



EASTCONN Psychological and  
Behavioral Consultation Services

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Best Practices In Supporting  
Special Populations:  
*Breaking Down Barriers  
To Learning*

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Full-Day Conference  
October 10, 2017 - 8:00am- 3:30pm

# Best Practices In Supporting Special Populations: Breaking Down Barriers To Learning

## WELCOME

Welcome to the EASTCONN Psychological & Behavioral Consultation Services first annual conference on supporting students with special needs. With several sessions across the day, speakers will present on topics including: trauma-informed supports, strategies for maximizing academic engagement and reducing disruptive behavior, overcoming challenges when implementing interventions, critical features of effective behavior support plans, supporting students with ASD in inclusion settings, special topics in neuropsychology, and many more.

TIME	TODAY'S AGENDA							
8:00-8:30	BREAKFAST							
8:30-9:00	<b>Keynote Speaker: Melissa Collier-Meek, PhD, BCBA</b> Assistant Professor, UMASS-Boston, Department of Counseling & School Psychology							
	<b>STRANDS: Choose sessions within or across strands throughout the day!</b>							
	1.	<b>Supporting Students Across Tiers: Current Topics Impacting Schools</b>	2.	<b>Improving Student Behavior: Expanding Your Toolbox of Strategies</b>	3.	<b>Instruction &amp; Intervention for Students with Autism Spectrum Disorder</b>	4.	<b>Neuropsychology of Dyslexia</b>
9:10-10:30	1A.	"The Intervention Isn't Working!": Assessing Implementation to Guide Next Steps	2A.	Increasing Engagement: Keeping Students On Task and Out of Trouble	3A.	Helping Students Get Unstuck: Improving Cognitive Flexibility in High Functioning Students with ASD		
10:40-12:00	1B.	Breaking Down Barriers to Implementing BIPs: A Roadmap to Success	2B.	Create a Ripple Effect: How Group Rewards Can Target Individual Students and Change Your Classroom Climate	3B.	A Picture is Worth a Thousand Words: Using a Variety of Visual Supports for Students with ASD		
12:00-12:30	LUNCH							
12:40-2:00	1C.	Trauma Informed Practices: Keys to Fostering Safe and Supportive School Environments	2C.	Beyond the Small Group: Maximizing the Impact of Social Skills Instruction	3C.	Getting Started with Discrete Trial Instruction	Neuropsychology of Dyslexia: Evidence-Based Assessment & Intervention	
2:10-3:30	1D.	Reframing the Top of the Triangle: Supporting Students in Alternative Settings	2D.	How to Make Rewards Actually Rewarding: Improving the Effectiveness of Reinforcement				
<b>ROOM LOCATION:</b>	<b>CEDAR</b>		<b>CHESTNUT</b>		<b>3A AND 3B OAK/ELM 3C BIRCH</b>		<b>OAK/ELM</b>	

KEYNOTE SPEAKER AND PRESENTERS

KEYNOTE SPEAKER:

**Melissa Collier-Meek, PhD, BCBA**

Assistant Professor, UMASS-Boston,  
Department of Counseling & School Psychology



Melissa A. Collier-Meek, PhD, is an assistant professor at the University of Massachusetts Boston, a Board Certified Behavior Analyst, and a licensed psychologist in Connecticut. Dr. Collier-Meek is the author of over 25 journal articles and book chapters and has made over 80 professional presentations. She has consulted with teachers, teams, and families to support intervention implementation and build multi-tiered systems of support to promote student behavioral and academic outcomes. Dr. Collier-Meek's research interests include implementation science, treatment integrity assessment, feasible promotion strategies, and consultation.

