Fourth Annual Conference on Best Practices for Nonpublic Special Education Programs

Effective Policies and Programming for Successful Nonpublic Special Education Programs

Highlights will include:
- Current trends in Special Education
- Evidence-based Practices
- Illinois State Board of Education Updates
- Post-programmatic Transition
- Using Data to Drive Outcomes

Conference Sponsored by The Illinois State Board of Education

CONFERENCE LOCATION • HILTON OAK LAWN • OAK LAWN, ILLINOIS
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_Governor_

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Chicago

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Chicago

Melinda LaBarre
Springfield

Christopher A. Koch, Ed.D.
_State Superintendent of Education_

Conference Planning Committee

David Andel, ISBE, Springfield
Paul Nijensohn ISBE, Chicago
Donna Schertz, ISBE, Springfield
Sarah Sebert, ISBE, Chicago
Kathy Stratton, ISBE, Springfield
Leigh Ann Smith, ISBE, Springfield
CONFERENCE WELCOME

Dear Conference Participants:

On behalf of the Illinois State Board of Education, we welcome you to the Fourth 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, physical restraint, legislative and regulatory updates, reintegration, measuring success and working with staff as well as Illinois State Board of Education (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 that have the most critical needs and intense services, across Illinois and the nation.

The ongoing work to formalize common outcomes for nonpublic programs will help to benefit the students with disabilities that are directly affected. Committees have been working over the past two years to develop methods to accurately measure improvements. When completed, this project will provide nonpublic programs and the state with suggested outcomes to accurately and reliably measure the improvements shown.

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
### Annual Conference on Best Practices for Nonpublic Special Education Programs 2010
#### Schedule at a Glance

**Monday, November 15, 2010**

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<td>Current Trends and Psychiatric Update for Children and Adolescents&lt;br&gt;Dr. Michael Feld, Alexian Brothers Behavioral Health System</td>
<td>Writing IEP Goals to Ensure Progress&lt;br&gt;Dr. Sharon Duncan, Purdue University</td>
<td>Mission to Practice: Program Fidelity and Data Driven Decision Making&lt;br&gt;Joe Bynum, Abraxas Youth and Family Services</td>
<td>Love and Logic: A Behavioral Approach that Empowers Staff and Students&lt;br&gt;Kathy Case, Hammitt School</td>
<td>Building the Boat While Sailing: Best Practices in Transition for Youth with Serious Mental Health Needs&lt;br&gt;Dr. Marc Fagan, Thresholds</td>
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<td>Double Session&lt;br&gt;Mermaid Trouble: Navigating the Sea of Autism and Adolescence&lt;br&gt;Alyson Beytien, Autism Consultant</td>
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<td>Understanding the Impact of Attachment and Trauma on Brain Development&lt;br&gt;Karen Buckwalter, Chaddock</td>
<td>Music Therapy for Children with Multiple Disabilities&lt;br&gt;Rachel Rambach, Hope Institute for Children and Families</td>
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**4:00 p.m. – 6:00 p.m. – Social Event and Virtual Program Exhibit, North Room**
### Annual Conference on Best Practices for Nonpublic Special Education Programs 2010

**Schedule at a Glance**

**Tuesday, November 16, 2010**

**7:00 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. – General Session, including Nonpublic and Outcome Committees Updates, Astoria Ballroom**

**Keynote Speaker - Sherry Kolbe, National Association of Private Special Education Centers**

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<td>Double Session School and Psychosocial Issues for Bipolar and Brain Disorders</td>
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<td>Accounting and Auditing 101 Tom Dempsey, South Campus John Lackinger and Doug Samz, BIK &amp; CO, LLP</td>
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<td>IPCRB Rates: How, What and When?</td>
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**12:45 a.m. – 1:45 p.m. – Luncheon, Astoria Room**

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**3:30 p.m. – 4:00 p.m. – Closing Session, Astoria Room**
SESSION DESCRIPTIONS
Monday, November 15, 2010
10:30 a.m. – 11:45 a.m.

