

SYMPOSIUM 2005
Envisioning the Future:
FAPE or Fate
for Students with E/BD?



February 24-26

Hyatt Regency Crown Center ■ Kansas City, Missouri

**CCBD-Endorsed
Regional Activity**

WELCOME

Welcome to the twenty-third annual Midwest Symposium for Leadership in Behavior Disorders. Representatives of universities, state agencies and others 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. 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.

Mission Statement

The Midwest Symposium for Leadership in Behavior Disorders fosters professional and family leadership that improves the lives of children and youth with emotional/behavioral disorders or related behavioral challenges.

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 Sibilsky 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
Linda Geier, Kansas Dept. of Education, Garden City
Deborah Griswold, University of Kansas
Marilyn Kaff, Kansas State University
Perry Hilvitz, North Kansas City School District
Sharon Huntze, University of Missouri-Columbia
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
Kaye Otten, University of Kansas
Reece Peterson, University of Nebraska-Lincoln
Mike Pullis, University of Missouri-Columbia
Kari Ramos, Topeka, 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
Deborah Sisco, St. Joseph, Missouri, Public Schools
Carl Smith, University of Iowa
Janine Stichter, University of Missouri-Columbia
Tom Thompson, Rainbow Mental Health Facility
Theresa Earles-Vollrath, Central Missouri State University
Suana Wessendorf, Iowa Department of Education
Jamie Wood, Pittsburg State University
Robert Zabel, Kansas State University

Kirsten McBride, Conference Coordinator

THURSDAY, FEBRUARY 24

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

(one hour for lunch; on your own)

1. “Why They Say No”: Approaches and Techniques for Managing Resistance

NEW YORK

Imagine how much easier life would be if only others wouldn't be so contrary! We spend a lot of time trying to get others to be more cooperative and receptive to our suggestions and follow our instructions, but does resistance really originate from *their* behavior? The message of this workshop is that it does not! Rather, it is our behavior that creates resistance. Do you disagree? If so, your resistance has just been created. That can be changed. This workshop will demonstrate ways of changing your behavior to reduce resistance in others. The key is understanding the difference between knowledge and knowing.

John Maag, University of Nebraska, Lincoln, Nebraska

HALF-DAY WORKSHOPS

Morning, 9:00a.m.-noon

2. Assessing and Improving Students' Social Competence

CHICAGO

This workshop focuses on the assessment and improvement of students' social skills within a model of behavior that stresses the interrelationships among social skills, problem behaviors, and academic functioning. The *Social Skills Rating System* and goal attainment scales will be the featured assessment methods, and examples of evidence-based primary, secondary, and tertiary interventions will be discussed. Participants will receive detailed handouts and have numerous opportunities to ask questions and to share proven practices.

Stephen N. Elliott, Vanderbilt University, Nashville, Tennessee

3. RTI (Response to Intervention) Replication: “Up, Down, All Around”

SAN FRANCISCO

This presentation looks at one district's implementation of a problem-solving model at the K-5 level with an emphasis on practical considerations at the student, school, and district level. In addition to the rationale for selecting and implementing this model, the discussion will include how to differentiate between primary and secondary effects as well as how to anticipate and deal with the inevitable stress associated with a systemwide shift. Data will also be shared on over-/over-representation of minorities, the “wait-to-fail” phenomenon, increase/decrease in district initial SPED placement, and the results of satisfaction surveys.

Ben Barbour, Horry County Schools, Myrtle Beach, South Carolina

4. Closing the Achievement Gap for Adolescents Through a Content Literacy Continuum

EMPIRE

This session will present a framework, the Content Literacy Continuum, for organizing staff and teaching curriculum to effectively deal with the broad array of literacy skills in today's secondary schools. Specific examples of interventions at each level of the continuum will be described and modeled. Each of the interventions presented has been validated by teachers and researchers at the University of Kansas Center for Research on Learning.

Donald D. Deshler, University of Kansas, Lawrence, Kansas

5. “You Can't Try Just One”: Teacher- and Parent-Tested Interventions for Students with Autism Spectrum Disorders

ATLANTA

This workshop will provide participants with a variety of user-friendly evidenced-based strategies to use when teaching students with autism spectrum disorders. A variety of strategies will target skill acquisition in the areas of pre-academics, academics, life skills, communication, and social behavior. The workshop will also describe how to combine interventions into a multi-component strategy package that will meet students' individual needs.

