

SYMPOSIUM **2002:** Serving the Whole Child

Hyatt Regency Crown Center
Kansas City, Missouri

February 21-23, 2002

*CCBD-Endorsed
Regional Activity*

Celebrating 20 Years

WELCOME

Welcome to the twentieth 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

Lonny Morrow, EDGE, Inc., Kirksville, Missouri
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, North Kansas City 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, Overland Park, KS
Sharon Huntze, University of Missouri-Columbia
Deborah Bailey, Assoc. Colleges of Central Kansas
Adria Bace, Nebraska Department of Education
Kimber Callicott, Texas A&M University

Marilyn Kaff, Kansas State University
Lisa Robbins, Missouri Western State College
Peter Kelly, Truman State University
Suana Wessendorf Knau, Iowa Department of Education
Kris Meloy, University of St. Thomas
Sheri Overton, University of Oklahoma
Beth Randall, Central Kansas Cooperative in Education
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
Lisa Bowman, Juniper Gardens Children's Project
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 21

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, 9:00a.m.-4:00p.m.

1. Empirically Supported Building- and Classroom-Level Interventions for Students with Behavior Difficulties SAN FRANCISCO

George M. Batsche, University of South Florida, Tampa, Florida

This workshop will present a blueprint for implementing successful strategies at the building and classroom level. The recommendations will take into account transfer of training, staff consistency, empirically supported intervention strategies and program outcome criteria. The strategies will be integrated with existing programs (e.g., Code of Conduct).

2. Meeting the Mental Health Needs of Students: Emerging Trends and Practices CHICAGO

Providing services to students with mental health needs is a significant challenge in our schools. This workshop will address this issue, focusing on such topics as the role of pharmacological (medication) interventions and systems approaches to providing these services. Time will also be provided for sharing current practices across the states represented at the Midwest Symposium for Leadership in Behavior Disorders.

Steve Forness, Neuropsychiatric Institute, University of California, Los Angeles, California

Michael Epstein, University of Nebraska, Lincoln, Nebraska

David Osher, American Institute on Research, Washington, DC

Panel reflecting current practices in the Midwest

Moderators: *Carl Smith, Drake University, Des Moines, Iowa; Suana Wessendorf-Knau, Iowa Department of Education, Des Moines, Iowa*

3. Framework for Understanding Poverty and Its Effect on Learning EMPIR

Rita F. Pierson, aha! Process, Inc., Highlands, Texas

This workshop helps participants understand how individuals in poverty think and act differently than people from middle and upper economic backgrounds. Through teaching scenarios, participants also learn to assess sources of support or resources (e.g., mental stability, emotional support, physical health) that might, or might not, be present in a student's life. Discussed at length are the social cues of "hidden rules" that

govern how we think and interact in society and the significance of those rules in the classroom. The workshop offers proven tools that educators can use immediately to improve the quality of instruction in their classrooms.

4. Effective Practices for Students with Asperger Syndrome **NEW YORK**

Richard L. Simpson and Brenda Smith Myles, University of Kansas Medical Center, Kansas City, Kansas

Gena Barnhill, North Kansas City Missouri Public School District, Kansas City, Missouri
Students with Asperger Syndrome (AS) are proving to be significant challenges to schools, communities and families. This challenge is related to both the increasing prevalence of AS and a lack of understanding of the disorder. This workshop will address (a) the nature and meaning of Asperger Syndrome, (b) management methods, (c) procedures for enhancing social interaction and social skills, (d) academic accommodation methods and procedures for facilitating academic success, and (e) school, home and community policy issues related to AS. Reaction panels consisting of students with Asperger Syndrome and parents and professionals will be included.

