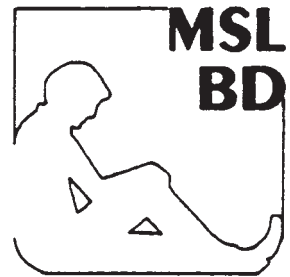


**SYMPOSIUM 2004:
Closing the Gap
Between Research
and Practice**



February 26-28

Hyatt Regency Crown Center ■ Kansas City, Missouri

**CCBD-Endorsed
Regional Activity**

WELCOME

*Welcome to the twenty-second 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 new educational mandates are being implemented.
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 challenges
of children and youth with behavior disorders.*

— No part of the program may be videotaped; please turn off cell phones while attending a session as a courtesy to other participants —

PLANNING COMMITTEE

Mary Albers, North Kansas City School District
Adria Bace, Nebraska Department of Education
Dale P. Blesz, Truman State University
Lisa Bowman, Juniper Gardens Children's Project
Sara Byrd, University of Kansas
Kimber Callicott, Texas A&M University
Katie Cook, Missouri Western State College
Paris DePaepe, Southwest Missouri State
Joyce Anderson Downing, Central Missouri State University
Jeni Ganz, University of Texas, San Antonio
Linda Garrison-Kane, Southwest Missouri State
Deborah Griswold, University of Kansas
Perry Hilvitz, North Kansas City School District
Sharon Huntze, University of Missouri-Columbia
Marilyn Kaff, Kansas State University
Michael Kallam, Midwestern State University
Antonis Katsiyannis, Clemson University
Peter Kelly, Truman State University
Tim Lewis, University of Missouri-Columbia
Maura Linas, UMKC, KCKCC
Rick Lindskog, Pittsburg State University
Sharon Maroney, Western Illinois University
Kris Melloy, University of St. Thomas

Lonny Morrow, EDGE, Inc., Memphis, Missouri
Mary Beth Noll, St. Cloud State University
Theresa A. Ochoa, University of Indiana
Kaye Otten, University of Kansas
Reece Peterson, University of Nebraska-Lincoln
Mike Pullis, University of Missouri-Columbia
Kari Ramos, Topeka, Kansas
Beth Randall, Lindsborg, Kansas
Bob Reid, University of Nebraska-Lincoln
Jane Rhys, Kansas Council on Dev. Disabilities, Topeka
Lisa Robbins, Missouri Western State College
Diana Rogers-Adkinson, University of Wisconsin, Whitewater
Ron Schmidt, Shawnee Mission Schools
Rich Simpson, University of Kansas
Carl Smith, Drake University
Sean Swindler, Comm. Disability Network, Shawnee Mission
Tom Thompson, Rainbow Mental Health Facility
Theresa Earles-Vollrath, Central Missouri State University
Suana Wessendorf, Iowa Department of Education
Jamie Wood, Pittsburg State University

Kirsten McBride, Conference Coordinator

THURSDAY, FEBRUARY 26

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. Academically Based Behavioral Strategies: Putting the Pieces Together

CHICAGO

This workshop will focus on four major elements of establishing a positive learning environment for students who are challenged both academically and behaviorally at school. Specifically, we will discuss classroom management, climate, content, and communication. Information and strategies are based on *A Framework for Understanding Poverty* by Dr. Ruby Payne.

Kim Ellis, aha! Process, Inc., Highlands, Texas

2. Positive Behavior Support for Students with Autism Spectrum Disorders

EMPIRE

At times schools struggle to provide an effective education for students with autism spectrum disorders who have severe problem behaviors. Positive behavior support has shown effectiveness in (a) reducing a range of problem behaviors, (b) increasing appropriate behaviors and educational skills, and (c) improving educational, social, employment, and living outcomes. This workshop focuses on the five-step process of positive behavior support: (a) identifying goals for intervention; (b) gathering information; (c) developing hypotheses; (d) designing behavior support plans; and (e) implementing, evaluating, and monitoring outcomes. Case examples will be presented to illustrate effective implementation of each step of the process.

Rose Iovannone and Don Kincaid, University of South Florida, Tampa, Florida

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

3. Curriculum-Based Measurement: Scientifically Validated Classroom Assessment for Students with and Without Disabilities

NEW YORK

This workshop will present curriculum-based measurement (CBM) as a valid and practical means of monitoring academic progress in the classroom. Procedures will be explained in detail, and three decades of research on its importance to classroom instruction will be summarized. Connections will be made between CBM and major current policy initiatives such as No Child Left Behind.