Carol Ann Davis and *Nancy Rosenberg*, University of Washington, Seattle, Washington

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

6. “To Tell the Truth:” Youth Perspectives on Their Diagnoses, Treatment, and Education

SAN FRANCISCO

Youth with bipolar, post-traumatic stress syndrome, autism spectrum disorders, depression, learning disabilities, anxiety disorders and more, share their experiences with mental health and education services – what worked and what didn't. Panelists will also share insights on how they and their families have coped. The youth provide their own advice for educators.

Youth Panelists from Nebraska and Kansas

Kari Ramos, Topeka, Kansas

Brenda Fletcher, Families CARE – YES Program, Kearney, Nebraska

Moderator: *Reece Peterson*, University of Nebraska, Lincoln

7. Bipolar and Reactive Attachment Disorders: Dual Diagnosis and Interventions

ATLANTA

This workshop will present current knowledge about the diagnostic criteria for bipolar disorder and reactive attachment disorders. In addition, comorbid disorders will be examined, with an emphasis on distinguishing them from ADHD, adjustment disorders, conduct disorders, oppositional defiant disorder, and substance abuse disorders. Participants will receive a handout describing specific assessment procedures, as well as intervention guidelines for working with youth who experience bipolar and reactive attachment disorders.

Joseph D. Perry, Barry University, Miami Shores, Florida

Shayen George, Associates in Counseling and Child Guidance, Sharon, Pennsylvania

8. Classroom-Based Interventions for Children at Risk for Reading Failures

EMPIRE

The Center for Early Intervention in Reading and Behavior is a five-year federally funded project with three objectives: (a) screening in grades K-3 for reading and behavioral risk, (b) early intervention for students at risk for reading failures, (c) schoolwide use of positive behavior support, and (d) monitoring student outcomes. This workshop will present an overview of phonics-driven curricular interventions: Direct Instruction (Reading Mastery, SRA), Proactive Reading (Patricia Mathes), Read Well (Marilyn Sprick), Programmed Reading (Phoenix Learning Resources), and Language Arts Multisensory Program (LAMP, Mary Abbott). Results using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be shared.

Debra Kamps, *Mary Veerkamp*, *Howard Wills*, *Carmen Arreaga-Mayer*, and *Mary Abbott*, Juniper Gardens Children's Project, Kansas City, Kansas

9. Back to the Future: Forgotten Behavioral Strategies Every Teacher Should Know and Use

CHICAGO

The focus of this workshop will be on strategies that make instruction effective, minimize disruptions, and help keep classrooms running smoothly. Key teaching and management strategies based on empirically sound behavioral procedures will be reviewed, described, modeled and practiced. Both instructional and classroom management routines, including simple reinforcement routines, will be presented, including extinction, time-out, and response cost. We will not discuss these as isolated behavioral interventions but as instructional and management strategies that teachers should incorporate into their instruction and classroom practice throughout the school day.

Tim Landrum, University of Virginia, Charlottesville, Virginia

• Visit the Exhibits •

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

**Looking for a job?
Check in with school district recruiters in the exhibit area**

FRIDAY MORNING, FEBRUARY 25

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

8:00a.m.-5:00p.m. Exhibits ATLANTA/NEW YORK/SAN FRANCISCO Foyer

8:30-10:00a.m. KEYNOTE REGENCY BALLROOM

***Evidence-Based Instruction in Emotional and Behavioral Disorders:
How to Determine and Deliver Best Practice***

Knowing what counts as evidence and why is a growing concern for educators as we attempt to better serve our students with emotional and behavior disorders. In recent years, the field has been engaged in efforts to define a set of standardized, evidence-based, and sustainable practices.

This keynote will discuss various components of a science of emotional and behavior disorders, how social and political factors can sometimes obscure notions of empiricism and objectivity, various ways that we allow beliefs and other pressures to fool us, the current evidence base in E/BD, and how we can ensure that we both recognize best practices and implement these practices in the schools.

Gary M. Sasso, Ph.D., is professor, Department of Special Education, adjunct professor, Department of Pediatrics, and chair, Department of Curriculum and Instruction, University of Iowa, Iowa City

10:20-11:20a.m. CONCURRENT SESSIONS

Behavior Consultation Team Model CHICAGO C

Kylee Starmer and Reece Peterson, University of Nebraska, Lincoln, Nebraska

This presentation provides information about the use of behavior consultation teams in elementary school settings. The focus will be on the role of behavior consultants and how they provide support for buildings struggling with students who display challenging behaviors. Outcome data reflecting these services and a case study will also be discussed.

