Connecting Special Education Evaluation, Eligibility, and Services

May 2—May 3, 2013

Hilton Indianapolis North
8181 North Shadeland Avenue
Indianapolis, IN
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CONFERENCE AT A GLANCE

Thursday, May 2, 2013

7:30—8:30  Registration and Breakfast
8:30—9:15  Keynote Presentation
9:15—9:30  Break
9:30—11:30  Breakout Sessions
11:30—12:30  Lunch Buffet
12:30—3:45  Breakout Sessions

Friday, May 3, 2013

7:30—8:15  Registration and Breakfast
8:15—11:30  Breakout Sessions
11:30—12:30  Lunch Buffet
12:30—3:45  Breakout Sessions
KEYNOTE SESSION:

COLLABORATING TO INTEGRATE DATA AND INFORMATION FOR INDIVIDUALIZED PROGRAMMING AND SUCCESSFUL OUTCOMES:

ASD AS A CASE EXAMPLE

Gary Mesibov Ph.D.
Thursday, May 2nd
8:30 to 9:15 a.m.

This keynote session will discuss integrating information for the greatest overall impact, touching on how the diagnosis (e.g., ASD) and parents provide critical information to the collaborative process. In addition, the presentation will integrate how each team member, data source, and data component offers important information to the overall individualization of assessment and programming.

Dr. Mesibov is a distinguished psychologist and Professor Emeritus at the University of North Carolina where he spent 35 years on the faculty, the last 19 of which as Director of Division TEACCH - Treatment and Education of Autism and Related Communication Handicapped Children. Thousands of staff working with autistic students across the USA and 17 countries worldwide have been trained in the weeklong module that he developed. He also led the development of a comprehensive assessment tool for adolescents and adults in relation to independent living and employment. As well as teaching he was Editor of the Journal of Autism and Developmental Disorders for 10 years, is widely published and received many awards including in 1998 the American Psychological Association’s Distinguished Professional Contributions Award for Public Services, and in 2010 the Autism Society American Founders Award for Career substantive contributions to the field of Autism Spectrum Disorders. Professor Mesibov continues to lecture and train worldwide.
FEATURED SESSION:
ADHD AND OHI ELIGIBILITY UNDER THE IDEA: A LEGAL CHECKLIST FOR PRACTITIONERS

Perry Zirkel, Ph.D., J.D.
Thursday, May 2nd

This session will provide a systematic synthesis of the IDEA regulations, OSEP policy interpretations, and court decisions specific to child find and evaluation of students with ADHD in terms of OHI eligibility. The format will be a flowchart-like series of steps, with comprehensive and current footnoted support.

FEATURED SESSION:
ASSESSMENT, EVALUATION, & IDENTIFICATION OF ATTENTION DEFICIT HYPERACTIVITY DISORDER: STRATEGIES & TACTICS FOR USE IN SCHOOL SETTINGS

Gary Stoner, Ph.D.
Thursday, May 2nd & Friday, May 3rd

This workshop will focus on descriptions and details of assessment tools and evaluation processes for use in school settings, with students suspected of presenting with Attention Deficit Hyperactivity Disorder (ADHD). The presenter will describe and discuss the use of a systematic, “purpose-based” approach to assessment, including assessment for screening purposes, assessment for classification and diagnostic purposes, and assessment for intervention/program planning (including function based assessments) and evaluation.
FEATURED SESSION:
ASSESSMENT OF ADOLESCENTS AND ADULTS WITH ASD AND OTHER NEURODEVELOPMENTAL DISORDERS

Gary Mesibov, Ph.D.
Thursday, May 2nd

This presentation includes a brief information session followed by an interactive discussion format appropriate for a range of care providers interested in best practice assessment of older adolescents and adults.

FEATURED SESSION:
AVOIDING ERRORS IN EVALUATION AND ELIGIBILITY: LESSONS FROM CASE LAW

Mitchell Yell, Ph.D.
Thursday, May 2nd & Friday, May 3rd

Evaluation and eligibility decisions are frequently litigated areas in special education. When school district personnel make errors in either one or both areas it is likely that resulting individualized education program (IEP) may not provide a student with disabilities a free appropriate public education (FAPE). The purpose of this session is to (a) review the case law in evaluation and eligibility, (b) discuss the major errors in evaluation and eligibility that lead to litigation, and (c) present ways that school district personnel may avoid making such errors.
The American Association on Intellectual and Developmental Disabilities (AAIDD) published its most recent terminology, definition, and classification manual in 2010. In this presentation the Association's constitutive and operational definitions will be discussed, along with best practices for psychologists involved in diagnosis. Additionally, the AAIDD's emphasis on support needs assessment and planning will be discussed. Justifications underlying this approach will be presented along with new psychometric tools that have been developed to measure the intensity of the support needs of children and adults.

