

**SYMPOSIUM 2003:**  
**Rethinking Special Education and  
Behavior Disorders**

Hyatt Regency Crown Center  
Kansas City, Missouri

February 20-22, 2003

*CCBD-Endorsed  
Regional Activity*

## WELCOME

Welcome to the twenty-first 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., Memphis, Missouri  
Dale P. Blesz, Truman State University  
Kari Ramos, Topeka, Kansas  
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, Kansas 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 University  
Michael Kallam, Midwestern State University  
Jamie Wood, 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  
Sharon Maroney, Western Illinois University  
Tom Thompson, Rainbow Mental Health Facility  
Tim Lewis, University of Missouri-Columbia  
Maura Linas, UMKC, KCKCC  
Sharon Huntze, University of Missouri-Columbia  
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, Iowa Department of Education  
Kris Melloy, University of St. Thomas  
Beth Randall, Lindsborg, Kansas  
Theresa A. Ochoa, University of Indiana  
Deborah Griswold, University of Kansas  
Lisa Adams, University of Kansas  
Jeni Ganz, University of Texas, San Antonio  
Kaye Otten, University of Kansas  
Sara Sibilsky, University of Kansas  
Lisa Bowman, Juniper Gardens Children's Project  
Katie Cook, Missouri Western State College  
Sean Swindler, Comm. Supports & Svs., Topeka, 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 20**

**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.**

**ALL-DAY WORKSHOPS, 9:00 a.m.-4:00 p.m.**

**1. Schoolwide Discipline and Self-Management Systems to Address the Prevention, Strategic Intervention, and Intensive Needs of Challenging Students SAN FRANCISCO**

This workshop will describe the step-by-step implementation of a schoolwide system of discipline, behavior management, self-management, and school safety that (a) addresses the prevention, intervention, and intensive needs of challenging students, and (b) responds to the "No Child Left Behind" legislation and anticipated changes in IDEA. Emphasis will be on (a)teaching students functional self-management (social) skills; (b) teaching teachers instructional self-management skills to run positive, effective classrooms resulting in student learning and behavioral growth; and (c) teaching school staff the organizational skills resulting in schoolwide implementation.

*Howard Knoff, University of South Florida, Tampa, Florida*

**2. Schoolwide Systems of Positive Behavior Support: Getting Started ATLANTA**

This workshop will provide a general description of the practice and process features of a proactive approach to schoolwide positive behavior support for all students. Essential features of developing best practices at the schoolwide, specific setting, small group, and individual student level will be reviewed. In addition, strategies for making data-based decisions and developing systems that support faculty and staff will be provided. Examples of successful implementation at the schoolwide and targeted levels will be presented.

*George Sugai, University of Oregon, Eugene, Oregon*

*Tim Lewis and Lori Newcomer, University of Missouri-Columbia*

**3. Teaching Students with Classic Autism EMPIRE**

Due to their unique and challenging characteristics, student with classic autism require special considerations in terms of curriculum development and instructional strategies. Most of these specialized techniques are based in applied behavior analysis, including

classroom organization, trial-by-trial training, naturalistic teaching, use of visual supports and prompts, and specialized behavior management techniques. Typical learning characteristics and ways to develop appropriate and functional curriculum will also be discussed.

*Brenda Scheuermann and Jo Webber, Southwest Texas State University, San Marcos, Texas*

## **HALF-DAY WORKSHOPS**

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

#### **4. Defusing Anger and Aggression**

**NEW YORK**

Anger and aggression are troublesome and disturbing behaviors that teachers, unfortunately, have to deal with on a regular basis. These behaviors not only disrupt a classroom but can escalate to serious unsafe behavior. In this workshop, participants will learn safe strategies for defusing anger and aggression, in particular how to address off-task behavior, noncompliance, defiance, confrontational behavior, and student threats. Video illustrations will be provided,

*Geoff Colvin, University of Oregon, Eugene, Oregon*

#### **5. Classroom-Based Interventions for Children at Risk for Reading Failure**

**CHICAGO**

Majorities of children referred for special education services are linked to slow progress learning to reading and most qualify for learning disabilities in reading. Many of these children also have significant behavior problems. Focusing on children in kindergarten through third grade, this workshop will present the results of phonics-driven curricular interventions, including use of direct instruction and programmed reading as small-group instructional support for at-risk students compared to literature-based reading instruction. Finally, the relationship between behavior issues and classroom performance in learning to read will be explored.