Using Test Results: A Revealing Look CHOUTEAU B

Rick Lindskog, Pittsburg State University, Pittsburg, Kansas

Deborah Griswold and Sara Sibiisky Byrd, University of Kansas, Lawrence, Kansas

This session will examine and operationalize the uses of both standardized and criterion-referenced assessment data. The presentation will include the basics of statistics and tests, what the results mean to teachers in terms of classroom activities, what differences in data can be expected from different disabling conditions, framing interventions based on assessment results, and evaluation of pupil progress.

**Supporting Students with Challenging Behavior:
A Statewide Professional Development Approach EMPIRE A**

Christopher L. Smith, Kansas University Center on Developmental Disabilities, Parsons, Kansas

Rachel Freeman, University of Kansas, Lawrence, Kansas

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

The Kansas Institute for Positive Behavior Support teaches professionals from developmental disabilities, mental health and child welfare to use person-centered planning and positive behavior support in collaboration with schools to support children who engage in problem behavior. This session presents information about the team project as well as program effectiveness.

Academic Status and Interventions for Students with ADHD FREMONT

Alexandra Trout, University of Iowa, Iowa City, Iowa

Corey Pierce, Southern Illinois University, Carbondale, Illinois

Two reviews of the literature on assessing academic interventions for students with ADHD will be presented. First, results from an analysis of the academic intervention literature will be provided. Second, findings from a review evaluating the effects of specific self-regulation methods on academic gains will be discussed.

**Supporting At-Risk Students in the Classroom by Increasing
Teacher Use of Universal Systems of Positive Behavior Support CHICAGO B**

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

Lisa Powers, Special School District of St. Louis County, Town & Country, Missouri

Lisa Troesser-Hazel, Ferguson-Florissant School District, Florissant, Missouri

This presentation outlines the use of peer coaching in one elementary school to improve teacher effectiveness by increasing implementation of key features of effective classrooms as part of a systemic, schoolwide approach to positive behavior support. Strategies to be addressed also include the quality of teacher-to-student interactions, pre-corrects, and opportunities to respond. Data will be presented on the impact of these strategies on students identified as at risk for failure due to challenging behavior.

**ClassWide Peer Tutoring as an Intervention for Middle and
High School Students with E/BD in Alternative Education Classrooms CHOUTEAU A**

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

This study provides an initial look at the effectiveness of ClassWide Peer Tutoring and ClassWide Peer Tutoring with ClassWide Self-Management as interventions for students with E/BD in alternative education settings. Successes include a reduction in number of off-task and inappropriate behaviors; challenges include student absences. Resources will be available.

Facilitating Success for the Oppositional Learner Through Academic and Behavioral Interventions

EMPIRE C

Maria Herbst, Clemson University, Clemson, South Carolina
Pam Baker, Ashland University, Ashland, Ohio

Learners who exhibit oppositional behaviors challenge teachers to implement a wide variety of techniques. Specific strategies to support these students both academically and behaviorally will be provided. The presenters will emphasize the application of the intervention to examples from K-12 settings. Suggestions and additional resources will be shared.

Effective Classroom Strategies for Students with Autism and Asperger Syndrome

VAN HORN

Elisa Gagnon, Blue Valley Schools, Overland Park, Kansas

With appropriate supports, students with autism and Asperger Syndrome can be successful in the classroom with their peers. This session will explore this possibility and present research-based ideas that work. Participants will leave with ideas to implement immediately.

Occupational Preferences and Aptitudes of Juvenile Offenders

EMPIRE B

Robert Zabel, Kansas State University, Manhattan, Kansas

This session will report on a study of the occupational preferences and aptitudes of 200 juvenile offenders, including comparisons between those with and without experience in special education and between males and females. Possible implications for transition programs in correctional education programs will be discussed.

Opportunities and Challenges for Academic Instruction and Research for Students with E/BD

NEW YORK A

R. Kenton Denny and *Paul Mooney*, Louisiana State University, Baton Rouge, Louisiana
Philip L. Gunter, Valdosta State University, Valdosta, Georgia

The effects of recent legislative changes to the Elementary and Secondary Education Act (No Child Left Behind) and those proposed for the reauthorization of IDEA are presented as they relate to academic instruction for students with E/BD. Topics include the definitions and possible impact of "highly qualified" teachers, scientifically based teaching practice, annual yearly progress, and access to general education curriculum. The roles of teachers, administrators, and researchers in using the new mandates to improve academic instruction will be discussed.

