

# SYMPOSIUM **2001:** **Our Children's Odyssey**

Hyatt Regency Crown Center  
Kansas City, Missouri

February 22-24, 2001

*CCBD-Endorsed  
Regional Activity*

## WELCOME

Welcome to the nineteenth annual Midwest Symposium for Leadership in Behavior Disorders. Universities and state agencies in Kansas, Nebraska, Iowa, and Missouri have once again joined in planning a forum to examine many of the important issues facing teachers of students with behavior disorders as we enter the new millennium. Again this year we are offering a strand in autism. We hope that you will gain new insights, establish professional contacts, and obtain new perspectives to help meet the educational challenge of children and youth with behavior disorders.

*--No part of the program may be videotaped --*

### PLANNING COMMITTEE

John Maag, University of Nebraska-Lincoln  
Lonny Morrow, Truman State University  
Dale P. Blesz, Truman State University  
Karen Ramos, KAPS, Topeka, KS  
Antonis Katsiyannis, Clemson University  
Perry Hilvitz, North Kansas City School District  
Diana Rogers-Adkinson, University of Wisconsin, Whitewater  
Reece Peterson, University of Nebraska-Lincoln  
Mike Pullis, University of Missouri-Columbia  
Jane Rhys, KS Council on Dev. Disabilities, Topeka  
Ron Schmidt, Shawnee Mission Schools  
Paris DePaepe, Southwest Missouri State  
Mary Albers, Grandview School District  
Linda Garrison-Kane, Southwest Missouri State  
Mary Beth Noll, St. Cloud State Univ.  
Michael Kallam, Pittsburg State University  
Rick Lindskog, Pittsburg State University  
Rich Simpson, University of Kansas Medical Center  
Carl Smith, Drake University  
Bob Reid, University of Nebraska-Lincoln  
Bob Zabel, Kansas State University  
Sharon Maroney, Western Illinois University  
Tom Thompson, Rainbow Mental Health Facility  
Tim Lewis, University of Missouri-Columbia  
Maura Linas, CAJE, Overland Park, KS  
Sharon Huntze, University of Missouri-Columbia  
Deborah Bailey, Assoc. Colleges of Central Kansas  
Adria Bace, Nebraska Department of Education

Kimber Callicott, Missouri Western State College  
Marilyn Kaff, Kansas State University  
Peter Kelly, Truman State University  
Suana Wessendorf Knau, Iowa Department of Education  
Kris Meloy, St. Thomas University  
Sheri Overton, University of Oklahoma  
Beth Randall, Lindsborg, KS  
Theresa A. Ochoa, University of Indiana  
Deborah Griswold, University of Kansas  
Lisa Adams, University of Kansas  
Jeni Ganz, University of Kansas  
Kaye Otten, University of Kansas  
Sara Sibilsky, University of Kansas

Kirsten McBride, Conference Coordinator

Midwest Symposium for Leadership in Behavior Disorders  
P.O. Box 40001, Overland Park, KS 66204  
913/492-8755  
<http://www.mslbd.org>

**THURSDAY, FEBRUARY 22**

**7:30a.m.-5:00p.m. Registration/Information Desk Open CHICAGO Foyer**

**9:00a.m.-4:00p.m. PRESYMPOSIUM WORKSHOPS**  
12:00noon - 1:00 p.m. (approximately) LUNCH (on your own)

**11:30a.m.- 5:00p.m. Exhibits ATLANTA/NEW YORK/SAN FRANCISCO Foyer**

**ALL-DAY WORKSHOPS**

**1. Meeting the Reading Needs of Student with E/BD: What We Are Doing vs. What We Should Be Doing ATLANTA**

*David J. Chard, University of Oregon, Eugene, Oregon*

*Shari Levy, The University of Texas, Austin, Texas*

This workshop will focus on the current status of reading instruction for students identified as having emotional and behavioral disorders (E/BD). Findings from recent observational studies of reading instruction in self-contained settings will provide the context for a discussion of the documented practices that should be implemented with students with E/BD. The instructional focus will be on strategies for teaching phonological awareness, word reading, fluency, and comprehension to improve reading for all struggling readers.

**2. Neurological Bases of Childhood Behavior Disorders: Findings and Implications for Special Education and Related Professionals EMPIRE**

*Stephen Hooper, University of North Carolina, Chapel Hill, North Carolina*

This workshop will discuss the neurological bases of childhood behavior disorders and related problems. The importance of a neurological perspective will be discussed, particularly with respect to how it can complement psychoeducational initiatives, with a particular focus on the relationship between brain dysfunction and psychiatric disorders. Finally, current neurological and neuropsychological findings for selected child and adolescent psychiatric disorders will be presented, with specific points accented by exemplary case studies.