Douglas Fuchs and Lynn Fuchs, Vanderbilt University, Nashville, Tennessee

4. Blamed and Ashamed: Treatment Experiences of Youth with Co-Occurring Substance Abuse and Mental Health Disorders and Their Families

CHOUTEAU

Tragically, youth with co-occurring mental health and substance abuse disorders and their families rarely get the kind of help they need at the time they need it. This workshop presents the findings of a study in which a cadre of youth with co-occurring disorders were trained to find out what must be done to ensure that children and adolescents receive effective, integrated treatment. The discussion will focus on what we know works and strategies for realigning policies and practices to achieve better outcomes.

Trina W. Osher, Federation of Families for Children's Mental Health, Alexandria, Virginia

5. Best Practices in Preventing Bullying Among School Children

ATLANTA

After an overview of the nature and prevalence of bullying among children and youth, as well as effective strategies to prevent and address bullying, participants will be introduced to the Olweus Bullying Prevention Program, one of the best-researched programs for addressing bullying among school children. The discussion will also include the National Bullying Prevention Campaign – a public awareness campaign funded by the Health Resources and Services Administration to raise public awareness about bullying and the importance of bullying prevention.

Susan Limber, Clemson University, Clemson, South Carolina

6. Mental Health Services in the Schools

SAN FRANCISCO

This workshop will present an overview of exemplary mental health services in the schools with an emphasis on broad-based services from a preventive perspective that focuses on the needs of today's children. Other topics include barriers to exemplary services and the importance of linkages with community services and agencies as well as collaboration between all support personnel in the school system. Cypress-Fairbanks ISD where the presenters work was the last recipient of the Excellence in Psychological Services award given jointly by the American Psychological Association and the National Association of School Psychologists.

Scott Poland and Jay Glynn, Cypress-Fairbanks ISD, Houston, Texas

Afternoon, 1:00-4:00 p.m.

7. Child Psychopharmacology: An Overview for Special Educators

NEW YORK

Recent research suggests that best practice is usually a combination of behavioral and psychopharmacological interventions. This workshop will review the major medications used to treat children's emotional or behavioral disorders, along with a summary of the evidence for their effectiveness. Emphasis will be on stimulants, antidepressants, antipsychotic, and related medications. Related topics such as screening for psychiatric disorders, the referral process, and collaborating with parents and prescribing physicians will also be covered.

Steve Forness, UCLA Neuropsychiatric Hospital, Los Angeles, California

8. Peer-Assisted Learning Strategies in Reading: An Empirically Validated Method of Accommodating Individual Differences in the Classroom

SAN FRANCISCO

This workshop will present Peer-Assisted Learning Strategies (PALS) as a demonstrably effective supplementary reading program for students with and without disabilities in preschool and in grades K-12. The grades 2-6 PALS program will be emphasized, but kindergarten and first-grade PALS will also be addressed. Workshop members will participate in PALS activities, and will gain an understanding of the 12 years of research evidence that supports its use in high-poverty Title I as well as middle-class schools. PALS has been approved as an effective practice by the U.S. Department of Education.

Douglas Fuchs and *Lynn Fuchs*, Vanderbilt University, Nashville, Tennessee

9. Tough-Kid Survival Strategies for New Teachers: Preferred Practices

CHOUTEAU

One of the most difficult challenges faced by new teachers of students with behavior disorders is managing the behavior of their students, both individually and as a group. The techniques and strategies presented in this workshop are research-based interventions that, when implemented as directed, help teachers achieve more success and gain greater satisfaction during their first years of teaching. Resources and strategies for supporting new teachers' behavior management efforts will also be described.

Daniel Morgan, Utah SIGNAL Project, Sandy, Utah

10. Behavior Management Strategies to Resolve Conflicts in the Classroom

ATLANTA

In this workshop, participants will engage in discussion, stories, role-plays, and activities designed to help them understand sources of conflicts for students with EBD. Further, participants will learn practical and responsive strategies to help students recognize, manage, and resolve conflicts non-coercively.

Nomsa Gwalla-Ogisi, University of Wisconsin, Whitewater, Wisconsin

• 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 27

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

Challenges in Implementing New Practices in Old Systems: A Mental Health Agenda for Our Schools

Despite rapid advances in developing new child mental health assessment and intervention tools that could be deployed to great benefit in our nation's schools, few schools have been able to capitalize on these advances. Dr. Jensen reviews some of the critical, known obstacles to implementing these new approaches, and outlines a menu of strategies that might be drawn upon to improve children's mental health and learning within our schools.