PRESENTERS:



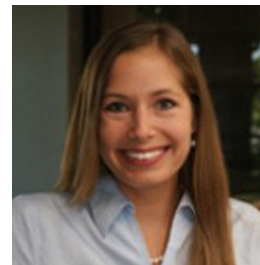
Ashley Boyle,  
MA



Chris Barclay, PhD



Erin Crosby, MA,  
BCBA



Jacquelyn Dubois,  
PhD



Erin Dunn, PhD



Rose Jaffery, PhD,  
BCBA-D



Melinda Judson,  
BSEd



Jessica Miglio,  
MSED, BCBA



Ravit Stein, PhD,  
BCBA-D



Eva Troyb, PhD

Sessions in this strand acquaint professionals with evolving issues that we face in our schools today. Participants attending these sessions will learn about challenges affecting students across tiers and gain practical skills in: developing and using treatment integrity assessment tools, proactively supporting intervention implementation and responding to resistance, effectively supporting students who have experienced trauma, and building meaningful alternative education programs for students with complex needs.

## Supporting Students Across Tiers: Current Topics Impacting Schools

9:10am-10:30am Strand 1A	10:40am-12:00pm Strand 1B	12:40am-2:00pm Strand 1C	2:10am-3:30pm Strand 1D
<p><b>“The Intervention Isn’t Working!”: Assessing Implementation to Guide Next Steps</b> Presenters: Ashley Boyle, MA Erin K. Dunn, PhD Ravit R. Stein, PhD, BCBA-D Mel Collier-Meek, PhD, BCBA</p> <p>Have you ever developed what seemed like the perfect intervention only to find that “it isn’t working?” Before you scrap the plan, take a look at how it’s being implemented. Participants attending this session will learn how to effectively develop and use a variety of treatment integrity assessment tools to guide next steps.</p>	<p><b>Breaking Down Barriers to Implementing BIPs: A Roadmap to Success</b> Presenters: Erin K. Dunn, PhD Ravit R. Stein, PhD, BCBA-D</p> <p>Comprehensive function-based behavior intervention plans (BIPs) are critical to improving problem behaviors, but a well-written BIP is only half the battle. This session will utilize the problem-solving model as a framework to respond to common statements of resistance and review proactive strategies that maximize effective implementation of interventions.</p>	<p><b>Trauma Informed Practices: Keys to Fostering Safe and Supportive School Environments</b> Presenters: Jacquelyn DuBois, PhD Christopher Barclay, PhD Erin K. Dunn, PhD</p> <p>With an estimated 64% of children exposed to trauma in the US, today’s schools are challenged to meet the unique needs of this large population. This session will review the prevalence and impact of trauma, and introduce best practices in trauma-informed school-based approaches, including fostering safety, consistency, empowerment, and empathy. Participants will construct a tool individualized to their school context to evaluate and identify next steps to fostering trauma-informed school environments.</p>	<p><b>Reframing the Top of the Triangle: Supporting Students in Alternative Settings</b> Presenters: Erin K. Dunn, PhD Ravit R. Stein, PhD, BCBA-D</p> <p>This session will describe the phases of planning/implementation required to effectively develop alternative programs housed <i>within public schools</i>. A case study will highlight how these specialized programs can exist as <i>part of the continuum</i> of behavioral supports in schools, as well as unique components of implementation, barriers, and lessons learned.</p>

Sessions in this strand take simple, practical strategies to the next level by reviewing ways to maximize effectiveness of tools and address common pitfalls. Topics include: supporting classrooms, where maximizing structure/engagement and integrating motivation systems can reduce off-task behavior to set the foundation for all students; tips for getting the most out of small group social skills instruction; and how to develop and tweak rewards to improve outcomes across students and settings.