**3. Enhancing the Social Behavior Development of Children with Autism Spectrum Disorders NEW YORK**

*Phillip S. Strain, University of Colorado, Denver, Colorado*

*Gary Sasso, University of Iowa, Iowa City, Iowa*

In this workshop we will address the following questions in a developmental fashion, from preschool age to adolescence: (a) What are the key skills to be developed? (b) Who are the best agents of intervention? (c) How should intervention be organized and delivered? (d) How should intervention outcomes be evaluated? and (e) Considering

the answers to questions a-d above, what are the policy and procedural implications for how we organize services for individuals with autism?

**4. Applying Wraparound Through Schools: Improving Outcomes for Students with Comprehensive Emotional/Behavioral Challenges** **CHOUTEAU**

*Lucille Eber, ISBE EBD Network, LaGrange, Illinois*

*Mary Luhr, Pam Davis, Educational Service Unit #9, Hastings, Nebraska*

*Pam Johnson, Mountain Comprehensive Care Center, Prestonburg, Kentucky*

This workshop will discuss how wraparound approaches are being integrated through schools to improve academic, behavioral and social outcomes for students with behavioral and emotional challenges both at school and in the home. School-based practitioners will also share experiences of facilitating school-based wraparound teams, implementing strength-based interventions, and forging partnerships with teachers and families. Participants will learn how the process can be implemented effectively in any size school district, including how the child and family teams operate. Information will also be provided on the important role of intermediate agencies in support of a collaborative regional effort. Connections with schoolwide positive discipline systems will also be discussed.

## **HALF-DAY WORKSHOPS**

### **Morning (9:00 a.m.-noon)**

**5. Developing Emotional Intelligence Through Behavior Management and Conflict Resolution** **CHICAGO**

*Richard Bodine, National Center for Conflict Resolution Education, Urbana, Illinois*

This workshop explores the structure of a behavior management program for promoting responsible behavior and developing emotional intelligence plus the intervention strategies that enable individuals to learn the important life skill of self-evaluation. Participants will learn about: (a) "how" and "why" people behave in certain ways; (b) conflict and unmet basic needs; (c) self-evaluation and behavior change; (d) the relationship between discipline/punishment and academic/social success; (e) designing a "sense-based" system of behavioral expectations with a "rights and responsibilities" format; and (f) intervention strategies that allow adults to manage behavior without coercion.

**6. Using Web-Based Hypermedia to Deliver Just-in-Time Training Resources to Teachers of Students with Behavior Disorders** **SAN FRANCISCO**

*Michael Gerber and Jill Leafstedt, University of California, Santa Barbara, California*

*Theresa A. Ochoa, Indiana University, Bloomington, Indiana*

This workshop presents training in conceptual and technical development of web-based hypermedia resources that will link teachers and parents from participating schools and communities to researchers and instructors at teacher training institutions. We will also explain how a developing archive of these modules might serve as a core resource for both preservice and ongoing inservice professional training and research. The core pedagogy used in applying such modules is problem-based learning (PBL), which promotes maximum use of local as well as traditional academic experience and knowledge.

### **Afternoon (1:00-4:00 p.m.)**

#### **7. Bipolar Disorder in Children**

**CHICAGO**

*Rick Schowengerdt*, Olathe Public Schools, Olathe, Kansas

*Janet Smith*, Pittsburg State University, Pittsburg, Kansas

This workshop will focus on identification and understanding of early-onset bipolar disorder. Symptoms of bipolar disorder will be discussed, including its impact in the educational environment. Bipolar disorder in children is frequently unrecognized or misdiagnosed by professionals in educational, medical and mental health fields. Since it is most often misdiagnosed as attention deficit hyperactivity disorder (ADHD) in children, differential diagnosis with ADHD will also be addressed. Finally, treatment options, including school-based interventions, will be presented.

#### **8. Safe and Caring Schools**

**SAN FRANCISCO**

*Paula Coombs*, Safe and Caring Schools Initiative, Alberta Learning, Edmonton, Alberta

Alberta's Safe and Caring Schools (SACS) Initiative provides a collaborative and integrated approach to promote the best educational interests of students and ensure that all schools are safe and caring. The Initiative encourages active participation by all partners: government, school boards, school staff, students, parents and other community members. An overview of SACS is followed by a discussion of promising practices that highlights the many positive, proactive and creative ways in which schools and communities can work together to encourage and promote safe and caring learning environments.