This session will provide the most recent information on the use of Response to Intervention (RTI) for eligibility decision making. Strengths and weaknesses of using RTI, more traditional models, or combinations of the two will be discussed. Following the session, participants will leave with a better understanding of their options with respect to the use of RTI for eligibility decision making.
FEATURED SESSION:

EVIDENCE-BASED PRACTICES FOR STUDENTS WITH EBD

Timothy Landrum, Ph.D.
Thursday, May 2nd & Friday, May 3rd

In this session we will discuss several strategies or interventions that have strong research support in improving academic and behavioral outcomes for students with emotional and behavioral disorders (EBD). We emphasize that teachers need not focus on “interventions for EBD,” but rather on interventions that target the classic problems that most students with EBD display: disruption, noncompliance and inattention. Specific strategies covered will include differential reinforcement, behavioral momentum, precision requests, and choice and preferred activities.

FEATURED SESSION:

GETTING THE MOST FROM YOUR DATA: INTERPRETING AND USING PROGRESS MONITORING DATA

Erica Lembke, Ph.D.
Friday, May 3rd

This session will provide an overview of best practices in data based decision making. Participants will learn more about how to make instructional decisions using their progress monitoring data. Case studies will be utilized to illustrate hypothetical decision making opportunities. Participants will be provided with an outline of a potential routine to use for decision making at data team meetings and will practice the use of this routine.
FEATURED SESSION:
IDENTIFYING INTELLECTUAL DISABILITY IN THE ERA OF RTI, MULTIPLE INTELLIGENCES, AND DISPROPORIONALITY

Randy G. Floyd, Ph.D.
Friday, May 3rd

This presentation will address state- and national-level criteria for identifying intellectual disability in children and adolescents and highlight nondiscriminatory intellectual assessment methods. The presentation will place such assessment methods in the context of RTI and the increased use of academic screening and progress monitoring assessments in school settings. It will also address how intelligence tests that measure multiple intelligences and produce numerous scores representing these intelligence should be considered in this context.

FEATURED SESSION:
ISSUES IN IDENTIFICATION, EVALUATION, & ELIGIBILITY IN THE CATEGORY OF EBD: WHO HAS EMOTIONAL AND BEHAVIORAL DISORDERS?

Timothy Landrum, Ph.D.
Thursday, May 2nd & Friday, May 3rd

The professional consensus in special education is that schools do not identify all students who probably have emotional and behavioral disorders (EBD). But who is found eligible under this disability category? In this session we discuss the dilemmas educators face in determining eligibility for special education in the category of (EBD). We consider (a) overlap with other disabilities; (b) whether schools are identifying the “right” students as having EBD, (c) problems of over- and under-identification (the concept of false positives and false negatives), and (d) the influence of cultural factors on evaluation and identification decisions.
Gary Stoner, Ph.D.
Thursday, May 2nd & Friday, May 3rd

FEATURED SESSION:
SCHOOL- & CLASSROOM-BASED INTERVENTIONS TO SUPPORT CHILDREN & ADOLESCENTS WITH ADHD: ESTABLISHED, INNOVATIVE & PROMISING APPROACHES

This workshop will focus on descriptions and details of academic and behavioral interventions and supports designed to promote school success for students with Attention Deficit Hyperactivity Disorder. Emphasis will be placed on the need to balance proactive (prevention-oriented) strategies with reactive (intervention-oriented) strategies, and to balance academic and behavioral strategies. This information will be presented and discussed in the context of Response-to-Intervention based educational service delivery, including discussions of individual-oriented interventions along with group-oriented ones.

Rebecca Zumeta, Ph.D.
Thursday, May 2nd

FEATURED SESSION:
USING DATA-BASED INDIVIDUALIZATION TO PROVIDE INTENSIVE INTERVENTION: IMPROVING OUTCOMES FOR STUDENTS WITH THE MOST SIGNIFICANT AND PERSISTENT NEEDS

In this session, participants will learn the rationale and urgent need for individualized, intensive (e.g., Tier 3, tertiary) intervention, and its relationship to multi-tiered systems of support frameworks and special education. They will also receive an overview of the National Center on Intensive Intervention’s (NCII’s) approach to providing intensive intervention to students with the most significant and persistent academic and behavior needs. The approach, known as Data-Based Individualization (DBI), will be illustrated using case examples in both academics and behavior.
The present levels of academic achievement and functional performance statements are the foundation of a student's IEP. Due process hearings and court cases have often held if there are errors in this section of the individualized education program (IEP), nothing that follows (e.g., goals, services) will be correct either. Thus writing accurate and meaningful present levels statements is absolutely essential to developing an educationally meaningful and legally correct IEP. In this presentation I will (a) review the most common errors in writing present levels statements, (b) discuss how such errors may be avoided, and (c) present a format for ensuring that present levels statements are educationally meaningful and legally correct.