See It, Do It, Hear It, Figure It Out: Teaching Social Competence – Not Just Acquisition Any More!

NEW YORK B

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

Teaching socially appropriate behavior results in educators and students becoming more socially competent, more successful in school, home and community settings, and ultimately higher achievers. This session (a) presents strategies for teaching social skills; (b) shares curriculum designed to assist in teaching social competence and knowledge that allows promoting generalization of socially appropriate behavior across settings, persons, and situations; and (c) instills in educators a sense of being successful in helping students achieve social competence.

Making Behavioral Procedures Work for – Not Against! – You

CHICAGO A

Tim Landrum, University of Virginia, Charlottesville, Virginia

Most teachers are aware of basic behavior principles (reinforcement, punishment, extinction). This session highlights how these principles are probably at work in all classroom routines and interactions whether teachers plan their use or not. We argue that without careful planning and analysis, behavioral principles can work to maintain or even promote negative behavior and noncompliance. Specific examples of how to use simple behavioral procedures for positive results will be presented.

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

CONCURRENT SESSIONS

The Power of Words

VAN HORN

Todd Streff, Great Strides Behavioral Consulting, Inc., Wentzville, Missouri

This presentation will highlight the clinical applications of verbal behavior with children with autism. Participants will learn the research behind the interventions and learn how to implement the procedures to teach individuals to mand/request reinforcement. The Assessment of Basic Language and Learning Skills (ABLLS) will be referenced as the curriculum guide to make program decisions.

Assessing Treatment Implementation: Approaches to Measuring the Effects of Implementing Behavior Interventions and Improving Program Services

CHOUTEAU A

Kristin Duppong Hurley, University of Nebraska, Lincoln, Nebraska

Administrators and teachers understand that for a behavior program to be effective, it must be implemented with integrity. This session focuses on approaches to both assessing implementation integrity and summarizing implementation data to make useful judgments regarding the quality of services. Examples will be shown from the implementation of First Steps to Success, a classroom-based behavior program for at-risk K-1 graders.

Other Health Impairment – A Catch-All or a Legitimate IDEA Disability Category?

EMPIRE B

David Gordon and *Janice Boettcher*, University of Wisconsin, Whitewater, Wisconsin

The IDEA category Other Health Impairment (OHI) is growing faster than any other disability category. This session presents research information on the use of OHI to avoid more intrusive labels (EBD) and provides recommendations for practices for special educators, parents, and administrators in defining a child with OHI.

Implementing Response-To-Intervention for Students with E/BD: A Statewide Approach in Idaho

EMPIRE A

Wayne Callender, Idaho State Department of Education, Boise, Idaho
Gary Nunn, Idaho State University, Pocatello, Idaho

This presentation will acquaint practitioners with efforts to implement a statewide problem-solving process that includes Response-To-Intervention (RI) as a means of identifying students with E/BD for special education. This process, known in Idaho as the Results-Based Model, is a federal school improvement grant funded over the last five years. Topics include (a) changing roles/responsibilities of professionals; (b) impact on student identification; and (c) impact on student outcomes.

Training and Supporting Teachers to Implement Effective Classroom Management Practices

CHICAGO C

Teri Lewis-Palmer, *Shanna Millen*, and *Wendy Reinke*, University of Oregon, Eugene, Oregon

The link between behavior and instruction is important and often overlooked. Critical variables within the classroom that affect student outcomes are well documented. For example, effective instructional practices have been shown to improve both academic and social behavior successes of students. Yet, sustained and consistent implementation remains an area of concern. The purpose of this session is to discuss how to support teachers in using effective teaching practices to increase and maintain their use of these practices.

Individuals with Disabilities Education Improvement Act of 2004

CHOUTEAU B

Mitchell Yell, University of South Carolina, Columbia, South Carolina
Antonis Katsiyannis, Clemson University, Clemson, South Carolina
Michael Rozalski, SUNY, Geneseo, New York

This session will provide an overview of the major changes in IDEA, some background information that led to the changes, and IDEA's interaction with No Child Left Behind.

Techniques for Differentiating Instruction

NEW YORK B

Lynda A. Conover, Western Illinois University, Macomb, Illinois

Differentiating instruction for learners 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.