**•Visit the Exhibits•**

**See what's new in materials and services for students  
with E/BD and autism**

**THURSDAY**

**FRIDAY MORNING, FEBRUARY 23**

**7:30a.m.-4:30p.m. Registration/Information Desk Open CHICAGO Foyer**

**8:00a.m.-4:45p.m. Exhibits ATLANTA/NEW YORK/SAN FRANCISCO Foyer**

**8:30-10:30a.m. KEYNOTE ATLANTA/NEW YORK/SAN FRANCISCO**

***Explosive/Noncompliant Children and Adolescents***

*Ross W. Greene, Ph.D., Massachusetts General Hospital and Harvard Medical School*

In his keynote, Dr. Greene points out how advances in the neurosciences, combined with recent longitudinal findings, suggest that explosive/noncompliant behavior may stem from a variety of different etiologies and evolve in several distinct forms, each requiring unique approaches to treatment. Therefore, although traditional motivational procedures may be well matched to the needs of some of these children, alternative approaches, aimed at decreasing hostility, impulsivity and arousal and improving flexibility and frustration tolerance, may be better suited to others.

*Dr. Ross W. Greene is director of cognitive-behavioral psychology at the Clinical and Research Program in Pediatric Psychopharmacology at Massachusetts General Hospital, where he specializes in the treatment of explosive/noncompliant children and their families. He is also assistant professor of psychology in the Department of Psychiatry at Harvard Medical School. Dr. Greene has authored and co-authored numerous articles, chapters and scientific papers on behavioral assessment and social functioning in children, school and home-based interventions for children with ADHD, and student-teacher compatibility. Author of The Explosive Child, Dr. Greene recently appeared on the Oprah Winfrey Show.*

**11:00a.m.-12:15p.m. CONCURRENT SESSIONS**

**K-9 Classroom-Community Connections**

**CHOUTEAU A**

*Zoe Holland, Jenny Powell, and Richard Bollen, Lincoln Public Schools, Lincoln, Nebraska*  
Children who have been emotionally damaged through rejection experience unconditional, positive acceptance offered by the cold, wet muzzle and wagging tail of a Newfoundland puppy in a language arts/life skills classroom. This unique experiment has resulted in decreasing some hard-core negative behaviors while shifting quite naturally into positive behavior management, increasing self-awareness, academic success and participation in community service.

**Explosive/Noncompliant Children and Adolescents****CHICAGO A**

*Ross W. Greene, Massachusetts General Hospital and Harvard Medical School*

In this session, Dr. Greene will elaborate on several of the points made in the keynote presentation regarding explosive and noncompliant children and how best to work with them.

**Writing Basic Social Stories****VAN HORN A**

*Julie A. Donnelly, Autism Support Services, Columbia, Missouri*

Social stories (from the work of Carol Gray) can be used to help students understand social rules, help change problem behaviors and teach students important social skills. This session presents the basic social story techniques and includes a practice session for participants to write and share stories.

**"Go Ahead and Suspend Me; I like It!"****VAN HORN BC**

*Victoria Cross and Joe Omo-Osagie, Cunningham Children's Home, Urbana, Illinois*

This presentation focuses on the use of humor and other effective methods to eliminate (or at least reduce) students' behavior problems while keeping your sanity. In particular, the session highlights some no-fail methods, reviews what not to do (even though it seems as if it would work), and provides lots of handouts.

**Application of Functional Assessment and Analysis for Preschoolers with Emotional/Behavioral Disorders****CHOUTEAU B**

*Maureen Conroy, University of Florida, Gainesville, Florida*

*Carol Davis, University of Washington, Seattle*

This presentation provides an overview of the application of functional assessment and analysis technology for remediating challenging behaviors in young children with EBD. A multi-gated approach will be presented. Components include assessment and intervention of the (a) physical environment; (b) child and instructional interactions; and (d) analysis of the antecedents and consequences of the behavior.

**The ABC's of Teaching Life Skills****FREMONT**

*Diane Carrigan, Central Kansas Mental Health Center, Salina, Kansas*

*Joyce Thomas, USD 305, Salina, Kansas*

This session demonstrates how to teach life skills with an activity-based curriculum and humor. The emphasis is on utilizing games and activities with related process questions. Participants will also have an opportunity to take part and brainstorm an actual activity.

**Using Functional Assessment to Address Academic Behavior****EMPIRE B**

*Rhonda Buford and Janie Hodge, Clemson University, Clemson, South Carolina*

Functional assessment has been used primarily to address social behavior, whereas its utility for addressing academic behavior has not been fully realized. This presentation

offers a model of functional assessment applicable to specific academic problems, presents a case study, and offers suggestions for use within various academic contexts.