## Improving Student Behavior: Expanding Your Toolbox of Strategies

9:10am-10:30am Strand 2A	10:40am-12:00pm Strand 2B	12:40pm-2:00pm Strand 2C	2:10pm-3:30pm Strand 2D
<p style="text-align: center;"><b>Increasing Engagement: Keeping Students On-Task and Out of Trouble</b></p> <p style="text-align: center;">Presenters: Erin Crosby, BCBA Jacquelyn DuBois, PhD</p> <p>Have you ever struggled to come up with new, creative ways to keep students engaged and focused? This session will equip attendees with practical and efficient strategies to access the student voice, while simultaneously decreasing disruptive behavior in the classroom and improving academic success. Strategies will focus on maximizing structure and predictability, incorporating cooperative learning activities, using technology to improve participation, and actively engaging students in observable ways.</p>	<p style="text-align: center;"><b>Create a Ripple Effect: How Group Rewards Can Target Individual Students and Change Your Classroom Climate</b></p> <p style="text-align: center;">Presenters: Ashley Boyle, MA Jacquelyn DuBois, PhD</p> <p>Implementing multiple individualized incentive programs can be time consuming and inefficient. What if there was a way to streamline these individualized systems, promote positive behavior from all students, and increase classroom climate and cooperation? In this session, participants will learn how to set up feasible group reward systems to strengthen the prosocial behavior and decrease the disruptive behavior of the entire class.</p>	<p style="text-align: center;"><b>Beyond the Small Group: Maximizing the Impact of Social Skills Instruction</b></p> <p style="text-align: center;">Presenters: Erin K. Dunn, PhD Rose Jaffery, PhD, BCBA-D</p> <p>Oftentimes in schools, the primary mechanism for social skills intervention is a small group led by a social worker, counselor, or school psychologist. While students learn important guidelines and principles within these groups, the newly acquired skills rarely generalize to the classroom. The purpose of this session is to familiarize implementers with evidence-based strategies that will increase the likelihood that students will take what they learn from their group sessions and apply it in the classroom and the broader school environment.</p>	<p style="text-align: center;"><b>How to Make Rewards Actually Rewarding: Improving the Effectiveness of Reinforcement</b></p> <p style="text-align: center;">Presenters: Christopher Barclay, PhD Rose Jaffery, PhD, BCBA-D</p> <p>Have the simple words “reinforce the behavior” or “provide rewards” in a behavior support plan ever left you hanging? Have you ever wanted more confidence in decisions regarding when, how often, and how much to deliver reinforcement? In this session, participants will learn the core principles behind the most effective reinforcement plans. Attendees will also be provided a practical tool for assessing how well a plan aligns to these principles.</p>

Sessions in this strand will present practical strategies to increase the effectiveness of instruction for students with ASD. Participants attending morning sessions will learn how to teach flexibility and use visual supports to decrease problem behavior and increase engagement. In the afternoon, an introductory workshop on Discrete Trial Instruction (DTI) will outline the steps for implementation and review the essential components of DTI lesson plans.

## Instruction & Intervention for Students with Autism Spectrum Disorders (ASD)

<p style="text-align: center;">9:10am-10:30am Strand 3A</p>	<p style="text-align: center;">10:40am-12:00pm Strand 3B</p>	<p style="text-align: center;">12:40pm-3:30pm Strand 3C</p>
<p style="text-align: center;"><b>Helping Students Get Unstuck: Improving Cognitive Flexibility in High Functioning Students with ASD</b></p> <p style="text-align: center;">Presenter: Eva Troyb, PhD</p> <p>Cognitive inflexibility is a common executive functioning weakness for high-functioning students with ASD and results in difficulty coping with disappointments, managing transitions, navigating disagreements, and adjusting to changes in daily routines. This session will present empirically validated interventions to teach flexibility in everyday situations. Case examples will be used to provide practice in implementing the strategies and considering how to generalize skills</p>	<p style="text-align: center;"><b>A Picture is Worth a Thousand Words: Using a Variety of Visual Supports for Students with ASD</b></p> <p style="text-align: center;">Presenters: Christopher Barclay, PhD Rose Jaffery, PhD, BCBA-D</p> <p>What do you hear yourself saying over and over? What do you hear students asking over and over? Give yourself a breather, maximize instructional time, increase structure and predictability in your setting, and support improved organization and achievement among all students by integrating visual supports! This session will provide a comprehensive overview of the plethora of visual supports that may be used to promote student independence and support practical application of strategies through case studies and group activities.</p>	<p style="text-align: center;"><b>Getting Started with Discrete Trial Instruction</b></p> <p style="text-align: center;">Presenters: Erin Crosby, BCBA Melinda Judson, BSEd Jessica Miglio, MEd, BCBA</p> <p>Students with ASD often have difficulty learning incidentally through their environment. This 3-hour workshop will aid special educators in getting started with supporting students with ASD through implementation of Discrete Trial Instruction (DTI). During this session, participants will gain basic knowledge and understanding of the steps for implementing DTI, materials to support implementation, and the essential components of a DTI lesson plan.</p>