4. Effective Practices for Students with Emotional and/or Behavioral Disorders
ATLANTA

Timothy J. Landrum, University of Virginia, Charlottesville, Virginia

Melody Tankersley and Bryan G. Cook, Kent State University, Kent, Ohio

Kimberly Callicott, Texas A&M University, College Station, Texas

This workshop provides explicit instruction in a variety of interventions that have been used effectively with students with EBD. From general teaching and management approaches (e.g., reinforcement, teacher praise) to specific interventions (e.g., self-management), participants will learn how to apply and adapt research-based interventions with their own students. User-friendly handouts will ensure that practitioners can apply what they learn in this session directly to their own settings.

HALF-DAY WORKSHOPS
Morning (9:00a.m.-noon)

6. Inclusion of Students with EBD in National, State- and Districtwide Assessments: Challenges and Implications for Administrators, Teachers and Students
CHOUTEAU

Deb Griswold, Sara Sibilsky, Sue Ann Kline, and Kaye Otten, University of Kansas Medical Center, Kansas City, Kansas

The mandate of the reauthorization of IDEA (1997) that students with disabilities participate in national, state- and districtwide assessments poses significant challenges to administrators and teachers of students with EBD, due to the paucity of policies and guidelines regarding accommodations, as well as protocol and data on how assessment information should be used. Topics include (a) the experiences of practitioners who

have been involved in the assessment process; (b) how modified and alternate assessments are aligned with the general education curriculum and standards; and issues and trends related to large-scale assessments. Audience participation is encouraged.

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

7. A Father's Journey From Murder to Forgiveness CHOUTEAU

Azim Khamisa and Ples Flex, The Tariq Khamisa Foundation, San Diego, California
In this powerful workshop you will witness forgiveness in action. Meet the father of a murdered 20-year-old youth and the grandfather of his 14-year-old assailant. Azim and Ples now work together to empower youth to make nonviolent choices and seeking solutions to the spread of violence in our communities.

•Visit the Exhibits•

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

**Looking for a job? Check in with school districts recruiters
in the Exhibit area**

FRIDAY MORNING, FEBRUARY 22

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

Success in Spite of the Odds

Rita Pierson, Ed.D., aha! Process, Inc., Highlands, Texas

Too often teachers fail to understand why a student from poverty is chronically acting out, for example, or is not grasping a concept even after repeated explanations. At the same time, the student does not understand what he or she is expected to produce and why. In her unique and dynamic style, Rita Pierson will address the effects of poverty in the school setting with particular focus on identification of students with special needs. Drawing from her vast experiences, Dr. Pierson will help us understand how individuals in poverty think and act differently than people from middle and upper economic backgrounds.

Rita Pierson, Ed.D., is a nationally recognized consultant for aha! Process, Inc.--"eye-opening learning." Dr. Pierson has an established record of successful educational leadership and management experience, including expertise in curriculum and instructional development, community relations and personnel supervision. During her long career in education, she has been responsible for developing and implementing a school community involvement program for a large urban elementary school, as well as initiating, organizing and training an in-school crisis team for students in need of immediate intervention. Dr. Pierson's extensive educational experience also includes serving in the roles of regular and special educator at the elementary and junior high school level, assessment coordinator, guidance counselor and assistant principal.

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

Improving Reading Comprehension of Content Materials

FREMONT

Barbara Wright, University of Missouri, Columbia, Missouri

This presentation addresses strategies currently being used to reduce deficits in reading comprehension of content materials at the junior high school level. Current schoolwide programming for all students will be discussed, as well as strategies directly targeting students with disabilities.

Poverty

NEW YORK A

Rita Pierson, Ed.D., aha! Process, Inc., Highlands, Texas

Winner of MSLBD's 2001 Building Bridge Grant

CHICAGO A

Debbie Sisco and Debbie Lyons and students from Building Bridges, St. Joseph, Missouri

In this session, staff and students from Building Bridges, a St. Joseph Public Schools program, share their stories and examples of how the students have taken a leadership role in improving their school. From the physical environment, to technology and curriculum, a collaborative effort between staff and students has led to marked degrees of positive change.