The Indiana Association of School Psychologists (IASP) is co-sponsoring this conference and will be providing NASP-approved CPDs for school psychologists wishing to receive this credit for each session attended. Attendees must sign in and out of each attended session and provide completed feedback forms by the end of conference to receive credit. Certificates will be sent to participants after the conference. IASP is approved by the National Association of School Psychologists to offer professional development for school psychologists. IASP maintains responsibility for the program.
ACCURATE AND COMPLETE DOE-EV DATA FOR INDICATORS 11 AND 12: TIPS AND COMMON ERRORS

Presenter: Leah Nellis & Andrea Lakin
Description: This session will provide an overview of the DOE-EV report template and codes used for Indicator 11 (Timely Evaluation) and Indicator 12 (First Steps Transition). Resources and tips to promote accurate and complete data submission will be presented and discussed.

BEHAVIOR MAPPING: A COLLABORATIVE PROCESS FOR UNDERSTANDING PROBLEM BEHAVIOR

Presenter: Scott Carson
Description: This session will demonstrate how to create a visual map of student problem behavior using a collaborative team process which includes the parents, administrators, teachers, and other staff. The focus of the Behavioral Mapping is to reach a level of understanding of the student’s motivations for problem behaviors. The Behavior Mapping process is firmly grounded in behavioral theory yet allows for inclusion of medical, familial, and cognitive information that guides the team towards understanding the student and generating a behavioral intervention plan.

CONSIDERATIONS AND STRATEGIES ABOUT STATEWIDE ASSESSMENT PARTICIPATION AND ACCOMMODATIONS

Presenters: Leah Nellis, Jolly Piersall, & Michele Walker
Description: This session will provide an update on statewide assessment options for students with disabilities. Considerations and resources for discussing testing options and use of accommodations within CCC meetings will also be discussed.

CONSISTENCY IN ELIGIBILITY DECISIONS AT THE LOCAL LEVEL: WHY IT IS IMPORTANT AND HOW WE GET THERE

Presenter: Leah Nellis
Description: This session will discuss the importance of consistency in evaluation procedures and eligibility determination at the district or cooperative level. Benefits of and strategies for creating procedures, eligibility criteria, and practices to promote consistency will be reviewed.

DEVELOPING A COMPLIANT IEP WITH ATTENTION TO FBA AND BIPS

Presenters: Alisa Stovall, Monica Conrad
Description: This session will review the requirements of Article 7 and its application to special education practices and IEP development with special attention to functional behavior assessment (FBA) and behavior intervention plans (BIP). Additionally, the session will focus on the critical documentation within the Indiana IEP.

DISCIPLINARY SYSTEM INNOVATION: THE COMPREHENSIVE PRACTICE OF CULTURALLY RESPONSIVE DISCIPLINE

Presenter: M. Karega Rausch
Description: Culturally responsive school disciplinary systems are central in ensuring all students are able to benefit from the instructional and pedagogical efforts educators make. Oftentimes, however, the necessary knowledge, skills, and dispositions of culturally responsive
practice in discipline, particularly for challenging behaviors, is not described well. Participants can expect to leave this session with a strong grounding of why culturally responsive disciplinary systems are important, how such practices look in practice, and concrete suggestions for systems change in schools and districts.

FBA & BIP: PRACTICAL STRATEGIES FOR SCHOOL PERSONNEL

Presenters: Tiffany Neal & Naomi Swiezy
Description: Interactive workshop designed to highlight the role of assessment in determining the function of behavior and in designing effective behavior intervention plans. Participants will engage in activities that will assist understanding of the impact of the FBA on treatment planning and the multiple components integral to successful behavior intervention plans.

FROM DATA TO DECISIONS: THINKING ABOUT STUDENT NEEDS

Presenter: Charone Lesher
Description: This session will focus on using student data to make decisions. Participants will learn effective ways of using data to drive goals, make changes in student programming, and provide needed support for dismissal.