*Debra Kamps, Howard Wills, Mary Veerkamp, and Junie Lazo, Juniper Gardens Children's Project, Kansas City, Kansas*

#### **6. Discipline, Diversity, and Behavioral Disorders: Issues and Interventions**

**CHOUTEAU**

Based on data showing the impact of disciplinary practices on minority students with serious emotional disorders (SED), especially African American males, this workshop will explore proactive and remedial interventions within the context of culturally responsive instruction. Also, instructional, behavioral, and social skill strategies effective in bringing about improvements in academic and social behaviors for students with SED will be discussed, along with the factors that facilitate and hinder school success for students of color at risk for or with behavior disorders.

*Gwendolyn Cartledge, The Ohio State University, Columbus, Ohio*

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

**7. The Bullying Phenomenon: Fixing the Problem Through Ecologically Valid Interventions**

**NEW YORK**

In developing and implementing effective bullying intervention and prevention programs, it is important to ascertain whether such programs include interventions that are empirically guided and ecologically valid for the setting in which they will be implemented. The purpose of this workshop is threefold. Participants will (a) become familiar with the research literature that supports (or does not support) the inclusion of various interventions in bullying programs; (b) understand the complex ecology surrounding bullying behaviors; and (c) learn how to choose and implement a bullying program and how to assess the impact of the program in their schools.

*Susan M. Swearer, University of Nebraska, Lincoln, Nebraska*

**8. Developing a Comprehensive Evaluation System for Identifying Students with Behavioral Disorders**

**CHICAGO**

National data continue to indicate gross under-identification of students for special education services under the seriously emotionally disturbed category. One of the commonly stated reasons for this under-identification is the difficulty in developing clear evaluation criteria and processes based on the current federal definition. This workshop provides an overview of (a) current best practices, (b) current federal guidelines, (c) issues related to the evaluation process for BD, and (d) an example of one school district's process incorporating current thinking.

*Kim Ratcliffe, Columbia Public Schools, Columbia, Missouri*

*Tim Lewis and Robert Trussell, University of Missouri, Columbia, Missouri*

**9. Content Literacy: Developing a Schoolwide Adolescent Literacy Program for All Learners**

**CHOUTEAU**

This workshop provides an overview of research on adolescent literacy programs and describes the components related to developing a schoolwide approach to promoting adolescent literacy. Each level of literacy services will be described, and interventions appropriate for use at each level will be identified. One key schoolwide literacy strategy that cuts across all literacy service levels will be presented in detail and will serve as the basis for an active learning experience for participants.

*Keith Lenz, University of Kansas, Lawrence, Kansas*

**•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 district recruiters**

**in the exhibit area**

**FRIDAY MORNING, FEBRUARY 21**

**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**

**8:30-10:00a.m. KEYNOTE EXHIBIT HALL B**

***Schoolwide Positive Behavior Support: Beyond Behavior and Classroom Management***

Setting the stage for the 2003 Midwest Symposium for Leadership in Behavior Disorders, the opening keynote focuses on the elements of schoolwide positive behavior support for all students. Particular attention will be paid to accurate and efficient use of evidence-based practices and the routines, structures and supports needed to maximize durable and expanded implementation over time. Supporting data and examples will also be discussed.

*George Sugai, University of Oregon, Eugene, Oregon*

**10:15-11:15a.m. CONCURRENT SESSIONS**

**Prevention and Early Intervention for Students in Elementary Classrooms: Self-Management, Lotteries, and Group Contingencies CHOUTEAU B**

*Debra Kamps, Howard Willis, and Stephanie Lien, Juniper Gardens Children's Project, Kansas City, Kansas*

This session will present implementation information and outcome data on early intervention strategies for students with classroom behavior problems. Interventions, designed to serve students at risk for and with behavioral problems, include classwide management systems, individual support programs, and academic and behavioral lotteries.

**Evaluation of Academic Performance of Students with Emotional Disorders ATLANTA**

*Phil Gunter, Valdosta State College, Valdosta, Georgia*

The empirically supported link between improvements in academic skills and improvements in social behavior will provide the foundation for this presentation. The role of formative evaluation, that is, ongoing data collection and data analysis procedures will be highlighted with research-supported suggestions for allowing students with behavior disorders to perform self-monitoring of academic performance.