A Team Approach to Functional Assessment-Based Positive Behavioral Support Plans CHICAGO C

Lori Newcomer and Lisa Powers, University of Missouri, Columbia, Missouri

This session presents a conceptual framework for developing building-level teams that provide support for conducting assessment and implementing positive behavioral interventions for students with or at risk for E/BD. Emphasis is placed constructing a team that includes general and special education teachers to provide expert facilitation in the organization and execution of the FBA process.

Generalization of Social Skills: The Strongest Link CHICAGO B

Kristine J. Melloy and Michael D. Brown, University of St. Thomas, Minneapolis, Minnesota

Recent studies show that teachers often fail to include teaching for generalization in their strategies for teaching social skills. Yet, generalization training is the strongest link between teaching social skills and becoming competent at demonstrating those skills across settings, persons and situations. This presentation will share best practices for teaching for generalization of social skills, thereby maximizing the effect of teaching social skills.

Dietary Interventions: Do They Work? VAN HORN BC

Elizabeth Bowers, ARMED Foundation, Lenexa, Kansas

This session will discuss studies supporting dietary interventions leading to significant improvement for children with ADD, ADHD, BD, MR, Tourette's, Asperger Syndrome and autism.

Kansas Special Education Coalition BENTON A

Kari Ramos, Kansas Advocacy and Protective Services, Topeka, Kansas

In Kansas advocates are working in concert to enhance the educational process for children served under IDEA. Efforts include sharing information, legislatively ferreting out issues and providing testimony to make systemic changes, and developing training and technical supports for parents, advocates and professionals.

Recent Developments in Special Education Litigation BENTON B

Antonis Katsiyannis, Clemson University, Clemson, South Carolina

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

This presentation will provide an overview of recent developments in special education legislation. Areas to be addressed include recent Supreme Court decisions regarding ADA and sexual harassment (*Davis v. Monroe County School Board, 1999*), discipline and graduation-related controversies. IN addition, trends in litigation will be identified and practical suggestions for minimizing potential litigation will be offered.

Prevalence of Mental Health Disorders Among Juvenile Detainees VAN HORN A

Philip D. Nordness, Michael H. Epstein, Mallie Moss and Greg Benner, University of Nebraska, Lincoln, Nebraska

The *Massachusetts Youth Screening Instrument-Second Version (MAYSI-2)* was developed to screen the mental health needs of youth in juvenile justice settings. This presentation will report on the results from 200 youth screened within 48 hours of intake into a juvenile detention facility. Implications for researchers, practitioners and administrators will be discussed.

**Creating a Positive Environment for Kindergartners with Challenging Behaviors:
Implementing *First Step to Success* CHOUTEAU A**

Sheri Overton, Leslie McKenzie and Diane Scholl, University of Oklahoma, Norman, Oklahoma

Presenters will demonstrate *First Step to Success*, a joint home and school intervention for kindergarten students displaying antisocial behavior. Participants will learn strategies to introduce the program, to implement it in the classroom and to monitor student progress. Three-year results will be shared from the Oklahoma *First Step Project*.

**School Experiences with Positive Behavior Supports and Access to General
Education Initiatives PERSHING**

Donna Wickham and Amy McCart, University of Kansas Medical Center, Kansas City, Kansas

Bernice Cottrell, Arrowhead Middle School, Kansas City, Kansas

Steve Bock, White Church Elementary School, Kansas City, Kansas

This session will describe how an infused model of positive behavior supports and access to general education was implemented in an elementary and middle school in Kansas City, Kansas. The PBS school teams will describe their experiences and changes they have seen in special and general education students.

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

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

An autism assessment should identify individual strengths and weaknesses that have the potential to impact performance across all settings. The use of a transdisciplinary assessment model provides a comprehensive, individualized perspective of functioning. This presentation will review the appropriate disciplines and evaluation protocol used in diagnosis and intervention planning for children with autism.