Peter S. Jensen, Ruane Professor of Child Psychiatry, Columbia University, New York, New York

10:15-
11:15a.m.

CONCURRENT SESSIONS

Providing Visual Structure for Children with Learning and Behavior Disorders

BENTON B

Terri L. Cooper, University of Kansas, Lawrence, Kansas

Visual supports are essential strategies for teachers. In this session participants will learn how to assess and set up the most appropriate visual supports for individual students. The session will also focus on how to use visual supports to help students follow schedules and rules, get along with peers and complete academic assignments.

Using FBA to Drive Behavior Intervention Planning: Case Examples

EMPIRE B

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

This session presents a structured process for developing behavior intervention plans based on functional assessment outcomes. Case studies will be used to demonstrate the process with children exhibiting a range of problem behaviors.

Getting Along with People: Educational Triage

NEW YORK B

Brenda Benoit, *Marcia Mehlhaff* and *Jim Lanier*, North Central Kansas Special Education Cooperative, Phillipsburg, Kansas

Sometimes it is not the students who need a behavior modification plan for behavior change! This presentation will provide practical and useful ideas for getting resistant staff to effectively help challenging students in their classrooms, moving beyond the 3% mindset.

From Birth to 7 Years of Age: Video Documentation of Implementing the Child-Centered, DIR (Developmental, Individual Difference, Relationship-Based) Approach with a Child with Autism

PERSHING

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

Using home movies and 400+ hours of sabbatical video, this study chronicles the onset and change in severity of symptoms in a "typically developing" toddler and the effectiveness of an individualized child-centered, intensive early intervention program (DIR approach). Current level of functioning in a regular first-grade class is also shown.

Building Collaborative PBS Teams for Students with Autism Spectrum Disorders **EMPIRE C**

Rose Iovannone, University of South Florida, Tampa, Florida

Positive behavior support (PBS) is an effective approach for addressing serious problem behaviors exhibited by individuals with autism spectrum disorders. This presentation describes a case-study training project that built the capacities of a collaborative school team by taking them through the PBS process for a focus individual with autism. Specifically, the session will present (a) a description of the training/technical assistance model used; (b) the challenges faced; (c) the problem-solving methods used; and (d) the results obtained.

Use of Physical Restraints in Schools **CHOUTEAU B**

Joseph Ryan and *Reece L. Peterson*, University of Nebraska, Lincoln, Nebraska

This presentation reviews available research related to the use of physical restraints in school settings. In addition to summaries of the research literature and legislation and court decisions related to the use of restraints in schools, the discussion will identify position statements from professional organizations and advocacy groups along with recommended practices.

Supporting the Oppositional Student Through Academic and Behavioral Interventions **NEW YORK A**

Pamela Hudson Baker, University of North Carolina, Greensboro, North Carolina

Maria H. Herbst, Clemson University, Clemson, South Carolina

Students exhibiting oppositional behaviors challenge educators to implement innovative techniques. In this session, a variety of strategies supporting these students both academically and behaviorally will be provided. The presenters will emphasize the application of the strategies to specific examples from K-12 settings. Suggestions and additional resources for teachers and administrators will also be shared.

Developing Policy and Practice for Using Timeout as Part of a Behavioral Intervention Plan **FREMONT**

David Gordon, University of Wisconsin, Whitewater, Wisconsin

Timeout from positive reinforcement has proven to be a popular and often effective way to suppress inappropriate behavior. This session explores research-based best practice use of timeout and case law with an examination of policy needed to ensure that the timeout does not violate the rights of children.

The Family and Student Role in Developing the Evidence Base for Effective Practice **VAN HORN BC**

Trina W. Osher, Federation of Families for Children's Mental Health, Alexandria, Virginia

It is said that "Beauty is in the eyes of the beholder." In other words, the perceptions of the individual most affected by an event determine its quality or value. If this is so, how families and students describe the impact a service has had on them is critical. This session will explore this concept.

Self-Regulated Strategy Development **CHICAGO A**

Robert Reid and *Torri Lienemann*, University of Nebraska, Lincoln, Nebraska

Academic problems are common among children with behavior disorders. One effective means of improving academic performance is strategy instruction. This session presents a step-by-step introduction to the Self-Regulated Strategy Development model, a validated approach to strategy instruction.