INITIAL FRUSTRATION: ACCESSING THE INDIANA IEP ASSESSMENT PROCESS

Presenters: Barbara Butcher & Matthew Johnson
Description: Conducting an initial evaluation and accurately recording the data into the Indiana IEP program can be confusing. This session will focus on each step of the assessment process and how the correlating components fit into the IEP system. Common problem areas and inputting more complex information will also be addressed.

IT’S TIME TO TEACH, BUT WHERE DO I START? USING INFORMAL ASSESSMENT TO GUIDE INSTRUCTION

Presenters: Anne Fletcher & Megan Carter
Description: This session will focus on informal assessment used as a planning tool for educational programming; everyday curricular materials are presented as a means to determine emerging skills ready for intervention as well as student learning styles that will impact performance. The presentation will include group discussion, video examples, and hands-on practice.

STRATEGIES AND TECHNIQUES FOR EFFECTIVELY TRAINING SCHOOL STAFF: A LOCAL PERSPECTIVE

Session Facilitator: Ginger Miller
Panel Members: Kurt Krodel, Principal, Warrick County School Corporation; Lisa Sharp, General Education Teacher, Warrick County School Corporation; Lori Schmidt, Autism Consultant, Evansville School Corporation; Lori Carmichael-Howell, Special Education Coordinator, Franklin Township Community School Corporation; Nancy Zimmerman, Supervisor, Southside Special Services of Marion County
Description: This panel of Indiana education professionals will share strategies and techniques for effectively training school staff. Discussion will include professional development approaches for teachers, school psychologists, and speech and language pathologists (SLPs). Topics discussed will include how to develop and effectively carry out professional development plans, integrating
technology to enhance professional development, 
addressing professional development barriers, and 
positive outcomes and data resulting from effectively training school staff.

20– AND 50– DAY INITIAL EVALUATIONS: 
COMPLETING THEM ON TIME AND IN COMPLIANCE

**Presenters:** Shelly Mabee & Angela McKinney

**Description:** This session will discuss resources and strategies for completing initial educational evaluations in a manner that is Article 7 compliant and timely. Considerations for conducting evaluations that are tailored to the specific needs of the student and producing meaningful results will also be discussed.
**Barbara Butcher, M.A.**
Barbara Butcher has been a paraprofessional, teacher, and athletic director before serving as a school psychologist for twenty-two years. She also served as the Conflict Resolution Coordinator, specializing in presentations on bullying to schools and parents. She has written for many state and local publications, often combining humor with her unique perspective. She is currently working with the Indiana Department of Special Education as a Compliance Site Manager.

**Scott D. Carson, Ph.D., NCSP**
Scott D. Carson is a School Psychologist and Behavior Specialist for the Rise Learning Center. He was previously the School Psychology Department Chair and Behavior Specialist for Franklin Township Community Schools, where he completed around 150 Behavior Mappings for students with problem behaviors. Scott worked for 18 years in a private residential facility as the Clinical Director and 4 years prior in a state developmental facility as a Behavior Clinician.

Scott’s doctoral research at Indiana University was on the effectiveness and acceptability of the Behavior Mapping process. He also holds a Master’s Degree from Purdue University in Rehabilitation Psychology.

**Megan Carter, M.A.**
Prior to joining HANDS in Autism as a Special Education Specialist in 2010, Megan received a Bachelor of Arts in Special Education from Ball State University (BSU) with a major in Intense Interventions and a minor in Mild Interventions. She also received her Master’s degree from BSU in Applied Behavior Analysis. Megan’s experience comes from students with moderate to severe disabilities in a secondary classroom. She has also served as a Transition Coordinator, during which she was responsible for placing students with disabilities at job sites in the community. [www.handsinautism.org](http://www.handsinautism.org)

**Monica Conrad, J.D.**
Monica J. Conrad is a partner in the Education Law Group. Her practice is devoted to school law and representation of schools throughout the State of Indiana. Prior to entering the practice of law, Ms. Conrad was licensed in Indiana as a director of special education and as a teacher for all grades for the mildly mentally disabled, emotionally disabled and learning disabled. During her legal career, Ms. Conrad has represented schools in matters of special education, labor arbitration, unfair labor practices and civil rights. She is admitted to the Indiana and Illinois State Bar Associations. She has been admitted to the United States District Court, Northern Districts of Indiana and Illinois, Southern District of Indiana, and the United States Court of Appeals, Seventh Circuit and has represented schools in each of these venues.