Session #1 Windsor Room

Current Trends and Psychiatric Update for Children and Adolescents
Dr. Michael Feld, Alexian Brothers Behavioral 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 #2 South Room

Writing IEP Goals to Ensure Progress
Dr. Sharon Duncan, Purdue University

This session will address the process of goal writing and IEP development. Participants will be introduced to writing instructional goals based on a solid Present Level of Performance (PLOP). The SMART goal writing process will be discussed. A list of objectives will be supplied so that educators, supervisors and case managers can identify which goals will lead to student success.

Session #3 Center Room

Mission to Practice: Program Fidelity and Data Driven Decision Making
Joe Bynum, Abraxas Youth and Family Services

With all the regulations, guidelines and governing bodies associated with operating a non-public educational program it can be easy to lose sight of the purpose of our programs. This session will focus on a systematic approach to ensuring program fidelity through data driven decision making. Specifically, we will discuss developing a mission statement that is empirically measurable and methods of allowing those empirical indicators to drive your programs.

Session #4 Lincoln Room

Love and Logic: A Behavioral Approach that Empowers Staff and Students
Kathy Case, Hammitt School

Love and Logic is a model for working with students that increases a student’s chances for success and staff’s satisfaction with their job. Students learn that they are able and should attempt to solve their own problems, that arguing is not an effective way of changing staff decisions or irritating staff and that mistakes are opportunities to learn. Staff learn that students should be encouraged and taught how to solve their own problems; that when staff give directions, they do not have to debate with or lecture students, that consequences delivered with empathy increase the chances that students will accept responsibility for their own actions and that the “job” can be much more fulfilling, even fun, when staff continue to look for the best tools to work with tough students.
Session #5  Sheffield Room

Building the Boat While Sailing: Best Practices in Transition for Youth with Serious Mental Health Needs

Dr. Marc Fagan, Thresholds

Thresholds Young Adult Program provides residential services, transitional living, and high school graduation for young adults, 16-21 years old, with mental health needs, learning disabilities and backgrounds of abuse and neglect. This session will address why properly addressing the transition to adulthood is so vitally important, especially for youth with serious mental health needs. An overview of the Transition to Independence Process (TIP), the Evidence Informed Practice illustrating key principles in supporting successful transition, will be provided. Participants will gain a realistic understanding of the service array, housing options and financial support in Illinois as youth in need enter their adulthood.

Monday, November 15, 2010
1:15 p.m. – 2:30 p.m.

Session #6  Windsor Room

Illinois Model for School-based Mental Health Supports

Michele Carmichael, Principal Consultant, Illinois State Board of Education

This session will discuss the RtI framework and its relationship to the Illinois Interconnected System’s Model of School Mental Health Support. This three tiered model is designed to meet the mental health needs of Illinois students through the development of a collaborative partnership between systems.

Session #7 (Double Session)  South Room

Mermaid Trouble: Navigating the Sea of Autism and Adolescence

Alyson Beytien, Autism Consultant

Individuals with ASD experience the same challenges of adolescence as other teenagers – but in the extreme! This presentation focuses on practical ideas for teaching sexuality, hygiene, critical concepts and the complicated issues of teenage relationships. Resources, visual supports, and curriculum will be provided for discussion. Ms. Beytien will share her real-life experiences working with, and raising, teenagers with ASD.

Session #8 (Double Session)  Center Room

School Connections: What Teachers Can Do to Combat the Impact of Alienation and Rejection Among Students

Dr. Thomas Reilly, Willowglen Academy

As most educators realize, aggressive and disruptive behavior that is tolerated and (sometimes) encouraged at home is frequently brought to the classroom and often leads to poor school performance and destructive peer relationships which, in turn, contribute to the “trajectory toward violence.” With self-image lacking, many students become bullies or endure bullying as victims, thus providing fertile ground for alienation and rejection. If positive bonds and relationships can be developed by those individuals who share valuable life space with at-risk students, many youth risk factors can be reduced.
This session will provide insight into increasing positive adult – youth connections in school settings, reducing isolation of at-risk students and promoting positive classroom and family dynamics.

