Programming/Best Practice

Ken Carwell, President, The Menta Group, Special Education Services

Tom Dempsey, President, IAPSEC

Betty Lindquist, Founder, Connection's Day School Programs

Diane Schultz, Director of Academic Services, Hammitt School

Susan Szekely, Executive Director, Illinois Center for Autism

A panel of veteran directors of private special education programs will cover a wide range of topics including: what to expect from an ISBE visit, collaboration with public school districts, marketing efforts, staff issues, compliance with rules as well as recruitment, hiring and training. The session will be highly interactive. Participants will have the ability to ask questions on a wide range of topics.

Session #10

South Room

Clinical Consultation: A Framework for Family and Student-Centered Work

Clinical

Judy Griffeth, LCSW, Director of Placement Services, Allendale Association

Melissa Sabatino, Director of Curriculum and Instruction, Allendale Association

This session will provide a venue for discussion of ways to better engage families and students in a therapeutic learning environment leading toward increased positive outcomes. The Clinical Consultation model promotes strength-based, student/family-driven planning toward successful attainment of the youth's identified goals. Discussion will emphasize understanding situations in which the family and/or student are not fully engaged in the IEP development/review processes. Strategies for training and administrative support of this model will be included.

Session #11

Lincoln Room

*Implementing PBIS as an Intervention with High Fidelity and Effectiveness
in a Private Special Education Setting*

Behavior

Joe Bynum, Program Manager, Abraxas Youth and Family Services

Pam Kost, Training Director, Abraxas Youth and Family Services

Nicole Randick, Program Director, Abraxas Youth and Family Services

The challenges and strategies inherent in implementing Positive Behavior Intervention and Support (PBIS) in a private therapeutic high school setting will be discussed. Specifically, how PBIS, as evidence-based educational practice, can be utilized both as a school wide pro-social intervention as well as a fidelity measure for future initiatives through systematic data collection.

Session #12**Sheffield Room***Proactive Measures to Prevent Sexual Abuse by Staff***Programming/Best Practice**

Michael Chavers, Executive Director, Safe Harbor School
at Indian Oaks Academy

Laura Franz, LCSW, Senior Vice President, CARE Day Treatment School;
Kids Hope Unlimited

This session provides an examination into the role our schools have in maintaining an environment free from the sexual abuse of youth by staff. Many providers have, unfortunately, become adept at responding to problems that have occurred in this aspect of supervision. The key to successful prevention is systemic, rather than incident-oriented interventions. This workshop presents applied systemic preventative interventions designed to avert problems in the areas of child and staff sexual safety.

Session Descriptions**Tuesday, November 17, 2009****10:00 a.m. – 11:00 a.m.****Session #13****Windsor Room***The Evidence-Based Treatment of Impulsive Aggression in Youth***Behavior**

Larry Fisher, Ph.D., UHS Neurobehavioral Systems

This workshop will review the research base, the current community standard of care and innovative approaches to the management of irritable and explosive children. A vast scientific literature has shown that impulsive aggression is more biological than premeditated aggression, and more responsive to medication. Children and adolescents who commit impulsive aggression are different in both neuropsychology and neurophysiology measures. Irritability is a non-specific symptom that is common to a number of diagnoses, including Attention Deficit Hyperactivity Disorder, Bipolar Disorder, Major Depressive Disorder, Intermittent Explosive Disorder, and Developmental Disorders. Youth with impulsive aggression that is irritable or explosive need a comprehensive evaluation, including measures of brain function, before planning for behavioral, psychotherapeutic, or pharmacological interventions. This is particularly important in cases where several disorders co-occur or when monotherapy fails to manage the symptoms.

Session #14**South Room***Nailing Jell-O to the Wall***Curriculum**

Joan Gross, Ed.D., Principal, Beacon Therapeutic School

Ja' Vaan Veal, Coordinator of Educational Services, Beacon Therapeutic School

A model and process enabling the creation of a curriculum for an alternative junior/senior high school program will be presented. The curriculum structure provides grade level material and incorporates Illinois State Standards and standardized test results and is designed for quick and easy modifications to meet student needs.

Session #15**Lincoln Room***Certification Overview for Nonpublic Special Education Schools*
Certification

Sharon Battles, Principal Consultant, Educator Certification, ISBE
Kathi Best, Principal Consultant, Educator Certification, ISBE

This presentation will cover the following topics related to special education teachers and paraprofessional certification: Early Childhood Special Education Approvals; Short Term Emergency Special Education Certificates (STEs); tests needed for the LBSI certificate; differences among Short Term Emergency Certificates, LBSI approval, LBSI endorsement, and LBSI certificate and what you have to do to get each one; removal of limitations; Speech/Language Paraprofessional; classroom paraprofessional approval; out-of-state certificates; supervisory endorsement on LBSI; Directors of Special Education; requesting a "Rush" to be put on a pending application; and lapsed certificates.