### **Making the Most out of Worksheets**

**CHICAGO B**

*Sharon Maroney, Western Illinois University-Quad Cities, Moline, Illinois*

Through demonstration, several techniques will be presented aimed at making the most out of instructional worksheets. Examples and strategies will address both elementary and secondary levels and varying content and student skills. Handout materials will include references to research related to the strategies presented. This presentation is specially designed for classroom teachers and paraprofessionals.

### **OK: So I Have Autism. Now What?**

**PERSHING**

*Dena L. Gassner, The Autism/Asperger's/ADHD Center for Understanding, Edgewood, Kentucky*

Individuals with high-functioning autism are environmentally hard-wired to focus on their differentness in a self-destructive way. From early childhood, their identities are formed in comparison to "normal" kids, with a focus on making them "fit in." In this session, participants will learn how not to focus on the deficits, but on the gifts autism brings; how to liberate the gifts and redefine success.

### **Using Data to Make Schoolwide Discipline Decisions**

**FREMONT**

*Mary Hendricks-Harris, Special School District, Eureka, Missouri*

*Steve Vargo, Rockwood School District, Rockwood, Missouri*

This presentation will demonstrate how positive behavior support (PBS) was initiated in three schools in the same district. Since PBS uses data to drive decisions, the three schools have different interventions, success, and struggles, all of which will be discussed. Specific data, plans and outcomes for each school will be shared.

### **Assessment and Remediation of Reading Difficulties: The Prevention of Many Social Dilemmas**

**CHOUTEAU A**

*David P. Hurford and Brian Keegan, Pittsburg State University, Pittsburg, Kansas*

*Craig Evans, USD 234, Fort Scott, Kansas*

This session will address reading difficulties in terms of etiology, characteristics, and effects on society with a focus on phonological processing deficits. Special attention will be given to intervention strategies that provide ongoing individualized assessment of reading and attention, strategies for remediation, and comorbidity of reading difficulties with other behavioral difficulties.

### **Setting Events Analysis and Prevention: Exploring the Use of School-Based Contextual Factors as a Model for Secondary-Level Prevention for Students with EBD**

*Janine Stichter, University of Missouri, Columbia, Missouri*

Despite growing demonstration of the effects of setting events as a vehicle for preventing challenging behavior, current application typically focuses on contextual factors as they relate to a functional assessment or structural analysis for specific students identified with EBD. This presentation will review the literature base on applied use of contextual factors as a framework for the potential development of secondary-level prevention models.

**ARCHITEXT: The “New” Computerized Functional Behavioral Analysis** BENTON A

*Larry W. Hanken, AGS Publishing, Gilbert, Arizona*

*ARCHITEXT* is a new software program that allows behavior professionals to concisely and efficiently address the requirements of IDEA. *ARCHITEXT* tracks individual case histories, defines target behaviors, documents behavior interventions, and communicates with IEP team members and other pertinent parties. Functional behavioral analysis, behavior intervention plans, and manifestation determinations are all included in an easy-to-use framework that makes the data consistent and precise.

**Prevention of Behavior Disorders: Positive Behavior Support in Early Childhood Settings** CHICAGO A

*Melissa Stormont, Tim Lewis, Becky Beckner, and Sandra Covington, University of Missouri, Columbia, Missouri*

This presentation will provide participants with a concrete example of a districtwide application of systems of positive behavior support for supporting appropriate behavior in young children at an increased risk for developing or sustaining behavior problems. The importance of using such systems of support for young children and practical tools for getting starting will be emphasized.

**Comprehensive Schoolwide Intervention for Students at Risk: Success and Challenges** NEW YORK A

*Kathleen L. Lane, Vanderbilt University, Nashville, Tennessee*

*Holly Mariah Menzies, California State University, Los Angeles, California*

In this session, summative findings of a school-based intervention containing literacy and behavioral components for students attending an at-risk elementary school are presented. All students participated in the primary intervention, which was implemented by 16 general educators. Students who were nonresponsive were invited to participate in secondary interventions. One secondary intervention was aimed at improving phonological awareness skills, another at improving the social skills of students who experienced high levels of problem behavior. Results will be presented along with suggestions for implementation at other school sites.

**Examining Functional Behavior Assessment in Public School Settings: Results of Research with School-Based Teams** VAN HORN A

*Terrance M. Scott, University of Florida, Gainesville, Florida*

*Julianna McIntyre, Alton School District, Alton, Illinois*

*Kristine Jolivet, University of Kentucky, Lexington, Kentucky*

This presentation reports on a study comparing outcomes of FBA and intervention planning outcomes across trained school-based teams and selected experts from around the country. Results range from moderate reliability on some outcomes to dramatic differences in others. Outcomes will be summarized and discussed with special focus on the implications for further training and supervision of the FBA process in public school settings.