### **The Relationship Between Academic Instruction and Child Problem Behavior**

**BENTON A**

*Joseph H. Wehby, Sally Barton-Arwood, and Katherine Falk, Vanderbilt University, Nashville, Tennessee*

Presenters will first examine the relationship between academic instruction and the problem behavior exhibited by children with emotional and behavioral disorders. This will be followed by an overview of a current experimental study of the impact of an intense reading intervention on the problem behavior of children in self-contained classrooms for students with EBD. Preliminary data will be presented along with a discussion of future research in this area.

### **Competent Academic Instruction: Necessary, But Not Sufficient**

**CHICAGO**

**B**

*James M. Kauffman and Devery Mock, University of Virginia, Charlottesville, Virginia*  
Competent academic instruction is necessary to minimize emotional and behavioral disorders in school but is not sufficient to address the needs of students with such disorders. This session explores the limitations of academic and behavioral outcomes as the sole criteria for assessing competent instruction and behavior management. It will also address the need to use outcomes as the primary measure of teaching competence.

### **Effective Intervention Strategies for Students with Autism Spectrum Disorders: Legal, Scientific and Pragmatic Considerations**

**EMPIRE C**

*Nancy Mundschenk, Southern Illinois University, Carbondale, Illinois*

*Richard Simpson, University of Kansas Medical Center, Kansas City, Kansas*

Increasingly, parents of students with autism are asking the courts to help convince school districts that the so-called "Lovaas method," also referred to as "discrete trial training" and "applied behavioral analysis," is the best hope for meaningful gains, and in some cases the only hope for a cure. In this session, we will (a) examine court decisions as they pertain to program design and implementation and the subsequent interpretation of FAPE, (b) discuss the scientific literature and political issues related to making appropriate decisions about choice of intervention, and (c) address how school districts can utilize the direction of the courts in combination with best practices to develop quality programs for students with autism.

### **Preventing Predictable Problems Across Non-Classroom Settings: A Process Example**

*Terrance M. Scott and C. Michael Nelson, University of Kentucky, Lexington, Kentucky*

This session will present a step-by-step process for developing schoolwide strategies to prevent predictable problem behaviors within specific school settings such as the cafeteria, playground and hallways. Participants will hear descriptions and see video examples of the process. Examples and outcome data will also be presented.

## INVITED PRESENTERS

### **Asperger Syndrome: Characteristics and Interventions**

**CHICAGO C**

*Stacey Jones Bock, Illinois State University, Bloomington, Illinois*

*Sally Morgan Smith, Liberty, Missouri*

This presentation will provide an overview of the characteristics of Asperger Syndrome (AS), as well as the best practices for creating a successful learning environment. To date, the single most powerful intervention for individuals with AS is a strong educational program that includes best-practice methods that address a variety of domains encompassing behavior, communication, socialization and academics. These topics will be addressed.

### **Basic Reading Skills for Students with Behavior Disorders: Assessment to Programming**

**BENTON B**

*Jane Doelling, Linda Garrison-Kane, and Paris DePaepe, Southwest Missouri State University, Springfield, Missouri*

Presenters will review the literature on academic deficits of students with BD and provide an overview of curriculum essential to ensuring acquisition of basic reading skills. A discussion of the diagnostic tools essential to establishing PLP will be offered, along with examples of how to develop IEPs that support academic as well as behavioral gains.

### **Collaboration: The General Educator and the Paraeducator in the Inclusive Setting**

*Betty Young and Nancy Bloomcamp, Topeka Public Schools, Topeka, Kansas*

Paraeducators are taking on increasingly important roles, particularly in the inclusive classroom. General educators do not always know what their role and responsibilities are when working with a para in their classroom. During this presentation we will provide ideas and handouts for use by teachers and paras to ensure they are well informed.

### **Enhancing Quality-of-Life Outcomes Through PBS for Students with Intense Needs**

**NEW YORK A**

*Ann Turnbull, University of Kansas, Lawrence, Kansas*

*Glen Dunlap, University of South Florida, Tampa, Florida*

Each of the presenters will provide an overview of an intensive PBS intervention involving a child or adolescent, his or her family, and other professionals. The emphasis will be on quality-of-life outcomes in addition to specific behavioral changes.

## INVITED PRESENTERS

**12:15-1:30p.m.**

**Lunch (on your own)**

-- Visit the exhibits --

**FRIDAY AFTERNOON, FEBRUARY 23**

**1:30-2:45p.m. CONCURRENT SESSIONS**

**Overview of Positive Behavior Intervention and Supports** **NEW YORK B**

*Rob Horner and George Sugai, University of Oregon, Eugene, Oregon*

This session provides an overview of positive behavior interventions and supports (PBIS). The need for and purpose of PBIS will be described. In addition, key PBIS systems processes and practices, implementation examples, and supporting research will be presented.