Reading Strategies for Secondary-Level Students**EMPIRE C***Donna Nims, PCM High School, Urbandale, Iowa*

Students can be taught to use a range of comprehension strategies that influence how they make meaning from text. The most important single factor is the teacher. The less we depend on programs and the more we depend on our own knowledge, informed by practice and research, the less likely we are to be controlled by politically driven mandates and expensive programs. This presentation will cover many of the current strategies that can help secondary-level students overcome their reading deficits and become more successful in high school and beyond.

Adjudicated Youth: Descriptive Characteristics of Female Adolescents Placed in Specialized Settings**FREMONT***Devery Mock, University of Iowa, Iowa City, Iowa*

Results will be presented from a preliminary study investigating the characteristics of female adolescents placed in a state facility for adjudicated youth. Descriptions of academic, behavioral, and placement history will be provided, as well as current levels of academic and behavioral functioning relative to the educational services provided.

Social-Behavioral and Academic Accommodations for Instruction and Assessment**CHICAGO B***Rahul Ganguly and James Shriner, University of Illinois, Champaign, Illinois*

The IEP includes accommodations for instruction and assessment for students with disabilities. We examined how students' academic and social-behavioral needs were addressed both in planning and actual instruction/testing. Findings and implications for teaching and future research will be discussed.

Language and Students with E/BD: Assessment and Intervention**CHICAGO A***Diana Rogers-Adkinson, University of Wisconsin, Whitewater, Wisconsin*

This session will present recent research findings that suggest language assessment should become an integrated part of the assessment process for children with E/BD. Techniques for incorporating language intervention into the IEP and the FBA process will be included.

The Relationship Between Academic Achievement and Behavior Among High School Students**NEW YORK A***Sara Sibilsy Byrd, University of Kansas, Lawrence, Kansas*

This presentation will report the results from a dissertation study conducted to examine the relationship between academic proficiency and various behavioral outcomes associated with a successful school experience among secondary-level students with disabilities, at-risk students, and typical achievers. The discussion will emphasize directions for future research and implications for teacher practice.

12:30-2:00p.m.**Lunch (on your own)****– Visit the exhibits –****FRIDAY AFTERNOON, FEBRUARY 25****2:00-3:00p.m.****CONCURRENT SESSIONS****Lessons from the Professional Development School: A Three-Year Retrospective****FREMONT***Dale P. Blesz and Peter S. Kelly, Truman State University, Kirksville, Missouri**Julie Relford, Kirksville Public Schools, Kirksville, Missouri*

Partner faculty, university professors, and interns will discuss lessons learned in a professional development school. The discussion includes strategies for university/K-12 collaboration, research, and professional development. Those interested in enhancing teacher education and fostering school reform are encouraged to attend.

Enhancing the Prereading Skills of Young Children with or at Risk of Emotional Disturbance**EMPIRE B***J. Ron Nelson, University of Nebraska, Lincoln, Nebraska*

The primary purpose of this presentation is to enhance participants' knowledge of instructional strategies for enhancing the prereading skills of young children with or at risk of emotional disturbance. Participants will benefit by becoming able to fully implement the instructional strategies with children in special and general education settings.

Discipline and Students with Disabilities: Legal and Policy Considerations**CHICAGO B***Antonis Katsiyannis, Clemson University, Clemson, South Carolina**Mitchell Yell, University of South Carolina, Columbia, South Carolina*

This presentation will provide the results of an examination of IDEA 2004 proposed amendments regarding discipline with special emphasis on manifestation determination and functional behavior analysis. Recent disciplinary exclusion data published by the U.S. Department of Education were also examined. Findings include (a) an increasing trend of excluding special education students; (b) minority over-representation in disciplinary exclusions; and (c) greater likelihood of students with E/BD being excluded than students with any other disabilities.

Improving the Decoding and Fluency Skills of Intermediate and Secondary-Level Students**NEW YORK B***Judy Wollberg, Sopris West Educational Services, Longmont, Colorado*

Students with behavior problems often have an underlying reading problem. This session will introduce strategies for teaching older students to read multisyllabic words, increase reading fluency, and more. Learn these research-based procedures that not only increase accuracy and fluency but also improve reading comprehension.

Using Data-Based Decision Making to Address Academic and Behavior Problems**CHOUTEAU B***Marie Tieghi-Benet and Rachel Freeman, University of Kansas, Lawrence, Kansas*

This presentation will describe how one school has reorganized its student assistance team to encourage collaboration, problem solving, and data-based decision making using positive behavior support strategies. Information about how the system was developed and evaluated by the school planning team will be shared. Opportunities for discussion and questions will be available.