### **Helping Students Become More Proficient Readers**

**EMPIRE A**

*Donna Nims, Urbandale, Iowa*

In order to help all students learn, teachers need a variety of strategies to match students' learning styles and rates of learning. This presentation incorporates several different strategies and approaches to help students become better readers and writers. Participants will leave with handouts covering major current approaches and strategies for teaching reading to all students, including those with behavior disorders.

### **Linking the Definition of Emotional Disturbance to Effective Practice Student Identification and Program Planning**

**NEW YORK B**

*Richard L. Simpson, University of Kansas, Kansas City, Kansas*

*Deborah E. Griswold, University of Kansas/Wyandotte County Special Education Autism/ED Partnership, Kansas City, Kansas*

This presentation addresses the federal definition of ED and its implications for student identification, diagnosis, and program planning, including IEP planning and implementation. The discussion will also focus on the need to and strategies for clearly connecting students' diagnostic findings, IEP goals, and objectives with program components.

### **Receptive Language Instruction for a Child with Autism: A Comparison of Two Techniques**

**EMPIRE B**

*Josefa Ben-Arieh and Helen Mackintosh Miller, Manhattan, Kansas*

*Brenda Smith Myles, University of Kansas, Kansas City, Kansas*

This session will report on the findings of a comparison of two methods of teaching receptive language skills to a four-year-old girl with autism: discrete trial training and joint action routine. After seven weeks, results showed a higher rate of acquisition for directions taught using joint action routines than those trained using a discrete trial format. Implications for use of both strategies will be discussed.

### **School Suspension: Do Not Pass "Go": Do Not Collect \$200**

**BENTON B**

*Christine A. Christle and C. Michael Nelson, University of Kentucky, Lexington, Kentucky*

There is little evidence to support suspension as an effective school disciplinary procedure. In fact, suspended youth are most likely to become delinquent. Yet, the suspension rate in some states has increased. The presenters discuss the characteristics

of schools with low versus high rates of suspension and will brainstorm with participants methods to reduce school suspensions.

**Successful Inclusion Practices for Children with Autism Spectrum Disorders**  
**CHICAGO C**

*Sonja R. de Boer-Ott*, Educational Consultant, Overland Park, Kansas

This session for educators, parents, and administrators will identify techniques for facilitating the inclusion of children with autism, as well as methods for analyzing the progress of students and the success of the inclusion process within the general education classroom.

**Nebraska Regional Teams: A Statewide Plan for Improving Educational Services to Students with Autism Spectrum Disorders**  
**VAN HORN BC**

*Annette Wragge and Alice Epstein*, ESU #6, Milford, Nebraska

This presentation includes an overview of the Nebraska State Plan for Autism Spectrum Disorders (ASD). The plan includes articulating guiding principles regarding services for children with ASD, developing regional service teams, and a statewide ASD network. Presenters will share the challenges and successes of implementing this statewide plan.

**11:30a.m.-12:30p.m.**

**Highlights from *Right Address ... Wrong Planet: Children with Asperger Syndrome Becoming Adults***  
**EMPIRE A**

*Gena Barnhill*, North Kansas City School District, Kansas City, Missouri

*Press Barnhill and Brent Barnhill*, Liberty, Missouri

This session, presented by two parents and their 26-year-old son diagnosed with Asperger Syndrome, will explore the issues and difficulties associated with Asperger Syndrome unrecognized until adulthood. The discussion includes the long and arduous journey toward a correct diagnosis and the challenging issues including relationships, depression, perseverative and obsessive interests, employment, and navigating the maze of social services.

**The "ABCs" of Teaching Life Skills**  
**EMPIRE B**

*Diane Carrigan and Joyce Thomas*, Central Kansas Mental Health Center, Salina, Kansas

In this fun, hands-on session, participants will have an opportunity to learn skills broken down into steps and participate in a related activity followed by process questions. Suggestions for how the skills can be utilized in a variety of settings will also be discussed.

**Choice or Chance? Career Development and Girls with Behavior Disorders**  
**CHOUTEAU B**

*Shannon Stuart*, University of Wisconsin, Whitewater, Wisconsin

This presentation focuses on the results of a recent study confirming the importance of career development for girls with behavior disorders, with special emphasis on the need to incorporate self-efficacy into educational programming. The discussion will include how teachers can provide a real-world context in which to apply academic skills, increase the benefits of work experience, structure family involvement, and facilitate other forms of support.