**INVITED PRESENTERS**

**Clear Thinking--A Visual Approach for Teaching Self-Control of Thoughts and Feelings as Tools for Behavioral Self-Control** **VAN HORN A**

*Polly Nichols, University of Iowa Hospitals and Clinics, Iowa City, Iowa*

Young people's cognitive distortions and irrational beliefs are less rigidly established than those of adults, so teaching them to think like their own "personal scientists" has a strong payoff in better adjustment and personal satisfaction. The visual approach presented in this session is effective even for those with poor language and abstract reasoning skills, and the program is used with such diverse students as those with Asperger Syndrome and in correctional facilities. Students learn how to regulate their level of emotional intensity so they are not so overwhelmed and can make constructive decisions for themselves. Practical, ready-to-use materials for these psychoeducational techniques will be distributed.

**School-Based Wraparound Teams in Central Nebraska Serving EBD Students** **ATLANTA**

*Al Neuhaus, Grand Island Public Schools, Grand Island, Nebraska*

*Harriet Lambrecht, Region III Behavioral Health Services, Grand Island, Nebraska*

This presentation will describe how innovative school-based wraparound teams are serving families and children with severe emotional/behavior disorders. The goal of the team is to effectively maintain children within their home and school environments. Job descriptions, roles of team members, and guiding principles will be explained.

**START HOME: A Strategy to Get Students to Complete Homework** **BENTON B**

*Lonny Morrow, Truman State University, Kirksville, Missouri*

*Kevin Hollinger, Bryan Middle School, St. Charles, Missouri*

This session presents an empirically based method of utilizing academic planners for students with learning disabilities and behavior disorders to increase rates of

homework completion. Presenters will demonstrate the implementation of a treatment package used in class-within-a-class, self-contained and regular education classes and will familiarize participants with self-recording procedures and the use of mnemonic devices.

**Success 4: Developing Iowa's Future--Every Child Matters** **CHOUTEAU A**  
*Suana Wessendorf Knau and Jim Clark, Iowa Department of Education, Des Moines, Iowa*  
Success 4 offers a framework for collaboration to mobilize children, families, schools and communities to enhance the social, emotional behavioral and intellectual development of children and youth. The process supports diverse groups working together to assess needs, plan a response, implement necessary change and evaluate their work.

**Recognizing Possible Barriers and Solutions During the FBA and BIP Collaborative Process** **CHICAGO C**

*Kristine Jolivette and Christine Christle, University of Kentucky, Lexington, Kentucky*  
*Sally Barton-Arwood, Vanderbilt University, Nashville, Tennessee*  
In this presentation we will briefly describe functional behavioral assessment (FBA) procedures that are amenable to classroom use. In addition, the link between FBA data and the intervention chosen to address the problematic behavior will be highlighted. Second, we will describe possible barriers to effective collaboration during the FBA and behavior intervention plan (BIP) processes. Finally, we will present possible solutions to these barriers using case studies.

**Therapeutic Uses of Music--Practical Applications for People Working with Individuals with EBD** **EMPIRE B**

*Janalea Hoffman, Rhythmic Medicine, Overland Park, Kansas*  
This experiential workshop helps participants go beyond using music as background or a distracter. After a brief slide presentation, attendees will experience several different kinds of music composed for specific therapeutic purposes; for example, how metered music can lower heart rate and blood pressure in adults and control agitation and lack of focus in children. The presentation will also show how high and low frequencies affect children's brain function.

**Talking to Children and Youth about Asperger Syndrome** **CHOUTEAU B**  
*Elisa Gagnon and Deborah E. Griswold, University of Kansas Medical Center, Kansas City, Kansas*

Many children and youth are being identified with Asperger Syndrome (AS), an "invisible" disability. Peers, siblings and children and youth who have AS need to understand this disability. This presentation provides strategies for parents, educators and other professionals to use in educating young people about AS.

**The Games We Can Play: Integrating Social Skills into Language Arts Using Popular Games** **EMPIRE C**

*Amy E. Godsey, Wichita Public Schools, Wichita, Kansas*

This session will present techniques for integrating social skills into the language arts curriculum using popular games. Specific skills integrated include identifying positive behaviors that support academic success and team-building strategies. Vocabulary, writing and communication skills are targeted through adapting popular games to meet the varying needs of students with EBD.