Using Reclaiming and Brain-Based Classroom-Tested Strategies to**VAN HORN****Meet the Needs of Children and Youth with ADHD and Oppositional Behavior***Nomsa Gwalla-Ogisi, University of Wisconsin, Whitewater, Wisconsin*

Participants will learn diverse reclaiming and brain-based strategies that have proven successful in helping children with ADHD and those with oppositional behavior manage themselves and learn. Strategies that help parents address the needs of their children with these disorders will also be discussed.

Individuals with Autism and Cognitive Memory Systems**EMPIRE A***James Kirk, University of Iowa, Iowa City, Iowa*

Information will be shared about major trends and findings in recent research on cognitive memory systems for individuals with autism. Special emphasis will be placed on research involving lower-functioning individuals. Educational implications of the findings will be presented.

Our Five Basic Human Needs: Source of Understanding Behavior, Emotions, and Function**CHOUTEAU A***Laura M. Frey, Central Michigan University, Mt. Pleasant, Michigan*

This presentation contributes to an understanding of function of behavior for school-aged students based on the premise that behavior is an attempt to satisfy five basic human needs. This has application to completion of functional behavior assessment, development of positive behavior supports, and implementation of strength-based learning environments.

Promoting Prevention Through Classroom Assessment**CHICAGO C***Janine Stichter, Tim Lewis, Nanci Johnson, Mary M. Richter, Linda Bradley, and Barb Mitchell, University of Missouri, Columbia, Missouri*

This session will present the results of a classroom assessment tool designed to identify pivotal environmental and instructional variables as they relate to reading growth and prosocial behaviors. Pilot data include 36 classrooms across four elementary schools, two considered high risk. Potential application for at-risk students and students with E/BD will be discussed.

Connecting Reading and Behavior as Part of a Schoolwide Plan: Implementation and Results**NEW YORK A***Terrance M. Scott and Nancy Corbett, University of Florida, Gainesville, Florida*

Three elementary schools have implemented schoolwide systems of positive behavior support and proactive reading instruction. This session will discuss implementation and outcomes for both and offer suggestions for setup and initial implementation.

Positive Behavior Support at the High School Level: Preliminary Outcomes**CHICAGO A***Kathleen Lane, Joseph Wehby, and Sharon Savage, Vanderbilt University, Nashville, Tennessee*

This presentation documents the preliminary results of a three-year, federally funded project designed to introduce positive behavior support to four high schools in Middle Tennessee. The outcome data for the first year of implementation will be provided along with a discussion of the implementation plans for the final year of the project.

The Development of a Web-Based Reading Screening Program**EMPIRE C***David P. Hurford, Brian Keegan, and James Lumley, Pittsburg State University, Pittsburg, Kansas
Heidi DuBois, Gardner Edgerton School District, Gardner, Kansas*

This presentation will discuss the development of a Web-based reading screening system. The discussion will include the relevant research, development of the Reading Screening protocol, creation of the normative sample, and a display of the reading screening system.

**3:15-
4:15p.m.****CONCURRENT SESSIONS****The Therapeutic Public School****EMPIRE C***Suzanne Kemp, University of Nebraska, Lincoln, Nebraska*

Few students are afforded the advantage of being placed in a residential learning environment that provides a full continuum of mental health services. Further, residential facilities are not representative of the “real” world, and if appropriate transitions do not occur, the student is more likely to fall again both in school and home environments. This session will explore how to bring therapeutic supports into the public school system to help address students’ ever-growing mental health needs.

Using Technology to Create Effective Learning Environments**NEW YORK B***Pam Baker, Ashland University, Ashland, Ohio
Lauri Susi, University of North Carolina, Greensboro, North Carolina*

Systematic data collection is a challenge for the busy educator. Data-based decision making, however, is crucial for success. A user-friendly, computerized data collection tool will be presented. Student performance can be summarized and graphed over time. Strategies for using data to guide decisions about transition, behavior, etc., will be discussed.

Facilitating a Psychoeducational Group**CHOUTEAU A***Joyce Anderson Downing, Central Missouri State University, Warrensburg, Missouri*

Teachers of students with E/BD are often called upon to lead or co-facilitate student groups on psychoeducational topics (e.g., anger management, grief and loss). This session will provide information about format and procedures for initiating and running such groups. Handouts will include sample session outlines.