**When It's More Than a Behavior Problem: Identifying Mental Health Issues in Adolescents** **NEW YORK A**

*David L. Slawson, Two Rivers Psychiatric Hospital, Kansas City, Missouri*

As professionals we are often distracted, disappointed, and discouraged by the negative behaviors of the adolescents with whom we work. Unfortunately, we sometimes assume that this behavior is either learned or purposeful when, in fact, the students are suffering from an underlying mental illness that makes it impossible for them to control their behavior. This session will help the beginning or intermediate school professional to identify and respond appropriately to such negative behaviors.

**Designing and Monitoring Evidence-Based Interventions for Students with Behavioral Disorders: Legal and Practical Considerations** **CHICAGO C**

*Carl R. Smith, Drake University, Des Moines, Iowa*

*Andrew Douglass, Orchard Place School, Des Moines, Iowa*

An increased focus on evidence-based interventions is dominant across the fields of mental health, juvenile justice, and education. This session will examine the implications for educators working with students with behavioral disorders. Specifically, we will look at the legal and policy foundation for ensuring such approaches within the notion of providing an "appropriate" program for students and their families. We will also discuss the challenges we face in monitoring the progress of students with strategies that appear promising for meeting the legal expectations while being feasible for teachers and support staff.

**Restructuring Special Education and Teacher Preparation Programs Through the Professional Development School Model** **BENTON B**

*Dale P. Blesz, Peter Kelly, and Christine Banaskavich, Truman State University, Kirksville, Missouri*

*Julie Relford, Marianne Gibson, and Marcia McManis, Kirksville Junior High School, Kirksville, Missouri*

*Kathy Childers, Ray Miller Elementary School, Kirksville, Missouri*

Presenters will share the experiences of university, K-12 faculty, and preservice teachers involved in the developing and implementing a teacher preparation program based on the professional development school model. Panelists will provide their perspective on various components of the program, including on-site teacher preparation, collaborative professional development, and research.

**Establishing and Promoting Systems of Positive Behavior Support for Students with Disabilities That Ensure Safe and Effective Environments** **NEW YORK B**

*Alicia Collins, Neuwoehner School, St. Louis, Missouri*

*Lori Newcomer, University of Missouri, Columbia, Missouri*

This session will present the process and outcomes of implementation of systems of positive behavior support in a school that exclusively serves students with disabilities. The results demonstrate that students with severe disabilities and persistent patterns of antisocial behavior benefit from intensive individualized services as part of a larger comprehensive schoolwide system that involves families, community agency personnel, educators, administrators, and support staff.

**"Yes, You Can!" I Quick Guide for Addressing Special Student Needs in the General Education Classroom** **FREMONT**

*Frank Mullins, Diane Miller, Judy Davison, and DeAnn Lechtenberger, Emporia State University, Emporia, Kansas*

*University, Emporia, Kansas*

This session will highlight adaptations and modifications that can be used in the general education setting to help students in special education. Based on the concept that collaboration between general and special education staff promotes greater opportunity for developing a successful learning environment, this presentation is designed for professionals dedicated to improving outcomes for ALL students.

**Connections: Making the Journey from a Self-Contained E/BD Room to a Less Restrictive Environment** **VAN HORN BC**

*Deborah Cunningham, Cindy Maxwell, and Janine Overbaugh, USD 253, Emporia, Kansas*

The Connections program provides academic and social skills training necessary for students with E/BD to make the journey to a less restrictive environment. From managing behaviors to collaborating with outside resources, this session will discuss the use of a variety of techniques to make that successful "Connection."

**Getting to the Heart of the Matter: A 7-Step Model for Behavioral Assessment and Intervention** **ATLANTA**

*Kristine J. Melloy, University of St. Thomas, Minneapolis, Minnesota*

Participants will learn about a model for identifying and assessing behavioral problems, determining the function of the behavior, and developing an intervention for assisting youth in changing their behavior to become more productive and effective in school settings.

**Best Practice in Academic Intervention Research for Students with Behavior Disorders** **EMPIRE C**

*Alexandra Torkelson-Trout, Philip Nordness, Corey Pierce, and Paul Mooney, University of Nebraska, Lincoln, Nebraska*

Despite their academic difficulties, few studies have assessed the academic status and interventions for students with behavior disorders (BD). This session presents a review

of the academic status of students with BD, interventions showing promise, and the results of a study to improve the reading skills of students with or at risk of BD.