**Anne Fletcher, M.S.**
Anne Fletcher graduated from Indiana University - Bloomington with a Bachelor’s degree in Elementary Education, including Kindergarten. After spending a year as a paraprofessional for students with autism, Anne attended Butler University where she added Mild Interventions to her teaching license and continued on to receive her M.S. in Special Education. During this time, she became the teacher of a self-contained, K-3
Anne received her undergraduate degree from the University of Indianapolis in Elementary Education and Special Education. She earned her master’s degree in Special Education from Butler University and Director of Special Education licensure coursework through Indiana University. She had 14 years of experience as a special education teacher before joining the Indiana Department of Education as the Least Restrictive Environment team leader. Her position consists of monitoring school districts across the state for compliance and the project lead for the Indiana IEP program.

Timothy J. Landrum, Ph.D.
Dr. Tim Landrum is an associate professor and Chair of the Department of Special Education at the University of Louisville. He has authored more than 70 publications and presented more than 100 conference presentations and workshops in special education, focusing on such issues as emotional and behavioral disorders (EBD), classroom and behavior management, and the identification and implementation of evidence-based practices. He is co-author (with James M. Kauffman) of the leading textbook on the characteristics of children and youth with EBD. His recent publication in KAPPAN reflects his general approach to the management of difficult behavior; it is entitled “Classroom Misbehavior is Predictable and Preventable.”

Erica Lembke, Ph.D.
Dr. Erica Lembke is an associate professor in the Department of Special Education at the University of Missouri, a trainer for the National Center on Intensive Intervention, and president-elect for the national board of the Division for Learning Disabilities. Dr. Lembke has numerous publications in peer-reviewed outlets on the topics of Curriculum-Based Measurement and Response to Intervention, including a recently co-authored book on Tier 2 Interventions. She has presented over 150 national/international and state presentations on these topics. Her research interests include
designing and implementing Curriculum-Based Measures in elementary and secondary grades and developing strategies to improve elementary students’ academic performance. She has served as Co-PI on a federally funded Goal 5 IES grant, as well as garnering several smaller subcontracts and institutional grants. Prior to her graduate work, including receiving her PhD from the University of Minnesota, Erica was an elementary special education teacher, working with students with learning disabilities and mild mental retardation. Dr. Lembke has served as a researcher, teacher, consultant, and faculty member for 19 years in the area of special education.

**Charone Lesher, M.A.**
Charone has been a Speech/Language Pathologist for 32 years. She has experience in a variety of educational settings which include Eastern Howard School Corporation and Northwest Indiana Special Education Cooperative. For about 15 years, she was employed in a child/adolescent psychiatric and an acute-care medical setting at Community Hospital North in Indianapolis until returning to a school setting at Carmel Clay Schools in 1997. At Carmel, she began as a SLP with students from preschool to 5th grade having Speech Impairment, Language Impairment, Cognitive Disabilities, Specific Learning Disability and Autism Spectrum Disorder. For the past four years, her position as Special Services Coordinator for Carmel Clay Schools enabled her to engage in compliance activities, provide professional development, serve as PAR for case conferences, collaborate with nonpublic schools, and coordinate assistive technology. Currently, she is the Early Childhood Coordinator with duties focused on administration of district preschool programs.

**Shelly Mabee, M.Ed.**
Shelly Mabee is a Project Coordinator for the Effective Evaluation Resource Center. Her background has included practicing school psychology for nineteen years with students ranging from preschool to adults in the Warsaw Community Schools, North Berwyn Schools, and DePaul University. She has specialized in Response to Intervention, assessment of EL students, and PBIS. In addition, to working at EERC, she is the current President of the Indiana Association of School Psychologists.

**Angela McKinney, Ph.D.**
Angela McKinney, Ph.D., is a project coordinator for the Effective Evaluation Resource Center (EERC), part of the Indiana Resource Network funded by the Indiana Department of Education. The EERC provides technical assistance and professional development to schools and districts on topics such as intervention, special education referral and evaluation, eligibility determination, and placement. Dr. McKinney previously worked as a school psychologist in Nebraska, North Carolina, and Indiana and as an assistant director of special education.

**Gary Mesibov, Ph.D.**
Gary is a distinguished psychologist and Professor Emeritus at the University of North Carolina where he spent 35 years on the faculty, the last 19 of which as Director of Division TEACCH- Treatment and Education of Autism and related Communication Handicapped Children. Thousands of staff working with autistic students across the USA and 17 countries worldwide have been trained in the weeklong module that he developed. He also led the development of a comprehensive assessment tool for
adolescents and adults in relation to independent living and employment. As well as teaching he was Editor of the Journal of Autism and Developmental Disorders for 10 years, is widely published and received many awards including in 1998 the American Psychological Association’s Distinguished Professional Contributions Award for Public Services, and in 2010 the Autism Society American Founders Award for Career substantive contributions to the field of Autism Spectrum Disorders. Professor Mesibov continues to lecture and train worldwide.