A Closer Look at Friendship**FREMONT***Sharon Maroney, Western Illinois University-Quad Cities, Moline, Illinois
Sheri Overton, Alpine, Texas*

Abraham Lincoln felt that “the better part of one’s life consists of friendships,” but what does research tell us about friendship? This session will take a closer (evidence-based) look at such questions as What is friendship? How can we help students develop friendships? Or ..., should we?

Individualized Accommodations for Students with Special Needs:**VAN HORN****A Practical Step-by-Step Approach***Vicki L. Obrecht and Teri Ourada, Lincoln Public Schools, Lincoln, Nebraska*

This presentation will describe the design and implementation of a communication tool that addresses student strengths, needs, and IEP goals and objectives. Participants will leave with a sample accommodation form and an understanding of effective ways to support students with challenging learning and behavior needs in the classroom.

Reversing the Fate of Students with Disruptive Behavior Disorders**NEW YORK A***Shawna S. Hudson, Culver-Stockton College, Canton, Missouri
Mary M. Richter and Tim J. Lewis, University of Missouri, Columbia, Missouri*

Students with the diagnosis of conduct disorder or oppositional defiant disorder, who may not have access to special education services, present a unique challenge to educators. Ensuring educational benefit for these students requires knowledge of diagnostic criteria, disorder characteristics, and evidence-based practices. The session will emphasize a multi-component intervention approach.

Teachers’ Preferences for Interventions for Ethnically Diverse Learners with ADHD**CHICAGO C***Jamie G. Wood, Jeff Jones, Dawn Delay, Kelly Heiskell, and Darrick Perry, Pittsburg State University, Pittsburg, Kansas*

This presentation discusses the results of an investigation evaluating whether teachers would choose different interventions based on the type of ADHD, the gender and ethnicity of the child involved, and the labor required. Results suggest that intervention preference is subject to biases.

Elementary Students with E/BD Educated in Self-Contained Schools: How Do They Progress Over Time?**CHICAGO B***Sally Barton-Arwood, Kathleen Lane, and Joseph Wehby, Vanderbilt University, Nashville, Tennessee*

This presentation documents the academic and social progress of elementary-aged students with E/BD educated in a self-contained school. Outcome measures include teacher rating scales, academic achievement scores, curriculum-based measures, and school record reviews. Educational implications will be discussed.

The Iowa Behavioral Alliance – A Coalition of Partners to Improve Behavior and Learning for All Students**CHICAGO A***Suana Wessendorf, Iowa Department of Education, Des Moines, Iowa
Carl R. Smith, Iowa State University, Iowa City, Iowa*

The Iowa Behavioral Alliance, an initiative of the Iowa Department of Education, is a five-year contract awarded to Drake University to develop a comprehensive system of learning supports for students in Iowa. This session will describe three components – schoolwide positive behavior supports (PBS), best practices in dropout prevention strategies, and increasing access to mental health services, where appropriate to meet student and family needs. Initial results, especially in the area of office discipline referrals, will be shared. The advantages of PBS for students, staff, and students will be discussed, and conditions necessary to begin and sustain a school-wide initiative like PBS will be identified.

Instructional Ecology of Alternative Education Programs for At-Risk Youth**EMPIRE A***Regina M. Foley, Jennifer Dilliner, and Kimberly Williams, Southern Illinois University, Carbondale, Illinois*

Alternative education programs often serve as a “last chance” for at-risk youth. Findings from a direct observation study of the instructional ecology of alternative education programs and students’ progress will be presented. Strategies for meeting the educational needs of youth in alternative education programs will be discussed.

Education on the Edge**CHOUTEAU B***Don Nigus and Randy Barnett, Southwestern Oklahoma State University, Weatherford, Oklahoma*

Students with E/BD demonstrate significant gains in reducing depression and anxiety and improving social skills and emotional IQ by participating in experiential adventure programming. Experiential adventure programming provides a path for individual improvement through behavioral therapy and a highly structured day of adventure activities that are designed with built-in components to provide feedback and a sense of accomplishment.

**Building School-Level Capacity to Program for Children with E/BD
Through a Multidisciplinary Districtwide Behavior Support Committee**

EMPIRE B

Robert P. Trussell, Russell Hardesty, Joel Ray, and Lou Ann Tanner-Jones, Columbia Public Schools, Columbia, Missouri

Schools struggle with developing effective behavioral intervention plans for students exhibiting severe behavior problems. This session presents one school district's response, which has consisted of forming a districtwide multidisciplinary committee that works with building-level teams to increase their capacity to develop comprehensive positive behavior support plans.