## Neuropsychology of Dyslexia

12:40pm-3:30pm  
Strand 4

### **Neuropsychology of Dyslexia: Evidence-Based Assessment & Intervention**

Presenter: Eva Troyb, PhD

Students with reading difficulties have different learning needs and educators often struggle to select appropriate and individualized interventions.

This session will review current research on the neurological basis of reading difficulties and present differences between dyslexia and specific learning disorders in reading. Participants will gain knowledge and skills in assessment techniques to identify specific areas of weakness and will present evidence-based interventions to target each area.

Case examples will be used to practice how to assess reading skills and use assessment results to select appropriate interventions.

# Best Practices In Supporting Special Populations: Breaking Down Barriers To Learning

## CONFERENCE PLANNING TOOL

9:10am-10:30am

- 1A. "The Intervention Isn't Working!": Assessing Implementation to Guide Next Steps
- 2A. Increasing Engagement: Keeping Students On-Task and Out of Trouble
- 3A. Helping Students Get Unstuck: Improving Cognitive Flexibility in High Functioning ASD

### Big Ideas


Action Plan Items	Who	By When

Notes:



# Best Practices In Supporting Special Populations: Breaking Down Barriers To Learning

## CONFERENCE PLANNING TOOL

10:40am-12:00pm

- 1B. Breaking Down Barriers to Implementing BIPs: A Roadmap to Success
- 2B. Create a Ripple Effect: How Group Rewards Can Target Individual Students and Change Your Classroom Climate
- 3B. A Picture is Worth a Thousand Words: Using a Variety of Visual Supports for Students with ASD

### Big Ideas

Action Plan Items	Who	By When

Notes:

CONFERENCE PLANNING TOOL

2:10pm-3:30pm

- 1D. Reframing the Top of the Triangle: Supporting Students in Alternative Settings
- 2D. How to Make Rewards Actually Rewarding: Improving the Effectiveness of Reinforcement

Big Ideas

Action Plan Items

Who

By When

Action Plan Items	Who	By When

Notes:

CONFERENCE PLANNING TOOL

12:40-2pm (1C/2C) / 12:40-3:30 (3C/4)

- 1C. Trauma Informed Practices: Keys to Fostering Safe and Supportive School Environments
- 2C. Beyond the Small Group: Maximizing the Impact of Social Skills Instruction
- 3C. Getting Started with Discrete Trial Instruction
- 4. Neuropsychology of Dyslexia: Evidence-Based Assessment & Intervention

Big Ideas

Blank space for writing Big Ideas.

Action Plan Items	Who	By When

Notes:

# Thanks For Participating!

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For more information about our services  
and supports, please contact:

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Created in 1980 under Connecticut General Statute 10-66a, EASTCONN is a public, non-profit, regional educational service center. EASTCONN exists to provide high-quality, competitively priced educational and related services to 36 member Boards of Education and the 33 communities they serve in northeastern Connecticut. We are governed by a Board of Directors, who are members of locally elected Boards of Education. Our funding comes from the fees we charge for our services, supplemented by competitively awarded grants and contracts.

For more information about EASTCONN and its programs and services,  
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