**Ginger Miller, Ph.D.**

Ginger Miller was a special education teacher in Pike Township. She also taught courses at IU Bloomington, IUPUI, Butler, and the University of Oregon. She worked as a school-wide reading program coordinator and coach, as well as a Positive Behavior Interventions and Supports interventionist for Eugene, Tigard, and Tualatin, Oregon schools. For the past six years, Ginger has worked on educational grants with the Blumberg Center. Ginger currently works as a project coordinator for the Effective Evaluation Resource Center.

**Tiffany Neal, Ed.S.**

Tiffany received her M.A. and Ed.S. in School Psychology from Ball State University. Prior to joining the HANDS in Autism program in 2011 as a school psychologist specialist, Tiffany worked as a school psychologist and autism team leader within a public school corporation and special education cooperative. In addition to her role as a school psychologist, she was actively involved in both academic and behavioral assessment and intervention as well as Response to Instruction (RtI) across educational settings from preschool through high school. She has provided school-based trainings related to functional behavioral assessments (FBAs), behavioral interventions, observational methods, data collection, common childhood diagnoses, autism spectrum disorders and Response to Instruction (RtI). [www.handsinautism.org](http://www.handsinautism.org)

**Leah Nellis, Ph.D.**

Leah Nellis, Ph.D., NCSP, directs the Effective Evaluation Resource Center (EERC), part of the Indiana Resource Network, funded by the Indiana Department of Education. The EERC provides technical assistance and professional development to schools and districts on topics such as intervention, special education referral and evaluation, eligibility determination and placement. Dr. Nellis is an Associate Professor of School Psychology in the Department of Communication Disorders, Counseling, School, and Educational Psychology at Indiana State University. Dr. Nellis has previously directed many state-funded projects and worked as a school psychologist, an early childhood special education coordinator, and school psychology graduate educator in Indiana, Kentucky and Arizona. Dr. Nellis is the author of book chapters and research articles on topics including specific learning disabilities, collaboration, teaming, professional development and effective professional practices.

**Karega Rausch, M.Ed.**

M. Karega Rausch is a Research Associate with the Equity Project at Indiana University. As a member of the leadership team, Rausch is responsible for strategic planning, meeting organizational goals including the Project’s research, practice, and dissemination goals, ensuring each initiative exceeds project goals, outcomes, and
deliverables, and attending to the long-term viability of the Project. Prior to joining the Equity Project, Rausch was the Indianapolis Director of Stand for Children, a national educational advocacy non-profit, and served as the education director on the senior staff of two Indianapolis Mayors.

Rausch has earned a master’s degree in education and is currently completing his doctorate at Indiana University, has earned a bachelor’s degree in psychology from DePauw University, and has been a teacher of high school social studies. As an unwavering advocate for educational equity and underserved children, Rausch’s professional experiences and research projects have been focused on how to create and reform schools to ensure all students are served exceptionally well.

Gary Stoner, Ph.D.
Gary Stoner, Ph.D., is a Professor in the Department of Psychology at the University of Rhode Island, where he serves as the Director of the graduate programs in School Psychology. Dr. Stoner completed his B.A. in psychology at Kent State University (1979) and his Ph.D. in Psychology (School Psychology emphasis) at the University of Rhode Island (1986). Subsequent to his doctoral work he completed post-doctoral fellowships in applied behavior analysis, developmental disabilities, and pediatric psychology at the Johns Hopkins University School of Medicine—Kennedy Institute for Handicapped Children, and at the University of Massachusetts Amherst, respectively.

Dr. Stoner’s professional interests are focused on prevention and intervention with achievement and behavior problems, early school success, parent and teacher support, and professional issues in school psychology. He is the co-author (with George J. DuPaul) of the book ADHD in the Schools: Assessment and Intervention Strategies (3rd Edition now in preparation; Guilford Press) which has been translated into Japanese, Korean, Portuguese, and Italian languages. He served as co-editor (with Mark R. Shinn and Hill M. Walker) of the first two editions of Interventions for Achievement and Behavior Problems (published by the National Association of School Psychologists). Prior to returning to the University of Rhode Island in 2007, Dr. Stoner served on the faculty of the school psychology programs at the University of Oregon (1987 to 1996) and the University of Massachusetts Amherst (1996-2007).