Session #9  Lincoln Room

Understanding the Impact of Attachment and Trauma on Brain Development
Karen Buckwalter, Chaddock

The decade of the 90s was known as the decade of the brain. Through the use of a variety of new techniques in brain imaging neuroscientists have been able to understand brain functioning and the impact of trauma and attachment of brain development in ways that were not previously possible. What are the implications of this groundbreaking new information for educators, social workers, psychologists and psychiatrists? This workshop will provide an overview of research relevant to persons working with and making treatment recommendations and decisions for adolescents.

Session #10  Sheffield Room

Music Therapy for Children with Multiple Disabilities
Rachel Rambach, Hope Institute for Children and Families

The music therapy program at the Hope Institute for Children & Families was established in 2007 and serves over 100 children both individually and in a group setting. Music therapist, Rachel Rambach, will provide information about music therapy and how it is utilized to help students achieve physical, educational, emotional and social goals. Specific equipment, interventions and resources for teachers are discussed, and Mrs. Rambach will incorporate musical examples into the presentation.

Monday, November 15, 2010
2:45 p.m. – 4:00 p.m.

Session #11  Windsor Room

Self Harm: An Overview and Examination of Research for Self-Injurious Behaviors in Youth
Randy Hayes, Timberline Knolls

This session will give a research based overview of the dynamics surrounding the student and young adult who self harms. Topics to be discussed are:

- demographics, including prevalence of self harming behavior,
- etiology,
- dynamics of parasuicidal self-injury, including various contributing factors found in research,
- the extent self injury represents a “contagion”, and
- treatment and prevention suggestions.
Session #12 (Continuation of Double Session)  South Room

*Mermaid Trouble: Navigating the Sea of Autism and Adolescence*

Alyson Beytien, Autism Consultant

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Session #13 (Continuation of Double Session)  Center Room

*School Connections: What Teachers Can Do to Combat the Impact of Alienations and Rejection Among Students*

Dr. Thomas Reilly, Willowglen Academy

As most educators realize, aggressive and disruptive behavior that is tolerated and (sometimes) encouraged at home is frequently brought to the classroom and often leads to poor school performance and destructive peer relationships which, in turn, contribute to the “trajectory toward violence.” With self-image lacking, many students become bullies or endure bullying as victims, thus providing fertile ground for alienation and rejection. If positive bonds and relationships can be developed by those individuals who share valuable life space with at-risk students, many youth risk factors can be reduced. This session will provide insight into increasing positive adult – youth connections in school settings, reducing isolation of at-risk students and promoting positive classroom and family dynamics.

Session #14  Lincoln Room

*PROM for Exceptional Students: A Method for Establishing and Maintaining Collaborative Relationships with Student Support Networks*

Joe Pangelinan, Logos Schools

Communication between school personnel and outside resources is essential to the success of students with exceptional needs. This session will present an approach to establishing and maintaining relationships with parents and outside professionals that will help school personnel better understand the needs of their students.

Session #15  Sheffield Room

*The Evolution of Performance Improvement in the Private Therapeutic School Environment: Recipes for Success*

Jamie Halloran, Jennifer Rose and Ellen Waxberg, Evanston Day School

Participants in this session will learn about an outcome driven model for cyclical performance improvement initiatives, using both quantitative and qualitative measures. The session will also provide an overview of the process used to assess consumer needs and how to tailor practice, program development, and staff training to meet consumer needs. Presenters will review the specific model used at the Evanston Day School for improving the staff training curriculum based on data collected through the performance improvement evaluation process. An example of the performance improvement model will be presented and discussed.
Tuesday, November 16, 2010  
9:45 a.m. – 11:00 a.m.