**A Multidisciplinary Service Delivery Model for Children with Autism and Severe
Emotional/Behavioral Disorders EMPIRE B**

Jennifer Nelson Wiehe, Susanna Johnston and Patricia Duff, Omaha Public Schools, Omaha, Nebraska

Using a multidisciplinary model, one district has constructed a process of referral to teams to address the special needs of children with autism and severe emotional/behavioral disorders. Teams members include school psychologists, special education supervisors and behavioral consultants, who provide support in the areas of assessment, consultation and intervention.

Behavioral Assessment System for Children: An Overview

EMPIRE C

Larry Hanken, American Guidance Services, Gilbert, Arizona

This presentation will give an overview of *The Behavioral Assessment System for Children* (BASC). This highly reliable and valid, multidimensional evaluation of children is designed to facilitate differential diagnosis and educational classification of emotional and behavior disorders. The BASC is supplemented by the BASC Monitor, an assessment specifically designed to monitor the treatment plans for all forms of ADHD.

Development of Symbolic Play in a Preschooler with Autism

CHOUTEAU B

Josette Waters and Carol J. Claflin, Northwest Missouri State University, Maryville, Missouri

Lack of symbolic play and inappropriate/delayed peer relationships are key characteristics of autism. This case study documents the development of symbolic play (*Symbolic Play Worksheet*; Lowe & Costello, 1988) in a preschooler with autism. Illustrative video clips show progress from no imitative skills at age three to full dramatic play at five years.

12:15-1:30p.m.

Lunch (on your own)

-- Visit the exhibits --

FRIDAY AFTERNOON, FEBRUARY 22

1:30-2:45p.m.

CONCURRENT SESSIONS

Creating an Inclusive Elementary School: How Can We Do It All? CHICAGO A

Joanna O'Malley, Jenny Brazil and Carrie Turnbaugh, DeSoto Public Schools, DeSoto, Kansas

How can elementary special education teachers best support students with disabilities, collaborate with staff and foster inclusion in their buildings? Learn how to create collaboration time, educate staff for success and provide optimum services for students with special needs. Gather ideas for creating such an atmosphere in your school.

Managing Classroom Behavior: How to Integrate Functionality and Practicality into Your Current System

ATLANTA

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

Karen Sealander, University of Northern Arizona, Flagstaff, Arizona

This presentation provides an overview of effective behavior management strategies and their application with students with behavior problems. Specifically, the session highlights how to integrate effective behavior management techniques within a level system; how to integrate functional academic skills; and how to address pragmatic concerns associated with data collection.

Preventing Behavioral Earthquakes: The Think Time Strategy

CHICAGO

B

J. Ron Nelson, Greg Benner and Steven La Vagne, University of Nebraska, Lincoln, Nebraska

Learn how to enhance your competencies and skills in an empirically validated antecedent manipulation strategy for minor problem behaviors to prevent more aggressive and severe behaviors. Specifically, the presentation will discuss (a) the theoretical and empirical background underlying the antecedent manipulation strategy and (b) a detailed description of how educators can use the strategy.

Pragmatic Language Ability of Students with EBD

VAN HORN BC

Diana Rogers-Adkinson and Claudia Rinaldi, University of Wisconsin, Whitewater, Wisconsin

Research indicates that students with EBD often experience co-occurring language disorders, including pragmatic language. Yet, little formal assessment of pragmatic language ability has occurred. This study provides data on 110 students with EBD from African-American, Hispanic-American and white ethnic backgrounds. Data on cultural responses as well as group data will be presented.

Therapeutic Uses of Music for Children with Behavioral Disorders

NEW YORK B

Janalea Hoffman, Rhythmic Medicine, Olathe, Kansas

This session focuses on the therapeutic uses of music and techniques that are used with children with behavior disorders to aid in concentration, focusing, talking in complete sentences, slowing down body rhythms and the ability to assimilate thoughts. Music is demonstrated so participants can experience the techniques first-hand.