**Differential Diagnosis of High-Functioning Autism/Asperger Syndrome from Emotional Disturbance** **CHICAGO A**

*Robert Trussell and Julie A. Donnelly, Columbia Public Schools, Columbia, Missouri*

Individuals on the autism spectrum (AS) share behaviors that are similar to those who have emotional disturbance (ED). However, some behaviors are clearly more AS than ED. This session will focus on differentiating the pattern of behaviors associated with AS from that of ED and knowing when to dual diagnose.

**A Practitioner's Model Program for Students with Severe EBD** **CHICAGO B**

*Jodie Tuttle, Hastings Public Schools, Hastings, Nebraska*

*Kaye Otten, University of Kansas, Kansas City, Kansas*

This session provides a comprehensive model of a self-contained program for elementary-level students with severe emotional and behavioral disorders based on the four major components of positive behaviors supports and interventions. Participants will have an opportunity to ask questions and gain insights about controversial issues from the viewpoint of experienced practitioners.

**School-Based Support for Students with Autism: Elements of a Quality Program** **PERSHING**

*Kent Parker, The School District of Oconee County, Walhalla, South Carolina*

In order to meet the unique and intense needs of students with autism, school districts must approach the design and implementation of early intervention services in a proactive, supportive manner. In this session, program quality elements are identified from both the legal and the empirical literature and are defined and operationalized through one district's approach to school-based services.

**Opening Doors (and Minds) for Paraeducators: A Look at Effective Practices for Managing Paraeducators in the ED/BD Environment** **CHOUTEAU A**

*Matthew J. Ramsey, USD 409, Atchison, Kansas*

Managing students and staff can be challenging for the novice educator. This presentation offers tips, techniques and materials for training and developing the skills of paraeducators. Both beginning and seasoned teachers will leave with a new perspective on their greatest resource.

**Assessing the Fidelity of the School-Based Wraparound Approach**

**VAN HORN A**

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

This presentation reports on a study to assess the fidelity of school-based wraparound at one hundred family planning meetings for youth with serious emotional disturbance using the Wraparound Observation Form-Second Version. Overall, the data indicate

that care coordinators were implementing the wraparound process as intended. Yet, there are some areas of concern.

**An Inclusive Approach to Improving Early Literacy Skills of Students with and at Risk for Emotional and Behavioral Disorders** **BENTON A**

*Joseph Wehby and Kathleen Lane, Vanderbilt University, Nashville, Tennessee*

This session will present the results of a comprehensive reading program using the Open Court Reading Series supplemented with phonological awareness training in a general education classroom with kindergarten students identified as having or being at risk for EBD. Implications for classroom practice and future directions for this line of research will be discussed.

**12:30-1:45p.m. Lunch (on your own)**  
**-- Visit the exhibits --**

**FRIDAY AFTERNOON, FEBRUARY 21**

**KEYNOTE 1:45-2:45p.m. EXHIBIT HALL B**

***Effective Instruction for Students with Behavior Disorders:  
Current Issues, Challenges, and Compromises***

With a focus on teacher effectiveness as the single most important variable in the academic and social success of students with behavior disorders, the afternoon keynote will also present current challenges to implementation of effective instruction, including the growing shortage of effectively prepared teachers. A discussion of the potential negative impact of many compromises being suggested for providing educational services is followed by recommendations for enhancing the delivery of effective teaching to students with behavior disorders.

*Philip L. Gunter, Valdosta State University, Valdosta, Georgia*

**3:00-4:00p.m. CONCURRENT SESSIONS**

**Children with Bipolar Disorder: Diagnosis and School Treatment** **NEW YORK B**

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

Bipolar disorder in children is both difficult to diagnose and complex in its treatment. School and psychopharmacological issues regarding children with this disorder will be discussed.

**Preparing Preservice Teachers to Conduct a Manifestation Determination**

**BENTON A**

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

This session presents the user satisfaction survey results of a computer-assisted module designed to simulate IDEA 97's disciplinary guidelines and the manifestation determination process. Implications for the preparation of teachers of students with behavior problems and future research on multimedia problem-based learning frameworks for teaching and learning are also discussed.