**Advances in Strength-Based Assessment** **EMPIRE A**

*Michael H. Epstein, University of Nebraska, Lincoln, Nebraska*

After an introduction of the principles and advantages of strength-based assessment, informal and formal approaches will be discussed. The session will conclude with a discussion of the *Behavioral and Emotional Rating Scale*, a standardized measure of children's strengths.

**Advanced Story Techniques** **FREMONT**

*Julie A. Donnelly, Autism Support Services, Columbia, Missouri*

In this session we will consider a wide variety of ways to use social stories and also present examples. Participants will be asked to apply the various types of social stories to their own contexts.

**The Effects of "On-Line" College Mentors on the Academic and Social Skills Behavior of Third- and Fourth-Grade Students with EBD** **BENTON A**

*Kimberly Callicott and Tina Totten, Missouri Western State College, St. Joseph, Missouri*  
*Tara Hanway and Debbie Sisco, Building Bridges Alternative School, St. Joseph, Missouri*

Mentoring has been shown to be an effective way of improving the quality of life of students with emotional/behavioral disorders. This study evaluated the effectiveness of an "on-line" mentor program that pairs preservice teachers and third- and fourth-grade students with EBD who participate in daily e-mail exchanges.

**Schoolwide Discipline and Responsible Thinking Centers: What Is the Educational Impact on Students with Behavior Disorders and Other Special Needs**

**CHICAGO**

**B**

*Janine Peck Stichter and Suzanne Shellady, Central Michigan University, Mt. Pleasant, Michigan*

This presentation will discuss the impact of Responsible Thinking Centers (RTC), a schoolwide disciplinary intervention, on special education students. The discussion focuses on the following questions: To what degree are students with behavior disorders and other special needs affected by such schoolwide programs? How do these types of policies fit with the guidelines of IDEA? What are further areas that need to be investigated to better determine the impact of these types of schoolwide discipline

policies on the education delivery and mastery. Are these issues the same across various disability groups?

**Help! ... I Have a New Student with Autism**

**VAN HORN BC**

*Brooke Young, USD 345, 437, 450, Topeka, Kansas*

*Deb Howser, Shawnee Heights USD 450, Berryton, Kansas*

*Traci Orr, Olathe Public Schools, Olathe, Kansas*

This session will focus on how to organize a classroom that promotes optimal learning for students with autism. Strategies include essential components necessary for effective programming that can be used in self-contained, interrelated and inclusion settings.

**Assessment of Children with Autism Spectrum Disorders: A Transdisciplinary Model**

**CHICAGO A**

*R. Matthew Reese, Deborah B. Daniels, and Jamie Young, University of Kansas Medical Center, Kansas City, Kansas*

The use of a transdisciplinary assessment model provides a comprehensive, individualized perspective of function. This session will assist professionals in (a) recognizing the disciplines routinely involved in best practice autism assessment; and (b) identifying the appropriate behavioral, developmental and sensory components in an autism assessment. The presentation will review the appropriate disciplines and evaluation protocol utilized in diagnosis and intervention planning for children with autism.

**25 Years of IDEA**

**NEW YORK A**

*Renée Bradley, U.S. Department of Education, Office of Special Education Programs, Washington, D.C.*

In a relatively short time our country has moved from being one in which children with disabilities were routinely denied access to education and often, especially children with EBD, were refused entry into the school house. Today, nearly 75% of children with disabilities spend close to 75% of their day in regular classroom settings where they receive their education alongside their nondisabled peers. This session will focus on the accomplishments of the law and the challenges for the future with special attention to children with emotional behavioral disabilities.

**2:45-3:00p.m.**

**Break -- don't forget to visit the Exhibits and enter to win drawings for door prizes**

**3:00 - 4:15p.m.**

**CONCURRENT SESSIONS**

**Family Violence and Its Impact on the Schools--What Educators Should Be Aware of**

*Bob G. Yancy, Cupples Accelerated School, St. Louis, Missouri*

Violence is a learned behavior that can destroy families, community and the safe fabric of our schools. Compounding the problems today is that most professionals working

with at-risk populations are untrained and unprepared to deal effectively with family violence. This session will discuss classroom strategies to enhance the appropriate growth of the child.

**Cherokee Village Special Day School: A Model Program to Meet the Needs of BD, MR and Students with Autism** **CHOUTEAU A**

*Mick Tener and Debra Carrell, Cherokee Village Special Day School, Pittsburg, Kansas*  
Cherokee Village Special Day School serves 13 school districts by providing an academic and vocational programs for students in grades K through 12. Originally set up to serve students whose primary diagnosis was BD, it now also serves MR, OHI and students with autism. In addition to school districts, the school works with a variety of agencies, including SRS, juvenile justice, mental health centers and private agencies.