Using Eye Movements to Differentiate Students with and Without Attention Deficits

Rosa E. Olmeda and Frederick J. Brigham, University of Virginia, Charlottesville, Virginia
Attention Deficit Hyperactive Disorder (ADHD) presents an assessment challenge to clinicians and educators who must remain objective throughout the assessment process. The presenters discuss a study performed with students with and without ADHD to determine whether an eye response interface computer aid could be used to differentiate the two groups.

Preventive Early Interventions for At-Risk Children in Kindergarten **FREMONT**

Michele Kelk and Tim Lewis, University of Missouri, Columbia, Missouri

This session will review the results of a study on the effectiveness of two instructional procedures for improving the academic, specifically reading, and social behavior of kindergartners at risk for antisocial behavior and school failure. Preliminary data include a comparison of procedures consisting of social skills instruction alone, phonological/phonemic awareness instruction alone and social skills instruction in addition to phonological/phonemic awareness instruction.

Technology Integration--What Does It Mean for Teachers and Students?

VAN HORN A

James D. Basham, University of Illinois, Champaign, Illinois

The session will start out with a foundation for technology integration relative to the instruction of students with behavior disorders, including real-world stories highlighting the benefits of technology integration. In addition, the presenter will identify skills needed by teachers to provide a technologically integrated learning environment, based on the standards of the Council for Exceptional Children and the International Society of Technology in Education.

What Works in School Discipline and School Violence Prevention **NEW YORK A**

Reece L. Peterson, Courtney Miller and Phyllis Rooney, University of Nebraska, Lincoln, Nebraska

Presenters will provide their best knowledge regarding effective practices in the areas of school discipline and school violence prevention. Attendees will also learn about a team process for assessing existing programs and unmet needs, making informed decisions, choosing most effective and appropriate strategies and implementing school-based interventions.

Carrie's Story: A Case Study of Autism

BENTON A

Carol J. Clafin, Northwest Missouri State University, Maryville, Missouri

See video over a five-year period that dramatically supports the emerging body of early brain/early intervention research. Carrie progresses from 14 words, stereotypic rocking, taking clothes on and off repeatedly, and so on (at three years) to describing (in five- to seven-word spontaneous sentences) her dress-up playdates, what she wants for her birthday, and so on (at five years).

Effectiveness of Web-Based Instruction in Preparing Teachers to Supervise Paraeducators

PERSHING

Stanley F. Vasa and Suzanne Kemp, University of Nebraska, Lincoln, Nebraska

This session will offer field-tested procedures to support teachers' supervision of paraeducators. The program is available on the World Wide Web. Resources, training activities and information will be provided about how to integrate the various training components.

Transition to Middle and High School: Increasing the Success of Students with Asperger Syndrome **CHOUTEAU B**

Diane Adreon, University of Miami, Coral Gables, Florida

This presentation provides participants with strategies for assisting students with Asperger Syndrome in making a successful transition into more complex school environments. Strategies to stabilize individuals who are experiencing deterioration in academic, social or behavioral functioning will also be addressed.

The Power Card Strategy and Students with Autism Spectrum Disorders
EMPIRE A

Katherine Keeling, Elisa Gagnon and Brenda Smith Myles, University of Kansas Medical Center, Kansas City, Kansas

This presentation discusses the use of the Power Card Strategy--a visual system that connects an appropriate behavior to a student's special interest--with children and youth with autism spectrum disorders. The session will include a case study demonstrating the use of this novel intervention with a nine-year-old girl with autism who had difficulty with sportmanship and whose special interest is the Power Puff Girls.

