

**SYMPOSIUM 2006**  
**It's All About Achievement:**  
**Linking Behavior to**  
**Academic Success**



**February 23-25**

**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.  
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.  
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.*

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**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, Independence School District  
Dale P. Blesz, Truman State University  
Lisa Bowman, Juniper Gardens Children's Project  
Paris DePaepe, Missouri State University  
Joyce Anderson Downing, Central Missouri State University  
Theresa Earles-Vollrath, Central Missouri State University  
Linda Garrison-Kane, Missouri State University  
Linda Geier, Kansas Dept. of Education, Garden City  
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, Southeastern Oklahoma 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  
Mary Beth Noll, St. Cloud State University  
Kaye Otten, Lee's Summit Public Schools

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 University  
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, Iowa State University  
Janine Stichter, University of Missouri-Columbia  
Shannon Stuart, University of Wisconsin, Whitewater  
Jim Teagarden, Kansas State University  
Tom Thompson, Mission, Kansas  
Kimber Vannest, Texas A&M University  
Suana Wessendorf, Iowa Department of Education  
Jamie Wood, Pittsburg State University  
Robert Zabel, Kansas State University

*Kirsten McBride, Conference Coordinator*

# THURSDAY, FEBRUARY 23

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. Creating a Strategic Environment for Students with Learning and Behavior Problems EMPIRE

This all-day session will provide a theoretical foundation in the Strategic Instruction Model, followed by instruction in the *Self-Questioning Strategy* and the *Vocabulary LINCing Routine*, both developed at the University of Kansas Center for Research on Learning. The *Self-Questioning Strategy* helps students create their own motivation for reading. The *Vocabulary LINCing Routine* is designed to facilitate student use of two powerful tools, an auditory memory device and a visual memory device that will help them learn and remember the meaning of complex terms. This workshop is most appropriate for those who teach adolescents with mild disabilities in integrated settings. Participants will be required to purchase instructor and student materials to support the implementation of these strategies. Approximate cost of materials: \$34.00

*Victoria Cotsworth*, Spring Hill, Kansas

## HALF-DAY WORKSHOPS

### Morning, 9:00a.m.-noon

### 2. Twenty-Three Years of Addressing [Mistakes with] Behavior Problems in the Classroom NEW YORK

Kerr and Nelson bring to this workshop 23 years of teaching and writing about troubled children and teens. Much of their consultation work in schools has been troubleshooting in situations where the student's behavior got worse, not better. They will share common classroom mistakes and misinterpretations, with a goal of helping participants avoid those problems. Beginning with behavioral assessment and going through some actual intervention cases, the presenters will highlight "traps" and explain how to remedy them. Participants will receive handouts that describe these do's and don'ts. This session will be of special interest to beginning teachers, professionals who supervise them, or those who consult in schools.

*Mary Margaret Kerr*, University of Pittsburgh, Pittsburgh, Pennsylvania; and *C. Michael Nelson*, University of Kentucky, Lexington, Kentucky (emeritus)

### 3. Mental Health Issues of Children and Adolescents with EBD SAN FRANCISCO

This workshop will provide information about the current state of treatment options for children and adolescents with emotional and behavioral disorders. Topics include medication and therapeutic approaches, with an emphasis on implications for classroom teachers.

*Douglas L. Geenens*, DO, Board Certified Child/Adolescent Psychiatrist, Overland Park, Kansas

### 4. The Individuals with Disabilities Education Improvement Act of 2004: Opportunities and Challenges CHICAGO

On December 3, 2004, President Bush signed the Individuals with Disabilities Education Improvement Act into law (IDEA 2004). The changes in this reauthorization are sweeping and important. The overarching implication is that special educators must address more than procedural compliance; they must also develop meaningful educational programs that are grounded in science and research-based practice. In this presentation, we briefly review the reauthorization process. Second, we consider two important influences on IDEA 2004. Third, we discuss major changes to the law. We conclude with an examination of how the law will directly affect how special education teachers will work with their students and the way principals direct their special education programs.