Dr. Stoner is a Fellow of the American Psychological Association, a past-president of Division 16 (School Psychology) of APA, and a member of the Society for the Study of School Psychology. From 2007 to 2009 he served as the Chair of the American Psychological Association’s Inter-Divisional Coalition for Psychology in Schools and Education. He currently is serving a 3-year term as a member of the APA Commission on Accreditation.

Alisa Stovall, M.A.
Alia Stovall is a Consultant with the Indiana IEP Resource Center. In her 27th year as an educator, Alisa has taught at all grade levels. Her experiences include teaching students with emotional and behavioral needs, Lead Teacher at a high school alternative education program, an assistant principal at a junior-senior high school, and a district supervisor of special education services. Alisa has a B.A., in Psychology and an M.A., in Educational Management of Chronically Ill Children and Adolescents from the University
Naomi B. Swiezy, Ph.D., HSPP
Dr. Swiezy joined the faculty at Indiana University School of Medicine in 1998 and specializes in Applied Behavior Analysis, caregiver training, and the behavioral assessment and treatment of autism spectrum and other neurodevelopmental disorders. She was named the Alan H. Cohen Family Scholar of Psychiatry in July, 2007 and is an Associate Professor of Clinical Psychology in Clinical Psychiatry. Dr. Swiezy functions as the Program Director of the Christian Sarkine Autism Treatment Center at Riley Hospital for Children and provides consultation in clinic as well as in the community through home intervention and school contracts and collaborations. In 2004, Dr. Swiezy developed and directs what is now the HANDS in Autism Interdisciplinary Training and Resource Center at the Indiana University School of Medicine. This program was originally funded to develop an intensive and hands-on coaching and training model for staff and professionals working in educational environments with individuals across the autism spectrum with emphasis on bridging information and resources across systems, disciplines and communities. This project has evolved into the present day curriculum that serves as the basis of a wide variety of live and online training and resource opportunities for school-based professionals as well as for families, medical providers and other community-based consumers. Foundational support for the program was provided by the Centers for Disease Control and Prevention and primary ongoing support has been provided by the Indiana Department of Education (IDOE), IU Health, as well as with added philanthropic support. Dr. Swiezy has served as a board member and committee member to a number of hospital and community organizations. She is an editorial board member of the peer-reviewed journal, Research in Autism Spectrum Disorders. She has served on multiple review committees for the NIH. Dr. Swiezy presents and publishes widely in the area of autism and caregiver training. Research efforts include serving as the primary investigator for an NIH-funded multisite study to evaluate the effects of a manualized parent training program as well as program evaluation of HANDS in Autism. HANDS provides training, resources, networking and programming across the state of Indiana in order to facilitate bridging and shared efforts across systems to develop the growth of local capacity and sustainability in communities across the state of Indiana and beyond.

James Thompson, Ph.D.
Dr. James Thompson is a Professor in the Department of Special Education at Illinois State University. He served on the AAIDD’s Ad Hoc Committee on Terminology and Classification that authored the 2010 AAIDD terminology, definition, and classification manual. He is lead author of the Supports Intensity Scale – Adult Version and Supports Intensity Scale – Children’s Version, the first norm-referenced, standardized assessments of support need intensity. Dr. Thompson is currently serving as the President-Elect of the AAIDD.

Michele Walker, Ed.D.
Michele Walker is the Director of Student Assessment at the Indiana Department of Education, a position she has held since July of 2006. A former English and math
teacher, mathematics department chair, and central office administrator, Michele has a passion for assessment literacy. She works with principals, teachers, counselors, and parents to analyze and interpret assessment data, and she provides professional development in many aspects of assessment, including student achievement, accountability, data warehousing, and the use of assessment results to improve instruction.

**Mitchell Yell, Ph.D.**

Dr. Yell is the Fred and Francis Lester Palmetto Chair in Teacher Education and a professor in special education in the College of Education at the University of South Carolina in Columbia. Prior to coming to the University of South Carolina, he was a special education teacher in Minnesota for 16 years. During this time he taught in elementary, middle, and secondary classrooms for students with mild cognitive disabilities, learning disabilities, emotional and behavioral disorders and autism.

His professional interests include special education law, developing educationally meaningful and legally sound IEPs, evidence-based interventions for children and youth with disabilities, school-wide positive behavior support and progress monitoring. He has published over 100 articles, three textbooks, and twelve book chapters; and has conducted numerous workshops on many aspects of special education law and the education of students with mild disabilities.