Session #16**Sheffield Room***Help for Students, Teacher and Schools: New Contributions*
*By Applied Behavior Analysis (ABA)***Clinical**

Susan Malmquist, Ph.D., BCBA, The Chicago School of Professional Psychology
Charles Merbitz, Ph.D., BCBA-D, Professor and Chairman, Department of
Applied Behavior Analysis, The Chicago School of Professional Psychology

This session will present an overview of developments in the field of Applied Behavior Analysis (ABA) and their outcomes. ABA as a discipline with its own credentialing is less than 2 decades old, but in that time the recognition that ABA professionals and ABA procedures can engender remarkable outcomes has spurred explosive growth. We present some of the arenas within which ABA professionals have made significant contributions. We sketch the preparation of ABA professionals, and outline some of the more efficient and less efficient situations in which they have been deployed. We present cases to illustrate some of these contributions, and discuss the use of data (a key ABA technology) to influence progress in schools. Finally, we offer some possibilities for schools of the future that take advantage of the technologies and skills from ABA.

Session Descriptions
Tuesday, November 17, 2009
11:15 a.m. – 12:15 p.m.

Session #17**Windsor Room***Secondary Transition Overview: Updates, Current Issues and New Resources*
Transition

Sue Walter, Consultant, Special Education Services, ISBE

Want to hear the latest transition news? Want to know about the latest tools and resources? During this session, participants will be provided with information on the current state of affairs in secondary transition. We will review what's happening at the federal and state level and what's available for schools. Participants will have the opportunity to check out resources and tools for State Performance Plan Indicator 13 and have their questions answered. There will be an opportunity for questions and answers about any transition topic and participants will leave knowing what the future holds for resources and tools that support effective, evidence-based transition planning and service delivery.

Session #18**South Room*****Increase the Peace: Strategies for De-escalating Explosive Students During Crises***
Behavior

Kathy Boyd-Fenger, Executive Vice-President, Logos School
Dr. David C. Thomas, President/CEO, Logos School

Effective management of explosive and oppositional adolescent clients in a school setting is critical to a successful and therapeutic outcome. An interactive program regarding a multimodal approach to coping with explosive and oppositional adolescents will be presented. Participants will be offered practical and proven methods that may be readily applied.

Session #19**Lincoln Room*****Illinois Purchased Care Review Board Rate Setting Secrets Revealed***
\$\$\$

Satu Allen, Principal Consultant, Funding and Disbursement, ISBE
Beth Burkhalter, Principal Consultant, Funding and Disbursement, ISBE

IPCRB staff will discuss the intricacies of the rate calculations. Discussions include “What causes my rate to increase or decrease?”, “Why did my census change from the CFR?” and “What is deal with the medians and inflation factors?”

Session #20**Sheffield Room*****Integrating Internet Resources into the Classroom***
Curriculum

Debbie Potts, State Coordinator of Verizon Thinkfinity and Project Coordinator
for Nontraditional Careers and Gender Equity, Illinois Office of Educational Services

This session will provide an introduction to the over 55,000 free educational resources available from the Verizon Foundation’s Thinkfinity website. The information presented will emphasize how these resources can be used to meet state standards and how they can be infused into the special needs educational plan.

Session Descriptions
Tuesday, November 17, 2009
1:30 p.m. – 2:30 a.m.

Session #21**Windsor Room*****Transition Practices Self-Assessment: Supporting Schools***
Transition

Sue Walter, Consultant, Special Education Services, ISBE

The Illinois State Board of Education in collaboration with Loyola University Chicago – School of Evaluation, Intervention, and Training has developed and is implementing the Transition Practices Self-Assessment (TPSA). Any school can use the TPSA to promote ownership, leadership, collaboration with youth and their families, and commitment to successful transition outcomes for all students. During this presentation, participants will learn how this research-based tool can support schools in determining their current transition practices and setting priorities for collaborative planning of new and/or scaling-up of current transition practices. Participants will also learn about the variety of purposes the TPSA data can be used including

annual action planning, internal decision making and assessment of change over time, building awareness of staff, and team validation. Information on how to access the tool and the on-line database will be provided. Come and see how your school can improve transition planning and outcomes as well as positively impact data for State Performance Plan Indicators 1, 2, 13 and 14.

Session #22**South Room**

The Challenges of Educating Students with Severe Emotional and Behavioral Disorders in Residential Treatment Centers

Behavior

Steve Hamm, Therapist, Indian Oaks Academy
Adam Reynolds, Behavior Specialist, Indian Oaks Academy
Mary Shaffer, Principal, Indian Oaks Academy
Michael Vegovisch, Teacher, Indian Oaks Academy

This session will provide creative teaching and behavioral interventions to more effectively educate clients in residential treatment centers. The training will cover a brief overview of how the academic program is managed in a residential treatment setting; teaching interventions that keep difficult students engaged in the special education classroom; behavior interventions used to de-escalate inappropriate behaviors; and the connections between the classroom and the therapeutic treatment process.

Session #23**Lincoln Room**

From Informed to Independent Learner: A Rubric to Determine Readiness for Reintegration

Reintegration

Kori Mayeski, Principal, La Europa Academy
Sydel Morris-Greco, Special Education Coordinator, La Europa Academy

How do you teach students to be independent learners? How does a team gauge whether a student is ready for a less restrictive and supportive academic environment? Come see our research-based evaluation rubric that teaches students independence and determines successful re-integration.

Session #24**Sheffield Room**

Music Therapy for Children with Multiple Disabilities

Clinical

Rachel Rambach, MT-BC, The Hope Institute for Children and Families

The music therapy program at the Hope Institute for Children & Families (HICF) was established in 2007 and serves over 100 children both individually and in group settings. Information about music therapy and how it is used to help students achieve physical, educational, emotional and social goals will be discussed. Specific equipment, interventions and resources for teachers will be reviewed.