Strategies to Customize and Maintain PBS Schoolwide Efforts **EMPIRE B**

Rachel Freeman and Chris Smith, University of Kansas, Lawrence, Kansas

Donna Wickham, University of Kansas Medical Center, Kansas City, Kansas

The presenters will describe how teachers, administrators and other staff have worked together to develop successful strategies for customizing and maintaining schoolwide behavior supports in two urban school districts in Kansas. Measurement strategies and data reflecting a variety of outcome measures will be shared.

The Relationship Between Reading Achievement and Social Behavior in Young Students with EBD **EMPIRE C**

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

Kristine Jolivette, University of Kentucky, Lexington, Kentucky

Improving the reading achievement of children with EBD may also lead to improved behavior, suggesting the need for more emphasis on academic interventions for these students. This presentation will provide an overview of academic research for students with EBD, results of an elementary reading intervention and implications for classroom practice.

Environmental Deprivation: Reach and Teach **CHICAGO C**

Devoy Hill, Judith Walters and Yolynda D. Scott, Marillac Youth Center, Kansas City, Missouri

This session will explore how the environment children live in affects their behavior and what educators can do about it to ensure maximum growth psychologically, socially and academically. Topics include what educators need to do to deal with more effectively with environmentally deprived students and why these students do not what we want or expect them to do.

Students with Behavior Challenges Who Receive Educational Services in Alternative Schools vs. Specialized Alternative Schools: A Comparison **CHOUTEAU A**
Deborah E. Griswold and Richard L. Simpson, University of Kansas Medical Center, Kansas City, Kansas

This study compared the educational, behavioral, clinical, diagnostic and demographic at-risk characteristics of students attending two types of alternative schools. One group received special education services in an alternative school designed for youth with serious EBD. The other group was comprised of students without disabilities assigned to an alternative school due to behaviors resulting in long-term suspensions. Findings are discussed in terms of their implications for program development, administrators, teacher educators and classroom teachers.

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**

The Effects of Contextual Factors on Challenging Behavior in Natural Settings **CHOUTEAU A**

Janine Peck Stichter, Central Michigan University, Mt. Pleasant, Michigan
Maureen Conroy, University of Florida, Gainesville, Florida

The functional assessment and analysis literature is reflecting an increasing acknowledgment of the role(s) that contextual factors play in human behavior. However, despite ongoing dialogue concerning contextual factors, little attention has been focused on future directions for application of this technology in applied settings for students with emotional behavior disorders as well as developmental disabilities. This session provides a brief review of some of the antecedent-based research as a basis for future directions.

Strategies for Preventing Antisocial and Violent Behavior in Youth: Understanding Risk and Resiliency **CHICAGO B**

Christine A. Christle and Kristine Jolivet, University of Kentucky, Lexington, Kentucky
Presenters will review the literature on youth antisocial and violent behavior and address the following questions: Who are these youth described as antisocial and violent and what behavior patterns do they exhibit? What factors put them at risk for developing such behaviors? When exposed to risks, what factors help promote resiliency and protect youth from developing these patterns of behavior? What

strategies and specific programs are successful in preventing youth from developing antisocial and violent behavior?

Addressing the Reading Needs of Young Students with EBD Through Modified Reading Curricula **CHICAGO C**

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

This session will describe an intensive reading intervention implemented with students with EBD and outline the process of modifying a reading curriculum to address the reading deficits of these students. An overview of recommended practices for students experiencing reading difficulties will be also be provided.

Autism: A Case Study of Child-Centered Therapy **VAN HORN BC**

Jessica Sparks and Carol J. Claflin, Northwest Missouri State University, Maryville, Missouri

Greenspan's Floortime (recently renames the DIR method), endorsed by the International Council for Developmental and Learning Disabilities, and the Son-Rise method of the Options Institute share a common factor: child-centered therapy (CCT). The session reviews the tenets of CCT and shows a video of interactions of children diagnosed with autism.

Service Learning for Students with EBD: A Great Experience and Successful Results **BENTON A**

Laura M. Frey, East Carolina University, Greenville, North Carolina

This session will give an overview of service learning, present a comprehensive plan form and share the results of a successful project completed by EBD students in a day treatment setting. Outcomes support the positive impact of service learning for EBD students.