**Developing Schoolwide Systems of Positive Behavior Interventions and Supports** **NEW YORK B**

*Tim Lewis, University of Missouri, Columbia, Missouri*

This session will present the essential features of developing universal positive behavior supports for all students across all school settings. School examples and student outcomes will be provided.

INVITED PRESENTER

**An Examination of the Relation Between Teacher Praise and Students' Opportunities to Actively Respond to Academic Requests in Classrooms for Students with EBD**

*Kevin Sutherland, Virginia Commonwealth University, Richmond, Virginia*

*Joseph Wehby, Vanderbilt University, Nashville, Tennessee*

The purpose of this study was to examine the magnitude of the relationship between teacher praise and students' opportunities to respond to academic requests in classrooms for students with EBD. Significant correlations provided a rationale for followup analysis using sequential analysis. Implications for future research will be discussed.

**Emotional and Economic Poverty -- How Can We Help Our Students?**

**BENTON A**

*Doreen Overman, Capital City, Topeka, Kansas*

Many of our students come to use lacking resources. Understanding our students' behavior and learning new strategies will help our students succeed. From this presentation, participants will (a) increase their knowledge about hidden class rules, (b) compare differences in communication styles, and (c) explore interventions for behavior that is related to poverty. Violence comes from hopelessness, and when we increase our compassion by understanding, then our students can have renewed hope.

**Improving Teachers' Perceptions of Student Teachability Through Bias Awareness and Teaching Opportunities** **VAN HORN A**

*Theresa A. Ochoa*, Indiana University, Bloomington, Indiana

The disruptive student behavior cycle cannot be solved by interventions that focus solely on changing student behavior. Interventions should *also* alter teachers' behavior. This intervention has (a) increased self-efficacy for identifying appropriate student behavior; (b) helped shape appropriate student behavior; and (c) improved teaching effort directed at target students by improving perceptions of teachability.

**Preventing Behavioral Earthquakes: A Validated Antecedent Manipulation Strategy for Minor Problem Behaviors** **NEW YORK A**

*J. Ron Nelson*, University of Nebraska, Lincoln, Nebraska

The primary purpose of this presentation is to enhance participants' competencies and skills in an empirically validated antecedent manipulation strategy for minor problem behaviors to prevent more aggressive and severe ones. Participants will benefit by becoming able to implement the antecedent manipulation strategy in special and general education settings.

**Smart Teaching: Working Smarter, Not Just Harder!** **CHICAGO C**

*Sharon Maroney*, Western Illinois University, Davenport, Iowa

A vast majority of educators are working harder than ever before, but are they working smarter? This presentation provides a teacher-friendly model for improving the effectiveness and efficiency of teaching students with learning and behavioral difficulties in addition to improving teachers' personal effectiveness and efficiency.

**Ensuring A Quality Manifestation Determination** **EMPIRE B**

*Linda L. Meloy*, Western Illinois University Regional Center, Moline, Illinois

This presentation will (a) review the current case law on manifestation determination; (b) provide the "dozen do's"--the 12 components of a quality manifestation determination; and (c) use eight case examples of students with varying disabilities to illustrate application of the 12 components.

**Asperger Syndrome (AS): A Behavioral and Academic Profile of Children and Youth with AS** **EMPIRE A**

*Brenda Smith Myles, Taku Hagiwara, Gena Barnhill, Deborah E. Griswold, and Abby Huggins*, University of Kansas Medical Center, Kansas City, Kansas

Results will be presented of a comprehensive study of students with AS that included *Behavioral Assessment System for Children, Wechsler Individual Achievement Test, Test of Written Language* and *Classroom Reading Inventory*. Parents, educators and others who interact with individuals with AS in school and community settings will find this presentation enlightening.

**Understanding the A-B-C of Function in Developing Positive Behavior Support Plans** **CHOUTEAU B**

*Laura Frey*, Special School District of St. Louis County, St. Charles, Missouri

The focus of this presentation is on (a) the importance of understanding the "function" of students' behavior; (b) the relationship of A-B-C (antecedent, behavior, consequences); and (c) how to use both function and the power of positive consequences to develop positive behavior support plans for students with challenging behaviors.

### **Students with High-Functioning Autism/Asperger Syndrome: Why Aren't We Doing What We Know to Do?**

**CHICAGO B**

*Terri Carrington, Project ACCESS, Springfield, Missouri*

This presentation looks at the characteristics of students with high-functioning autism and barriers to implementation of appropriate programming. Typical behavioral interventions may not be successful with these children due to their unique needs. Rather than considering them nonresponsive or noncompliant, we can design support plans that work.