**ADHD and Diversity: National and International Perspectives** PERSHING

*Robert Reid, University of Nebraska, Lincoln, Nebraska*

Attention deficit hyperactivity disorder (ADHD) is thought to affect 3-5% of the school-aged population. Relatively little attention has been paid to ADHD from a cultural perspective. This is a serious omission in view of our increasingly diverse population. There is now good evidence to suggest that psychological disorders are not universal but may be influenced by cultural factors. This session presents a review of available data on the assessment and treatment of ADHD across different countries and cultural groups.

**Issues, Strategies, and Practices for Monitoring Schoolwide Behavior** CHOUTEAU B

*Carl Liaupsin, University of Arizona, Tucson, Arizona*

*Terrance M. Scott, University of Florida, Gainesville, Florida*

*C. Michael Nelson, University of Kentucky, Lexington, Kentucky*

Effective prevention relies on our ability to accurately assess and identify predictable problem times, locations, contexts, behaviors, and individuals. However, school report this to be a complicated and often unwieldy process to incorporate at the schoolwide level. This presentation discusses some of the issues that create barriers to schoolwide monitoring and provides examples of school-tested simplified strategies and practices.

**Preventing Behavioral Earthquakes: The Think Time Strategy** CHICAGO A

*J. Ron Nelson and Greg Benner, University of Nebraska, Lincoln, Nebraska*

This presentation will 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 from being able to fully implement the antecedent manipulation strategy in special and general education settings.

**Respectful Counseling for Individuals on the Autism/Asperger Spectrum**  
FREMONT

*Julie A. Donnelly, Columbia Public Schools, Columbia, Missouri*

*Jean-Paul Bovee, Developmental Disabilities Resource Center, Kansas City, Missouri*

Autism spectrum differences are neurologically based, yet they can result in emotional and adjustment problems. Inexperienced counselors not knowledgeable about the autism spectrum may do more harm than good. This session will discuss key concepts and some useful approaches.

**Family Therapy for Truancy Diversion: This One Works!****BENTON B***Robert Sheverbush, Pittsburg State University, Pittsburg, Kansas**Chia-Chih Wang, University of Missouri, Columbia*

This session describes a program at Pittsburg State University that uses family systems therapy to respond to chronic truancy, including how the program coordinates with schools and courts, how the family systems approach works, and how the techniques help support chronically truant pupils. Data will also be presented on the effectiveness of the program.

**Inexpensive Ways to Use Technology to Improve Student Performance and Simplify Teacher Tasks****CHICAGO B***Skip Tidwell, USD 501, Topeka, Kansas*

This session will demonstrate different ways in which current technology can be used to assist both students and teachers in being more productive in the classroom. Special focus will be how to use technology to assist student in reading course textbooks and preparing for transition, plus ways for teachers to monitor on-task student behavior and other performance factors.

**Increasing Successful Social Interactions Between Children with Behavioral Challenges and Their Nondisabled Peers****NEW YORK A***Suzanne Shellady, Central Michigan University, Mt. Pleasant, Michigan**Janine Stichter, University of Missouri, Columbia, Missouri*

This session will present specific steps for incorporating peer-mediated strategies in supporting children with and at risk for EBD in educational settings with nondisabled peers. An assessment process for the classroom will be introduced that allows practitioners to identify environmental variables that support and challenge a child's ability to engage in appropriate behavior and social interaction on an individualized basis. An early-elementary-age case example will be shared.

**School-Based Behavior Teams: What Makes Them Work?****EMPIRE C***Courtney Miller and Reece L. Peterson, University of Nebraska, Lincoln, Nebraska*

This session explores underlying factors that may contribute to the overall effectiveness of school-based behavior teams (SAT, PBIS, FBA teams, etc.). Factors include purpose, duration, available resources, team composition, leadership, administrative support, delegation of responsibilities, team focus, commitment, and motivation.

**Recent Developments in Special Education Litigation****CHOUTEAU A***Antonis Katsiyannis and Maria Herbst, 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 litigation. Specifically, areas to be addressed include recent Supreme Court decisions regarding ADA (*Barnes v. Gorman, 2002*), the OSEP letter prohibiting educational agencies from initiating a due process hearing if a parent refuses to consent to the initial

provision of special education and related services, and the report by the President's Commission on Excellence in Special Education. In addition, trends in litigation will be identified and practical suggestions for minimizing potential litigation will be offered.