Mainstreaming Mania: Maintaining Order During Change **BENTON B**

Irene Urzendowski and Linda Gabel, Omaha Public Schools, Omaha, Nebraska

This presentation features practices for successful transition of BD students from an alternative school to a less restrictive setting. Ideas include methods of planning and developing collaborative partnerships with wraparound services and data collection. Attention will be given to issues related to credits and consistent instruction in both settings.

Teacher Attitudes Toward Differentiating Classroom Discipline **FREMONT**

Pamela H. Baker, Ashland University, Ashland, Ohio

Maintaining safe classrooms while educating all students is challenging. Extending accommodations beyond the academic and into the behavioral realm is imperative if students with challenging behaviors are to be provided equal educational opportunity.

This session reports on the results of teachers' willingness to differentiate discipline and discusses implications for leaders in education.

**Collateral Effects of an Augmentative Communication System on the Speech of a
Preschool-Aged Child with Autism**

VAN HORN A

Jennifer Ganz, University of Kansas Medical Center, Kansas City, Kansas

This presentation examines the collateral effects of the Picture Exchange Communication System (PECS) on the speech of a five-year-old child with autism who had little functional language. Results of this single-subject study lend credibility to the use of augmentative communication system with such children.

**Functional Assessment and Analysis in a Home Setting with Preschool Twins with
Autism**

CHICAGO A

Lisa Cox and Tim Lewis, University of Missouri, Columbia, Missouri

Data from a pilot study conducted on the functional assessment of problem behavior of twin children with autism will be presented. Results will be discussed with respect to conducting FBAs (a) in a home setting, (b) with young children with autism, and (c) the impact of a twin sibling on problem behavior.

The Wraparound Observation Form: Assessing the Fidelity of Wraparound Services

CHOUTAU B

Philip D. Nordness and Michael H. Epstein, University of Nebraska, Lincoln, Nebraska

In an attempt to measure the wraparound process in a psychometrically sound manner, the *Wraparound Observation Form* (WOF) was developed to evaluate the implementation of the wraparound process in treatment planning meetings. This presentation will focus on the development of the WOF, its interrater reliability, the results from 150 observations of wraparound family planning meetings and the implications for use of the WOF in wraparound service planning.

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

EMPIRE A

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

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

Teaching Reading to Middle- and Secondary-Level Students with EBD

EMPIRE B

Amanda Strong, Lauren Lunsford and Joe Wehby, Vanderbilt University, Nashville, Tennessee

This presentation reviews the current literature on reading interventions for middle- and high-school students with EBD. The presenters will also review the effectiveness of

the Corrective Reading Program on the reading skills of this student population. Preliminary data will be reviewed and implications for future research will be addressed.

I Have a New Student with Autism in My Classroom: Where Do I Begin?

NEW YORK B

Josefa Ben-Arieh, Jennifer Ganz, Deborah E. Griswold and Richard L. Simpson, University of Kansas Medical Center, Kansas City, Kansas

Sally Day, Wyandotte County Special Education Cooperative, Kansas City, Kansas

Presenters will provide practitioners at all grade levels with tools that help increase a child's capacity to learn, as well as practitioners' ability to provide adequate services. Specific suggestions are included for how to structure a room, a working area and a student's entire day in a manner that enhances his or her ability to function properly, minimize behavioral problems during transitions and schedule changes, enhance communication and interaction and increase learning and independence.

Special Educator's Guide to Effective Behavioral Interventions **NEW YORK A**

Marilyn S. Kaff and Morgan Milham, Kansas State University, Manhattan, Kansas

Two hundred and twenty special educators were surveyed about their use of, the labor intensity of, the effectiveness of and general educator use of communication and behaviorally based classroom interventions for managing student behavior. Results of the study and teacher comments about what constitutes effective management strategies will be shared.