Research to Practice: Multisystemic Therapy for Elementary-School Students with Behavior Disorders **CHOUTEAU A**

Jacquelyn A. Buckley and *Michael H. Epstein*, University of Nebraska, Lincoln, Nebraska

Tricia Monzon, The Child Guidance Center, Lincoln, Nebraska

This presentation focuses on the implementation and effects of an evidence-based program, Multisystemic Therapy (MST), on the social adjustment and academic achievement of students with behavior disorders in grades K-3. Topics include (a) description of the MST program, (b) preliminary outcome data, and (c) implementation of an evidence-based program with a new population.

Effective Instruction in Science for Middle-School Students with Behavior Disorders **VAN HORN A**

Paul Mooney, Louisiana State University, Baton Rouge, Louisiana

Michael A. Mooney, Colorado School of Mines, Golden, Colorado

This presentation will summarize the literature on effective practices for students with behavior disorders as well as present initial findings with respect to academic and social outcomes for a small group of students with disabilities who were exposed to a hands-on, inquiry-based series of science modules.

Effects of Peer Tutoring and Self-Graphing on the Active Responding, Reading Achievement, and Classroom Behavior of Students with EBD **EMPIRE A**

Kevin Sutherland, Virginia Commonwealth University, Richmond, Virginia

This session will explore the effects of peer tutoring, self-graphing and a combined peer tutoring-self-graphing intervention on the active responding, reading achievement and classroom behavior of students with EBD. Curriculum-based measures, direct observations and social validity measures were collected in a self-contained middle school classroom.

The Key to Leaving No Child Behind: Evidence-Based Instructional Practices **BENTON A**

Mary Richter, *Nanci W. Johnson* and *Timothy J. Lewis*, University of Missouri, Columbia, Missouri

Shawna Hudson, Culver-Stockton College, Canton, Missouri

The academic and social success of students with special needs requires the use of evidence-based instructional practices. General and special education teachers need knowledge of and experience with these practices to support students with challenging behavior. In this session the essential features of evidence-based instructional practices will be shared along with suggestions for bridging the research-to-practice gap.

Discipline and Disability: Managing Students Who Have EBD **ATLANTA**

Paul Zions, Kent State University, Kent, Ohio

This presentation will describe the challenges faced by teachers, paraeducators and administrators when working with students who have emotional and behavioral disorders. The following topics will be addressed: Severe emotional disorders IS a disability; the least restrictive environment and how it relates to inclusion; behavior as a shared responsibility (involving students, teachers, schools); and what teachers/schools can and cannot do with regard to discipline, including specific techniques and interventions.

Using Special Interests to Motivate Children and Youth with Asperger Syndrome and Autism **CHICAGO C**

Elisa Gagnon, Blue Valley Public Schools, Overland Park, Kansas

This presentation focuses on how to use special interests to motivate and shape the behavior of children and youth with autism and Asperger Syndrome. The Power Card Strategy as well as other strategies will be introduced. This hands-on session will be interactive, and participants will leave with new strategies for working more effectively with their students.

Competency-Based Inclusion: Set 'em up for Success **CHICAGO B**

Mary Jensen, Western Illinois University, Macomb, Illinois

This session will provide collaboration strategies that special and general education teacher can use to preplan and prepare for successful inclusion of individual students. Communication between teachers, monitoring student progress, and academic and social-behavioral skills will be emphasized.

11:30a.m.-12:30p.m. Dropout Prevention: How Do We Keep Students from Falling Through the Proverbial Cracks? **VAN HORN A**

Lisa J. Bowman, Juniper Garden's Children's Project, Kansas City, Kansas

National data reveal high dropout rates for students with emotional and behavioral disorders. Given the dismal post-school outcomes for students who drop out, this session will provide an overview of dropout and factors that contribute to and help prevent it. Examples of successful programs and strategies will be shared.

Proven Practices in Children's Mental Health **ATLANTA**

Peter Jensen, Ruane Professor of Child Psychiatry, Columbia University, New York, New York

This presentation will review the availability of new assessment and treatment methods for children's mental health problems, ranging from advances in schoolwide universal and more narrowly focused and indicated psychosocial interventions to specific medications shown to be effective for behavioral and emotional disorders affecting children's school functioning.

Positive Behavior Support in Public Schools: Implementation Examples**EMPIRE B***Terrance M. Scott and Linda Payne, University of Florida, Gainesville, Florida*

This session will present an overview of a step-by-step schoolwide PBS implementation process. For each step, multiple examples from real schools will be introduced to demonstrate how schools have individualized their efforts while maintaining a connection to the underlying model of positive behavior support.