**Session #16**  
Windsor Room

*What’s Happening in Washington and Springfield: Legislative and Regulatory Updates*

Bridget Helmholz, Illinois Association of Private Special Education Centers (IAPSEC)  
Sherry Kolbe, National Association of Private Special Education Centers (NAPSEC)

This session will contain a full range of information applicable to private school directors. Presenters will cover legislative and regulatory developments at both the state and federal level. Both Ms. Helmholz and Ms. Kolbe have a wealth of experience in public policy matters and have advocated for the needs of seriously disabled students. There will be opportunities for questions from the audience.

**Session #17**  
South Room

*Adolescent Brain Injury Rehabilitation: Behavioral and Cognitive Strategies for Parents and Teachers*

Sherry Dougherty and Meteicha Green, Center for Comprehensive Services

This session will provide participants with a knowledge base of the incidence and prevalence of brain injury in children and youth while referencing the neurodevelopment milestones of the brain. The audience will also be able to discuss cognitive and behavioral challenges which may be present in the child with a brain injury and learn strategies to use in the classroom, home and community.

**Session #18 (Double Session)**  
Center Room

*School and Psychosocial Issues for Bipolar and Brain Disorders*

Dr. Larry Fisher, Universal Health Systems (UHS) Neurobehavioral Systems

This session will review the biological bases of bipolar and brain disorders in relation to educational issues. The emphasis will be on neurocognitive impairments, but discipline issues will also be reviewed. The most effective behavior management and educational interventions used in therapeutic schools will be outlined. Also, there will be a brief discussion of classroom modifications employed to accommodate medication side effects.

**Session #19**  
Lincoln Room

*Criminal History Records Information (CHRI) Checks for School Personnel at Facilities Approved Pursuant to Section 14-7.02 of the School Code*

Jessica Riddick, Attorney, Illinois State Board of Education

Ms. Riddick’s primary duties at ISBE include the educator misconduct program, tenured teacher dismissal program and certificate suspension & revocation program and providing technical advice on Criminal History Records Information (CHRI) checks for school personnel. The presentation today will provide an overview of CHRI check requirements for employees of non-public special education facilities approved under Section 14-7.02 of the School Code.
Many school directors are confused and discouraged with the auditing process required by The Illinois Purchased Care Review Board. This session covers the basic principles of accounting and auditing and gives school directors the knowledge and skills needed to move their agency in the right direction. Presenters will cover good accounting practices, an understanding of accrual accounting and reconciliation procedures. You will learn what to expect from an audit, how to prepare an audit meeting IPCRB standards and about common mistakes and misunderstandings that the auditors see.

Tuesday, November 16, 2010
11:15 a.m. – 12:30 p.m.

Session #21 (Double Session) Windsor Room

Historical and Legal Perspectives of Physical Restraint

Beth Conran, Special Education Services
Terri Engler, Attorney, Sraga Houser LLC

This presentation will provide an overview of historical and legal perspectives related to physical restraint and seclusion at the federal and state levels. Topics covered will include: the current political climate related to physical restraint and seclusion, pending state and federal legislation, legal issues related to the use of restraint and seclusion in schools, and historical issues that have contributed to the current environment.

Session #22 South Room

Suicide Prevention for Adolescents

Dr. Jason Washburn, Alexian Brothers Behavioral Health Systems

This session will provide an overview of critical elements in the prevention of suicide. Specifically, the presenter will review the historical trends in suicide among adolescents, discuss the myths vs. facts of suicide and suicide prevention, examine the role of schools in suicide prevention and provide information and tools for screening and early identification, initial assessment and response to suicidality in adolescents. The presenter will also provide examples of protocols for practical steps schools should take to respond when students present with warning signs for suicide, a suicide attempt or suicide completion.

Session #23 (Continuation of Double Session) Center Room

School and Psychosocial Issues for Bipolar and Brain Disorders

Dr. Larry Fisher, Universal Health Services (UHS) Neurobehavioral Systems

This session will review the biological bases of bipolar and brain disorders in relation to educational issues. The emphasis will be on neurocognitive impairments, but discipline issues will also be reviewed. The most effective behavior management and educational interventions used in therapeutic schools will
be outlined. Also, there will be a brief discussion of classroom modifications employed to accommodate medication side effects.