Early Identification of Middle-School Students with Learning Disabilities and Emotional Disturbances Who Are at Risk for Dropping out of School **EMPIRE C**

Lisa Joy Bowman, Juniper Gardens Children's Project, Kansas City, Kansas

This session provides an overview of and discusses the results of a study examining students' cumulative records to identify how early and with which variables students who are at risk for dropping out of school can be identified. Discipline-related variables were found to be significant predictors. Recommendations for research and practice will be discussed.

Interventions Utilizing Both Environmental and Physiological Data **PERSHING**

Dave Richman, Donna Wickham, Rachel Freeman and Mat Reese, University of Kansas Medical Center, Kansas City, Kansas

Effective interventions for persons with disruptive behaviors require an assessment of environmental, behavioral and physiological factors. This session discusses how to implement both environmental and physiological variables resulting in highly effective interventions.

4:15-5:15p.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.*

SATURDAY, FEBRUARY 23

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

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

**Applied Behavior Analysis and Students with Autism Spectrum Disorders
NEW YORK**

Juane Heflin, Georgia State University, Atlanta, Georgia

Use of applied behavior analysis (ABA) with students with autism spectrum disorders (ASD) is associated with significant controversy and confusion. This workshop focuses on the meaning and nature of ABA with children and youth with autism-related disorders, ABA procedures most appropriate for the population, and legal and policy issues related to the use of ABA.

Ask the "Experts": State-of-the-Art Practices CHICAGO

Panel moderator: *Lonny Morrow, EDGE, Inc., Kirksville, Missouri*

In this informal, interactive session, panelists will address your questions related to best practice with students with emotional/behavioral disorders. Panelists include a teacher, psychologist, pediatrician, psychiatrist, and a parent.

**Access and Assessment Strategies for Students with Emotional/Behavioral Disorders
SAN FRANCISCO**

Jim Shriner, University of Illinois, Champaign, Illinois

This session summarizes training and professional development activities from a federally sponsored project to maximize the participation of students with disabilities, including those with EBD, in the general curriculum and in state assessments. The workshop will focus on data-based recommendations for more consistent and defensible IEP documentation of present levels of performance, curriculum relevant for linking to standards, and student assessment and accommodation options.

**Teaching Beginning Reading to Diverse Learners: A Model for Effective Instruction
EMPIRE A**

Dale P. Blesz, Truman State University, Kirksville, Missouri

This workshop incorporates the "high quality educational tools" approach of Edward Kameenui and Douglas Carnine in its focus on teaching beginning reading to diverse learners. Participants will add to their toolbox the following tools used to develop phonemic awareness: big ideas, conspicuous strategies, mediated scaffolding, strategic integration, primed background knowledge, and judicious review.

Juvenile Justice 101 for Teachers EMPIRE B

Peter Kelly, Truman State University, Kirksville, Missouri

Megan McGlynn, National Center on Education, Disability and Juvenile Justice, Arizona State University, Tempe, Arizona

Students who have problem behaviors are more likely to come into contact with the juvenile justice system (JJS). Moves between schools and detention centers often are awkward and poorly planned. A shared understanding of how the two systems operate can facilitate successful transitions between schools and JJSs. However, frequently teachers, administrators and parents have little understanding of how JJSs work. Participants in this workshop will learn about the step-by-step process involved in the JJS, how decisions are made, and important points for teacher input and effective strategies for student advocacy.

Managing Behavior: Everyone's Concern

EMPIRE C

Beth Randall, Central Kansas Cooperative in Education, Salina, Kansas

This interactive presentation will start with a review of various behavior management programs and their effectiveness, including a discussion of the most important factors that influence behavior. Special emphasis will be on utilizing an eclectic approach based on individual needs as well as the influence of our personal style.

11:30a.m. Adjournment and hotel checkout