### **How Early Interventions Helped Our Child with Asperger Syndrome**

**EMPIRE C**

*Jo Ellen Billiard, parent and registered nurse, Lenexa, Kansas*

In this session the presenter shares one family's personal experiences with how a 10-year-old boy benefited from early interventions beginning at the age of 5 with the diagnosis of Asperger Syndrome. Positive ways to deal with the behaviors plus coping mechanisms for parents will be addressed.

### **A Behavioral Look at Access to the General Curriculum: How Are We Doing?**

**CHICAGO A**

*James G. Shriner and James D. Basham, University of Illinois, Champaign, Illinois*

*Mitchell Yell, University of South Carolina, Columbia, South Carolina*

Presenters will summarize the initial findings of an OSEP-sponsored investigation (using the *Code for Instructional Structure and Student Academic Response-Mainstream Version*, MSCISSAR) of the behaviors of students and teachers in classrooms that were more "traditional" and those that were more "standards-based" in their orientation to general curriculum instruction. Particular attention will be given to the behavioral demands placed on students in these classes and the implications for content area instruction.

### **An Ounce of Prevention**

**VAN HORN BC**

*Sheri Overton and Leslie McKenzie, University of Oklahoma, Norman, Oklahoma*

Presenters will discuss a joint home and school intervention for emerging behavior problems, First Step to Success, which teaches at-risk kindergartners to get along with others and engage in schoolwork. The presentation includes an overview of the model, as well as a discussion of outcomes and case studies to illustrate implementation.

**4:15-5:00 p.m. POSTERS\* ATLANTA**  
**Cash bar and complimentary hors d'oeuvres NEW YORK/ SAN FRANCISCO**  
**Foyer**

Visit the posters and exhibits while sipping your favorite beverage and relaxing with friends and colleagues after a busy day.

*\* For a description of individual posters, please see the special listing in your registration folder.*

**5:00-7:00 p.m. CCBD Social ATLANTA**  
This year, this spirited competition between states takes on the "Survivor" theme-- appropriate island attire encouraged. You won't want to miss this one!  
*This is definitely an event you don't want to miss.*

## **SATURDAY, FEBRUARY 24**

**8:00a.m.-11:30 a.m. Registration/Information Desk Open CHICAGO Foyer**

**9:00-11:30a.m. WORKSHOPS**

**Managing Anger and Frustration with Rational Emotive Behavior Therapy**  
**EMPIRE**

*Paul Zions, Central Michigan University, Mt. Pleasant, MI*

This workshop presents the theory and practice of rational emotive behavior therapy (REBT) as it relates to anger and frustration. Group participation will allow attendees to begin both classroom and clinical problem solving. Further, access to REBT classroom activities will be provided.

**Curriculum-Based Measurement -- What Is It and How Can It Help Me?**  
**CHICAGO**

*Rose Allinder, University of Nebraska, Lincoln, Nebraska*

This workshop will discuss curriculum-based measurement and how teachers of students with behavior disorders can use it for screening, curriculum placement, ongoing progress monitoring, and evaluating the effectiveness of instructional plans. In addition, the use of self-monitoring, self-grouping and goal setting *by* students in relation to curriculum-based measurement will be presented. Examples of using curriculum-based measurement in reading, math, and written expression to write and evaluate progress toward IEPs will also be discussed.

**Autism Spectrum Disorder: Functional Analysis as Part of a Comprehensive, Multicomponent Educational Program**  
**NEW YORK**

*Janine Peck Stichter, Central Michigan University, Mt. Pleasant, MI*

The purpose of this workshop is to provide a model for conducting reliable and valid analyses across a variety of behavior problems and children. In addition, a process will be presented for matching assessment to effective multicomponent behavioral

interventions, demonstrating how functional analysis can both inform and be led by other aspects of a child's educational program.

### **Ensuring Compliance with the Discipline Requirements of IDEA '97**

**SAN FRANCISCO**

*Mitchell L. Yell, University of South Carolina, Columbia, South Carolina*

*Antonis Katsiyannis, Clemson University, Clemson, South Carolina*

In this workshop we will (a) review the requirements of the law and regulations; (b) explain relevant hearings, court decisions, and policy statements; and (c) offer our analysis of school districts' obligations based on the law, hearings and court decisions, as well as research-based practices. Finally, recommendations will be offered to assist school officials and IEP teams in meeting the discipline requirements of IDEA '97 in a legally correct and educational appropriate manner, especially with respect to placement in alternative settings and the development of behavioral plans based on functional assessment data.

**11:30a.m.     Adjournment and hotel checkout**