**4:15-
6:00p.m.**

**POSTERS*
Cash bar and complimentary hors d'oeuvres**

**ATLANTA
NEW YORK/SAN FRANCISCO Foyer**

Visit the posters and exhibits while sipping your favorite beverage and relaxing with friends and colleagues.

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

SATURDAY, FEBRUARY 26

**8:00-
11:30a.m.**

Registration/Information Desk Open

CHICAGO Foyer

**9:00-
10:00a.m.**

CONCURRENT SESSIONS

Timeout and Other Seclusionary Procedures Used in Schools – A Review

SAN FRANCISCO

Reece Peterson and Jody Kennedy, University of Nebraska, Lincoln, Nebraska

Joseph Ryan, James Madison University, Harrisonburg, Virginia

This presentation reviews the available research, legislation, policy, and court decisions related to timeout and other types of seclusionary procedures used in educational settings. Position statements from national professional organizations and advocacy groups will be identified and recommendations made for research, additional policy, and procedures for use of timeout in schools.

Three-Tiered Model to Prevent Behavior Problems

NEW YORK

Michael H. Epstein, Ron Nelson, Kristin Duppong Hurley, and Lori Synhorst, University of Nebraska, Lincoln, Nebraska

The University of Nebraska has developed a school-based three-tiered approach to preventing behavior problems. The model includes three evidence-based intervention programs: Behavior and Academic Support and Enhancement Model, First Step to Success, and Multisystemic Therapy. This presentation will introduce (a) the three-tiered prevention model; (b) data on the children served; and (c) the initial outcome data.

FBA Methodologies Used in Public School Settings

ATLANTA

Terrance M. Scott and Peter Alter, University of Florida, Gainesville, Florida

IEPs from a large urban school district were analyzed to determine what methods and procedures were used as part of the FBA process. A discussion of the findings will conclude with suggestions for proper FBA completion in the process of developing effective intervention plans.

**Challenges Faced in Meeting the Needs of Students with Significant Behavioral Disorders
Across Educational, Mental Health, and Juvenile Justice Settings**

CHICAGO

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

Bob Eppler, Iowa Juvenile Home, Toledo, Iowa

Michael Nelson, University of Kentucky, Lexington, Kentucky

Craig Rosen, Iowa Juvenile Home, Toledo, Iowa

Moderator: *Carl R. Smith, University of Iowa, Iowa City, Iowa*

This interactive session will address the challenges faced in meeting the complex needs of students involved in multiple systems in the community. This includes students who are frequently involved with the mental health and juvenile justice systems in addition to the education system. We will review the status of the professional literature regarding the evidence-based practices needed to best serve these youth and their families, suggested policies guiding the delivery of services to these youth, and model programs. From the policy perspective we will also discuss the role of statewide planning organizations such as mental health and juvenile justice advisory committees.

NOTE: THIS IS A DOUBLE SESSION: 9:00-11:15 a.m.

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

CONCURRENT SESSIONS

How to Select Interventions Based Upon Functions of the Behavior

ATLANTA

Todd Streff, Great Strides Behavioral Consulting, Inc., Wentzville, Missouri

Participants will learn how to correctly select behavioral interventions based on the identified function(s) of behavior. Additionally, the presentation will address how to avoid making decisions on the topography/form of the behavior versus its function.

STARS: Comprehensive Programming for Students with Autism Spectrum Disorders

NEW YORK

Mark Moody and Greg Crider, Midland County ESA, Midland, Michigan

Janine Stichter, University of Missouri, Columbia, Missouri

This session summarizes the activities and resulting benefits of an interdisciplinary Support Training and Resources Committee developed to address the needs of a small to medium-sized educational service agency as they relate to an increase in the number of students with intensive social, communication, and behavior needs.

"I Read It in a Book": Social Skills Instruction Through Literature

SAN FRANCISCO

Janine Overbaugh, Flint Hills Special Education Cooperative, Emporia, Kansas

All too often students arrive at school never having had the opportunity to develop adequate and/or appropriate social skills. Does providing the most appropriate education include social skills instruction in addition to meeting academic needs? Social skills instruction based on a variety of children's literature sources may be one answer.

11:15a.m.

Adjournment and hotel checkout

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

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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HOTEL MAP