**Session #24**  
**Lincoln Room**

*IPCRB Rates: How, What and When?*

Satu Allen, Principal Consultant, Illinois State Board of Education

How is the rate calculated? What causes the rate to increase or decrease? What are the most recent changes in requirements? When do I get my rate? These are some of the questions answered by IPCRB staff while explaining the intricacies of the rate calculations.

**Session #25**  
**Sheffield Room**

*No Child Behind Bars: Don’t Book ‘em, Danno!*

Dr. Joan Gross, Beacon Therapeutic School  
Detective Mark Smith, Calumet Police Department  
Christine Szewczyk, LCSW

Beacon serves students who live in neighborhoods that are frequently impacted by violence. As a result, these students may respond to provocation with either threats or violence or actual physical attacks. In order to sustain a safe environment for all students and staff, Beacon occasionally needs support from the local police. They have formed a working partnership with the local police department, collaborating to support our students learning to use nonviolent problem resolution while providing reality for the consequences of criminal behavior. Teachers, therapists, administrators, behaviorists, and the police officers work together to maintain a safe school environment and provide support with a clear focus on responsible behavior.

**Tuesday, November 16, 2010**

2:00 p.m. – 3:15 p.m.

**Session #26 (Continuation of Double Session)**  
**Windsor Room**

*Development of Best Practices for Physical Restraint in Schools*

Ken Carwell, Special Education Services  
Dr. Laura Mann, Special Education Services

This presentation will provide an overview of best practices in utilizing physical management in a school setting. Topics covered will include: criteria for using physical management, critical components of the school environment, training staff, supervision and monitoring of the use of physical management to ensure safety and fidelity to established procedures, documentation, and the use of data analysis to drive decision-making related to physical management policy and procedures.
**Session #27**  
**South Room**

*Recognizing Anxieties: What You Can Do About It*

Dr. Lane Smith, Provo Canyon School

This session will examine two critical components: an enhanced understanding and insight regarding recognizing adolescent anxiety disorder and its prevalence as well as the importance and the use of Cognitive Behavioral Therapy (CBT) in treatment of anxiety disorders in adolescents.

**Session #28**  
**Center Room**

*Secondary Transition: Using What We Know to Improve What We Do*

Sue Walter, Transition Consultant, Illinois State Board of Education

In this session, participants will be provided with the most current information and resources from the Illinois State Board of Education related to secondary transition requirements and best practices. Participants will have the opportunity to check out the re-vamped resources and tools for Indicator 13 and have their questions answered. A new tool/resource will be introduced – The Transition Practices Cross Reference Tool, that provides practitioners with a user-friendly tool to find and explore evidence-based practices, tools/resources, and lesson plans organized by the major transition topic areas of student-focused planning, student development, family involvement, program structure and interagency collaboration.

**Session #29**  
**Lincoln Room**

*Educational Surrogate Parent Program and Collaboration Efforts*

Juana Burchell, Principal Consultant, Illinois State Board of Education  
Nancy Ewert and Mitchell Kremer, Northern Illinois University

This session will be lead by a panel representing ESPs, DCFS, NIU, SASED, and ISBE. The attendees will learn about the legal expectations regarding the need for special education students to have representation in their educational planning as well as the process and protocols to make a request and the collaborative efforts regarding meeting this goal. There will be time for the participants to post questions and concerns.

**Session #30**  
**Sheffield Room**

*VB-MAPP: A Comprehensive and Cost Effective Assessment Tool for Developing and Monitoring Goals and Objectives for Students with Significant Developmental Disabilities*

Tracy Dudek and Jennifer Russell, Trinity School

The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) is a helpful tool for assessing and monitoring skill development and challenging behaviors that hinder learning. The results also assist in identifying appropriate accommodations for the students. The assessment is broken down into three key areas: Milestones, Barriers to Learning and Transitioning (to LRE). This presentation will go through a description of the assessment and all three areas and will conclude with how to use the assessment to write IEP objectives and monitor progress.