From Research to Practice: Implementing the 7 Habits of Highly Effective Teens in the Classroom and Beyond**CHICAGO A***Janine Overbaugh and Cindy Maxwell, Flint Hills Special Education Cooperative, Emporia, Kansas*

Research shows that implementing an effective social skills program can have many positive outcomes for students. But which program is best for your students? This session provides ideas for implementing the *7 Habits of Highly Effective Teens* through discussion and hands-on activities that are easily reproduced for learners in your setting.

Techniques for Differentiating Classroom Instruction**CHICAGO B***Lynda A. Conover, Western Illinois University, Macomb, Illinois*

Differentiating instruction for students with learning and behavioral difficulties requires planning and managing instruction without creating the need for two or three completely different lesson plans. After a brief introduction to differentiation of instruction, participants will investigate several techniques to help learners at very different levels to succeed.

Using Token Economies and Level Systems to Address Therapeutic Goals**EMPIRE A***Joyce Anderson Downing, Central Missouri State University, Warrensburg, Missouri*

Students identified as having EBD often require interventions that manage surface behavior while addressing social-emotional IEP goals and objectives. Many classroom interventions deal only with observable behavior, not the underlying affective issues. The process discussed here allows teachers to address both by adapting commonly used classroom tools – token economies and level systems.

Identification of Joint Attention Behaviors of a Preschooler with Autism Using a Revised Measurement Scale and Post Hoc Videotape**VAN HORN BC***Kari Kerchner and Carrie Blevins, Northwest Missouri State University, Maryville, Missouri*

Deficiencies in joint attention (JA) consistently correspond with the severity of autism. Research suggests that facilitation of JA may decrease the severity of autism. In this session the efficacy of a newly revised scale to identify and document joint attention will be discussed as well as the preliminary findings from analyses of post hoc videotape.

Autism Program with a Big “P”: A Framework for Developing and Articulating a Comprehensive Program for Students with Autism Spectrum Disorders**EMPIRE C***Janine Stichter, University of Missouri, Columbia, Missouri*

This presentation will introduce a research-based framework for developing a comprehensive program to support students with autism across a continuum of environments. A comprehensive program is defined as one in which research-based curricular domains drive professional development and resources that link back to ongoing assessment to create balanced IEPs across a full continuum of environments. One school system's adoption of this model will be highlighted.

School Programming Options for Improving Behavior: Chasing the “Silver Bullet”**CHICAGO C***Courtney Miller and Reece Peterson, University of Nebraska, Lincoln, Nebraska**Russell Skiba, Indiana Education Policy Center, Bloomington, Indiana (nonparticipating co-author)*

This presentation will describe programs designed to be useful for improving the behavior of students or preventing violence. In addition to evaluating these programs, suggestions will be made for how to incorporate them into a comprehensive schoolwide strategy that employs a three-tiered framework to mitigate “fads” and the “silver bullet” mentality.

Academic and Social Characteristics of Students with E/BD Educated in Self-Contained Classrooms and Self-Contained Schools: Similarities and Differences**BENTON B***Kathleen Lane, Joseph Wehby and Cristy Cooley, Vanderbilt University, Nashville, Tennessee*

This session will present the academic and social characteristics of 72 elementary- and secondary-age students with E/BD educated in self-contained classrooms and self-contained schools in Middle Tennessee. Data include teacher rating scales, academic achievement scores, curriculum-based measures, and school record reviews. Educational implications will also be discussed.

Use of Assistive Technology with Students with Behavior Disorders**CHOUTEAU B***Millie Gore and Michael Kallam, Midwestern State University, Wichita Falls, Texas*

According to IDEA, assistive technologies must be considered for every student with a disability. Teachers of students with behavior disorders appear to be lagging behind their colleagues in other areas of remediation in finding technologies that assist their students. In this interactive session participants will learn about technological advances that may be particularly beneficial for students with behavior disorders.

Academic Achievement and ADHD: Status and Trends**PERSHING***Corey Pierce, Brad Uhing and Robert Reid, University of Nebraska, Lincoln, Nebraska*

Children with ADHD are at increased risk for academic difficulties. This session presents an overview of 40 years of research on the academic status and the effects of interventions on children with ADHD. Topics include achievement, effects of comorbidity, and trends in intervention research.