### **Determined to Help Children with Autism Through Camp Determination**

#### **EMPIRE A**

*Sue Ann Kline, Kelly Tebbenkamp, and Kaye Otten, Autism Asperger Resource Center, University of Kansas Medical Center, Kansas City, Kansas*

Camp Determination is one of a few camps in the United States designed for children and youth with autism or Asperger Syndrome. Run by the Autism Asperger Resource Center (AARC), Camp Determination fosters self-esteem and independence while offering a low child-staff ratio for a safe and supportive outdoor experience.

### **Joint Action Routine**

#### **VAN HORN A**

*Teresa L. McVey and Barbara A. Elliott, Tri-County Special Education, Caney, Kansas*

In a joint action routine (JAR), children select their props and perform according to their roles. Routines are easily incorporated into daily lesson plans according to themes. JARs promote increased interest in social interaction and the development of interactive play skills. Participants will receive sample lesson plans, songs, art activities, and a list of props with each theme. At the end of the session, participants will be able to use their materials to integrated JARs into their own daily schedule.

### **Supporting Students with Emotional/Behavioral Needs in Extracurricular Areas: Utilizing the Win Zone**

#### **EMPIRE B**

*Pamela Hudson Baker and Robert E. Baker, Ashland University, Ashland, Ohio*

As students with emotional/behavioral needs seek acceptance in nonacademic programs, extracurricular inclusion merits specialized support systems to facilitate student success. A three-dimensional model that addresses individual, group and performance needs will be explored as a vehicle for creating a more positive experience for all participants.

### **What Parents and Families of Children and Youth with Autism Want and Need: Strategies for Win-Win Solutions in a Litigious Era**

#### **CHICAGO C**

*Elizabeth Bowers, Rx4autism Consulting Services, Inc., Lenexa, Kansas*

*Richard L. Simpson, University of Kansas, Kansas City, Kansas*

This session will present effective practices and strategies for assisting parents and family members in addressing the educational, home, community, and other needs of children with autism spectrum disorders (ASD). The session format involves a parent of a child with ASD and a professional addressing this topic from their unique perspectives.

**4:00-6:00p.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 22**

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

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

**Communication Strategies for Individuals on the Autism Spectrum  
SAN FRANCISCO**

In this workshop participants will learn strategies for addressing communication deficits in individuals with autism spectrum disorders (ASD). The presenters will share research-supported approaches that are appropriate for young children through adults, as well as for a range of verbal and cognitive abilities. Video clips and a variety of visuals will illustrate communication strategies.

*Jennifer B. Ganz, University of Texas, San Antonio, Texas*

*Katie Cook, Missouri Western State College, St. Joseph, Missouri*

**Positive Behavioral Interventions and Supports: Real Applications for Real Classrooms ... Getting the Ball Rolling CHOUTEAU**

IDEA '97 mandates using positive behavior interventions and supports (PBIS) with children and youth with disabilities. In this interactive workshop participants will become familiar with the critical features of applying PBS in classroom settings for students with E/BD and learn the A-Z's of initial implementation of PBS for effective treatment and management of students.

*Deborah Griswold, University of Kansas/Wyandotte County Special Education Autism/ED Partnership, Kansas City, Kansas*

*Sara E. Sibilsky, and Kaye Otten, University of Kansas, Kansas City, Kansas*

**Mental Health, Special Education and Behavioral Disorders: Trends and Challenges  
CHICAGO**

This workshop focuses on issues facing educators in meeting the needs of students with mental health issues, many of whom are in special education programs. Topics include the latest research on evidence-based interventions (including but not limited to pharmacological interventions), multidisciplinary planning and programming for students with mental health issues, staff development needs related to children's mental health for general and special educators, and challenges in communicating across the traditional cultures of mental health systems and school structures.

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

*Polly Nichols, University of Iowa, Iowa City, Iowa*

*Carl Smith, Drake University, Des Moines, Iowa*

**Ask the "Experts": IDEA Reauthorization and Related Issues**

**BENTON**

In this informal, interactive session, panelists will address your questions and provide information about a variety of issues related to IDEA.

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

*Rod Bieker*, senior legal counsel, Kansas Department of Education, Topeka, Kansas; *Paul Zions*, Kent State University, Kent, Ohio; *Kari Ramos*, parent advocate, Topeka, Kansas;

*Beth Randall*, special educator, Salina, Kansas

Be sure to get an answer--submit your questions ahead of time to MSLBD's home page: [www.mslbd.org](http://www.mslbd.org). Click on the *Ask the 'Experts'* button.

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