**Perry A. Zirkel, Ph.D., J.D.**

Perry A. Zirkel is university professor of education and law at Lehigh University, where he formerly was dean of the College of Education and more recently held the Iacocca Chair in Education for its five-year term. He has a Ph.D. in Educational Administration and a J.D. from the University of Connecticut, and a Master of Laws degree from Yale University. He has written more than 1,350 publications on various aspects of school law, with an emphasis on legal issues in special education. He writes a regular column for *Principal* magazine and did so previously for *Phi Delta Kappan* and *Teaching Exceptional Children*. Past president of the Education Law Association and co-chair of the Pennsylvania special education appeals panel from 1990 to 2007, he is the author of the CEC monograph *The Legal Meaning of Specific Learning Disability*; the recently published books, *A Digest of Supreme Court Decisions Affecting Education and Student Teaching and the Law*; and the two-volume reference *Section 504, the ADA and the Schools*, now in its third edition. He recently received Research into Practice Award from the American Educational Research Association (AERA) and the Excellence in Research Award from AERA’s Division A (Administration, Organization & Leadership).

**Rebecca Zumeta, Ph.D.**

Dr. Rebecca Zumeta is a Senior Research Analyst at the American Institutes for Research (AIR) in Washington, D.C. She has over 10 years of experience working in general and special education across school, university, and government settings. She currently coordinates Technical Assistance and Product Development for AIR’s National Center on Intensive Intervention (NCII), and formerly did so for the National Center on Response to Intervention (RTI). Prior to AIR, she worked for the Washington State Department of Special Education providing technical assistance to build state and local capacity to implement RTI, and she helped redesign the state’s alternate assessment. She has also worked on randomized controlled trials of mathematics interventions at Vanderbilt University, and has co-authored several papers and a book chapter on RTI, mathematics
intervention, and curriculum-based measurement (CBM). She chairs the Professional Development Standards and Ethics Committee of the Council for Exceptional Children’s (CEC) Division for Learning Disabilities, is a member of CEC’s Division for Research, and taught special education in public and private lab schools in the Seattle area. She earned a Ph.D. in Special Education from Vanderbilt University, an M.Ed. in Special Education from the University of Washington, and a B.A. in Psychology and Politics from Whitman College.
Participants are encouraged to register early in order to ensure there will be enough space in their preferred sessions. Registration fee includes breakfast and lunch. The registration deadline is April 24, 2013.

**PAYMENT:**

Payment must accompany the registration form. Checks and purchase orders are acceptable forms of payment. Sorry, we do not accept credit cards.

Please make checks or purchase orders payable to Indiana State University (Fed ID# 35-6001670.)

- **Purchase Orders:**
  - Fax purchase order along with completed 2-page registration form to (812) 237-8089.

- **Checks:**
  - Mail check along with completed 2-page registration form to:
    - EERC
    - Blumberg Center
    - ISU, Bayh College of Education
    - 401 North 7th St
    - Terre Haute, IN 47809

All registrants will receive a registration confirmation.
PERSONAL INFORMATION

Full Name: _________________________________________

School Corporation: ______________________________________

Street Address: _________________________________________

City: ________________ State: _____ Zip: __________

Work Phone: _________________________________________

Home Phone: _________________________________________

Email Address: _________________________________________

OTHER INFORMATION

Title (Please check one):

_____ Special Educator

_____ Special Ed Administrator

_____ General Educator

_____ School Administrator

_____ Family Member

_____ Student

_____ Other (Specify): _________________________

Do you have any special needs that require accommodations? (Must be requested by April 24, 2013.) Please specify.

________________________

Please initial the following statement:

_______ I understand that conference sessions will be videotaped. Alternate seating will be available for participants that choose not to be videotaped.

REGISTRATION FEES (check one)

_______ Thursday only ($90)

_______ Friday only ($90)

_______ Both Thurs/Fri. ($150)

Registration Deadline—April 24, 2013

Need Lodging?

A block of rooms has been reserved at the Hilton Indianapolis North for the nights of May 1 & 2, 2013. To make your reservation, call 317-849-6668 or 1-800-HILTONS by April 15, 2013. Be sure to give the group name of R2P-BLUMBERG to receive the conference rate of $89 per night (plus tax). All reservations must be guaranteed with a major credit card.

CANCELLATION POLICY:

Requests for registration cancellation must be received in writing no later than April 24, 2013, in order to receive a refund.

Questions?

Contact Marlene Lu at the Effective Evaluation Resource Center.

Phone 812-237-2830
Fax: 812-237-8089
Email: Marlene.Lu@indstate.edu

SEE NEXT PAGE
Session Interest Form—Select as many as you like.

Place a check beside each session that you are interested in attending at the conference. You will be able to self-select sessions at the conference, but this will allow us to schedule repeated sessions for those that will likely have a high number of attendees.

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