Doing Our Work for Students with Behavior Disorders and Their Families: Miles to Go and Promises to Keep**NEW YORK A***Carl R. Smith, Drake University, Des Moines, Iowa*

Despite the progress that has been made in areas such as positive behavioral support, children's mental health and advocacy for students with behavioral disorders, we are still faced with what seems to be considerable gaps between research and practice and what is assured under IDEA versus what is actually provided for these students and their families. In this session, implications for staff development, program implementation and policy development will be discussed.

Education Is More Than the Traditional Three R's: What About Relationships, Resilience and Responsibility?**NEW YORK B***Scott Poland, Cypress-Fairbanks ISD, Houston, Texas*

While emphasis has been placed on measuring the progress of reading, writing, and arithmetic in school accountability mandates, the foundations of learning and success also include meeting the basic needs of safety, security and a sense of belonging. Thus, the Carnegie Foundation has stressed that successful students must (a) have significant adults in their lives besides their parents; (b) feel a sense of safety, security and belonging; and (c) be involved in organized activities. This presentation will outline how schools, communities and families can provide these components of success for all students.

Selective Mutism: Assessment and Intervention**BENTON A***Joseph D. Perry and Elizabeth M. Bard, Barry University, Miami Shores, Florida*

This session will present updated information on selective mutism (SM). This includes differentiating SM from such conditions as autism and Asperger Syndrome as well as English as a second language. The validity and reliability results from field trials of a new selective mutism assessment will be provided in addition to a copy of the instrument. The four models of intervention will be reviewed.

Assessment of Basic Language and Learning (ABLBS) Instrument for Classroom Use**CHOUTEAU A***Brooke D. Young, Shawnee Heights and Auburn-Washburn School Districts, Topeka, Kansas**Tracy Livingston, N.E. Kansas Education Services Center, Lecompton, Kansas*

The ABLBS is designed to be used as an assessment tool, a curriculum guide, and a skills tracking system for children with language delays. To that end, the ABLBS contains a task analysis of any skill needed to communicate successfully and learn from everyday experiences. This session will offer an overview of the ABLBS and offer suggestions for classroom use and IEP development.

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

FRIDAY AFTERNOON, FEBRUARY 27

1:45-
2:45p.m.

KEYNOTE

EXHIBIT HALL B

Designing Interventions for Students with Severe Social, Emotional, and Behavioral Challenges

This keynote focuses on evidence-based interventions that have varying levels of effectiveness and/or efficacy in addressing students' severe and intensive social, emotional, and behavioral needs. The presentation will also address factors that mediate responsiveness to intense tertiary interventions, including integrity of delivered interventions, acceptability of interventions by consumers, the age at which the intervention is delivered (elementary vs. middle school), student ethnicity, socioeconomic background, family background characteristics, and school characteristics. The session concludes with a summary of knowledge needed to inform practitioners of the intensity, frequency, and/or duration of interventions necessary for optimal outcomes.

Frank Gresham, Distinguished Professor, University of California, Riverside, California

3:00-
4:00p.m.

CONCURRENT SESSIONS

Positive Behavior Support: Designing and Implementing Evidence-Based Practices in an Elementary Self-Contained Classroom

NEW YORK A

*Kristine Jolivette, C. Michael Nelson, Stephanie Meyer and Christine A. Christle, University of Kentucky, Lexington, Kentucky
Amy S. Lingo, Bellarmie University, Louisville, Kentucky*

This presentation will describe the design and implementation of a model self-contained elementary classroom. The social and academic curricula were developed using evidence-based practices and implemented by a team composed of a general education and a special education teacher with consultation from university faculty. The discussion will include descriptions of (a) the consultation model used, (b) selection and implementation of interventions/strategies, (c) types of data collected on both academic and social student behaviors, and (d) implications for future research and practice.

Use of Visual Interventions and Supports with Youth with Behavior Disorders

CHOUTEAU B

Jim Lanier, Marcia Mehlhaff and Brenda Benoit, North Central Kansas Special Education Cooperative, Phillipsburg, Kansas

This session will examine the use of visual behavior interventions and supports to aid in teaching appropriate social behaviors of youth with behavior disorders, both in general and special education environments. Philosophy, design, monitoring and adjustment issues will be presented for both elementary and secondary settings.

Students with Tourette Syndrome: Elements of an Effective School Program

VAN HORN A

Nancy A. Mundschenk and Rhonda DeMattei, Southern Illinois University, Carbondale, Illinois

Tourette Syndrome (TS), a complex neurological disorder once thought to be rare, is becoming a more common diagnosis for school-aged children. After a brief overview of the characteristics and challenges associated with TS, the session will focus on the issues related to developing effective intervention strategies.

The Effects of Behavioral Contrast in Varied Settings

FREMONT

Bess J. Puvathingal and Melissa Sanson, Special School District, St. Louis, Missouri

Generalization of treatment effects is essential when treating children with disabilities. Teachers often report that students' behavior changes in the classroom but parents do not see the same results. The study reported on here examined this phenomenon, known as behavioral contrast, in multiple settings. Results and implications for treatment are discussed.

Video Documentation and Preliminary Data of a 15-Month Early Intervention Program with a Preschooler with Autism

CHOUTEAU A

Keely White and Alexandra Sorman, Northwest Missouri State University, Maryville, Missouri

The study reported on in this session explored and documented the changing levels of cognitive and social play behaviors of a preschooler with autism during a 15-month early intervention program involving play with a facilitator in a child-centered environment. Video documentation and analyzed preliminary pilot data will be presented along with a discussion of significance and applications.

Asperger Syndrome and Bullying

VAN HORN BC

Rebekah R. Heinrichs, Educational Consulting Services, Grass Lake, Michigan

Children with Asperger Syndrome are "perfect targets" for bullying and, therefore, require proactive adult intervention. Effective bullying prevention programs contain components at the school, class, and individual level. This presentation will explore the types of bullying that occur and offer practical solutions that help curb bullying activities, particularly for students with Asperger Syndrome and related disorders.

Naturalistic Social Skills Interventions for Individuals with Autism Spectrum Disorders

CHICAGO C

*Jennifer B. Ganz, University of Texas, San Antonio, Texas
Katie E. Cook, Missouri Western State College, St. Joseph, Missouri*

This session will demonstrate "naturalistic" strategies for addressing social skill deficits in individuals with autism spectrum disorders. The focus will be on two research-supported approaches that are appropriate for both children and adults, as well as for a range of verbal and cognitive abilities. The presentation will include visuals illustrating social strategies.

Developing Behavior Coach Teams to Address Behaviors of Students with Autism

EMPIRE C

Robert Trussell, Julie A. Donnelly, Karen Potter, and Joel Ray, Columbia Public Schools, Columbia, Missouri

Dealing with difficult behaviors is not a one-person job, whether that one person is the teacher or a behavior consultant "expert." This presentation will report on one school district's attempt to train and use behavior coach teams to support educators through the functional behavior assessment/positive behavior support process.

What Is, What Was and What Should Never Be: Positive Behavioral Supports and Contingency Management

PERSHING

Richard J. Thomson, Special School District, St. Louis, Missouri

Data will be presented from research emphasizing that a marriage must occur between positive behavioral supports and contingency management as neither is effective without the other. The study reported on here included a reversal design with reinforcement and contingency management components. Results showed that the contingency management component led to larger decreases in overall problem behavior.

Effects of Using Data to Make Schoolwide Discipline Decisions

BENTON B

Mary Hendricks-Harris, Special School District, St. Louis, Missouri

This presentation will demonstrate how PBS was initiated in several schools in the same district. Since PBS uses data to drive decisions, the schools use different interventions and have different successes and struggles. Each school's plan, data and outcomes will be shared.

Medications, Monitoring, and Misinformation: Recent Trends in ADHD Research

BENTON A

Jamie G. Wood, Cody Whaley and James Lumley, Pittsburg State University, Pittsburg, Kansas

As a primary source of information, teachers of students with ADHD must be knowledgeable about the latest research. This presentation reviews the recent advances in pharmacological treatments, explains the latest instruments available for monitoring student progress, and discusses areas in which educators tend to provide misinformation about ADHD.

Preparing for Positive Behavior Support at the High-School Level: Procedural Guidelines and Lessons Learned

CHICAGO A

Kathleen Lane, Joseph Wehby and Sharon Savage, Vanderbilt University, Nashville, Tennessee

This presentation documents the results of the first year of a three-year project to introduce positive behavior support (PBS) to four high schools in Middle Tennessee. Presenters will review the procedures used to train the schools in PBS and assist in designing a PBS plan.

School-Based Teams Developing Functionally Based Interventions: Is It Possible?**EMPIRE B***Lisa Powers and Michele Kelk, Special School District, St. Louis, Missouri*

This session will explore the issues and challenges of conducting functionally based interventions by school-based personnel. School systems continue to struggle with how to develop and implement functionally based interventions. Training school-based teams is an effective way to support the use of this technology. The structure, content and data from three years of training PBS coaches will be presented.

Developing a Positive Behavior Support System in a District, K-12**EMPIRE A***Cindy Dowis, Tracy Copeland and Bob Odzinski, Kirksville R-III, Kirksville, Missouri*

This presentation will provide samples and ideas for districts that want to develop positive behavior supports in all grades. Kirksville R-III has received four grants (one for each level: K-2, 3-5, 6-8, 9-12) to train staff. In their second year of using the system, the presenters will discuss essential elements needed and what was unique to their building/level.

When Teachers Play, Students Win! Schoolwide Change Through Positive Behavior Support**CHICAGO B***Linda K. Bradley, Nanci W. Johnson and Timothy J. Lewis, University of Missouri, Columbia, Missouri
Jeri Cay Phillips, Jeanne Link, Mimi Wenger and Chris O’Gorman, Columbia Public Schools, Columbia, Missouri*

Two Mid-Missouri elementary schools with significant at-risk populations have implemented schoolwide positive behavior support (PBS), including systems, practices and data-based decision-making components. Each school has experienced positive results. In this session, outcomes data, overview of schoolwide PBS systems and effective problem-solving processes from each school will be shared.

If You Build It, Will They Come? Access to and Use of Best Practices Resources in Schools**NEW YORK B***Daniel Morgan, The Utah SIGNAL Project, Sandy, Utah
Hollie Pettersson, Utah Behavioral Initiative/Utah Personnel Development Center, Sandy, Utah*

This session will describe and demonstrate the “ED BD CD” – a CD-ROM developed by the Utah Behavioral Initiative Project that contains almost a gazillion resources, websites, links, and other useful information about preferred practices in teaching students with E/BD. The presenters will discuss teachers’ self-reported use and utility of the CD as well as impediments to accessing information to improve instruction and intervention. Implications for dissemination of research-based practices will also be addressed.

4:00-5:00p.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 28**8:00-11:30a.m.****Registration/Information Desk Open****CHICAGO Foyer****9:00-11:30a.m.****WORKSHOPS****Interventions and Treatments for Autism Spectrum Disorders: Empirical Support and Controversy****SAN FRANCISCO**

This panel will present an overview and analysis of currently available interventions and treatments for children and adults with autism spectrum disorders. Specifically, panelists will identify commonly used interventions and treatments as well as an evaluation of their utility and efficiency.

*Jennifer B. Ganz, University of Texas, San Antonio, Texas
Josefa Ben-Arieh, Juniper Gardens Children’s Project, Kansas City, Kansas
Katie Cook, Missouri Western State College, St. Joseph, Missouri
Richard L. Simpson, Brenda Smith Myles, and Sonja deBoer-Ott, University of Kansas, Lawrence, Kansas***Bipolar Disorders in Youth: Differential Assessment and Interventions****NEW YORK**

Learn the most recent information about the diagnostic criteria for bipolar disorders and comorbid disorders as well as how to distinguish them from other disorders such as ADHD, conduct disorders, oppositional defiant disorder, and substance abuse disorders. Participants will receive a handout describing specific assessments and intervention guidelines for working with youth who experience bipolar disorders.

*Joseph D. Perry and Elizabeth Bard, Barry University, Miami Shores, Florida***Legislation and Litigation: Where We Are “Today”****EMPIRE BC**

This workshop will provide an update on the status of IDEA legislation, the current condition of No Child Left Behind, and recent legislation related to students with emotional and behavioral disorders. Questions and concerns from the audience are encouraged.

*Paul Zions, Kent State University, Kent, Ohio
Joe Hatley, Lathrop and Gage L.C., Overland Park, Kansas***Implications of Instructional and Behavioral Assessment for Teachers****CHICAGO**

This presentation will highlight best practices and emerging issues in classroom-based assessment in the areas of behavior and instruction. Specific focus will be on standardized and diagnostic data collection (including computer-based) and measurement of educational goals as expressed in the IEP.

*Debra Griswold and Sara Sibilsky, University of Kansas, Lawrence, Kansas
Rick Lindskog, Pittsburg State University, Pittsburg, Kansas***11:30a.m.****Adjournment and hotel checkout**

Speakers, topics, and exhibited materials do not necessarily represent the official viewpoints and positions of the Midwest Symposium for Leadership in Behavior Disorders (MSLBD), nor should any endorsement be inferred.

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