*Mitch Yell*, University of South Carolina, Columbia, South Carolina; *Antonis Katsiyannis*, Clemson University, Clemson, South Carolina; and *Carl Smith*, Iowa State University, Ames, Iowa

### 5. Environmental Structuring and Instructional Methods for Students with Autism Spectrum Disorders\* ATLANTA

This workshop will focus on environmental and instructional methods for students with autism spectrum disorders (ASD). The session is intended for participants who are currently operating on the "front lines" with students with ASD. The presenters will provide a description of and research support for a variety of environmental structuring and instructional strategies along with an explanation of how to implement each strategy.

*Katie Cook*, University of Missouri, Kansas City, Missouri; *Theresa Earles-Vollrath*, Central Missouri State University, Warrensburg, Missouri

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

### 6. Teaching Social Skills to Learners with Autism Spectrum Disorders\* ATLANTA

This workshop focuses on enhancing the quality and quantity of social interactions among individuals with ASD and their peers across a variety of settings and activities. Included will be a systematic process to use in assessing learners' peer-related social behaviors and developing individualized, functional evidence-based social skill intervention programs.

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

*NOTE: This session will start at 12:30 p.m. and end at 4:30 p.m.*

\*The following will be a part of Workshops 5 and 6.

### Placement Decisions for Students with Autism Spectrum Disorders: Issues in Determining LRE ATLANTA

This one-hour session will present legal, legislative and policy considerations related to determining placements for students with ASD that meet the least restrictive environment (LRE) requirements under IDEA 2004. Specific topics to be addressed include: issues to be considered by the IEP team, such as severity of disability, educational needs, and availability of resources; and medical and domiciliary needs of students that may prompt parent requests for day-school or residential placements.

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

### 7. Acquisition + Performance + Fluency = Social Competence: An Essential Equation for Academic and Social Success of Youth with EBD NEW YORK

This workshop will share evidence-based practices for teaching socially appropriate behavior to students with EBD. Specifically, the presentation will focus on: (a) strategies for teaching social skills; (b) curricula designed to assist in teaching social competence; (c) ways to promote generalization of socially appropriate behavior; and (d) instilling in educators a sense of being successful in helping students achieve social competence.

*Kris Melloy*, University of St. Thomas, St. Paul, Minnesota

### 8. Evidence-Based Strategies to Assist Readers with EBD CHICAGO

This session will present the evidence base for effective instruction and reading instruction of students with EBD. Participants will be provided models of effective reading practices and methods to increase reading fluency by having students participate in evaluating their own reading performance. Templates and instructions for implementation of formative evaluation procedures using technology commonly found in classrooms will be highlighted, and participants will leave with the tools to implement the procedures in their own classrooms.

*Phil Gunter* and *John Hummel*, Valdosta State University, Valdosta, Georgia; *R. Kenton Denny* and *Paul Mooney*, Louisiana State University, Baton Rouge, Louisiana

**9. Alternative Schools and Students with Disabilities – Whassup?  
Findings from a National Study**

**SAN FRANCISCO**

The number of alternative education schools in the United States serving students at risk of school failure has grown significantly over the past 10 years. Many of the students attending alternative schools are students with disabilities (primarily emotional behavioral and/or learning disabilities). This workshop will provide a national overview of alternative schools and highlight issues for students with disabilities, including enrollment, programming, transition, outcomes and staffing. Student perceptions from individual interviews will also be shared.

*Camilla Lehr and Cheryl Lange, University of Minnesota, Minneapolis, Minnesota*

**• Visit the Exhibits •**

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

**Looking for a job or university programs?**

**Check in with school district and  
university recruiters in the exhibit area**

**FRIDAY MORNING, FEBRUARY 24**

**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**

**REGENCY BALLROOM**

***Evidence-Based Behavioral Interventions in Schools: Where We've Been,  
Where We Are, and Where We Need to Go***

School professionals are under increasing pressure to identify, invest in and apply evidence-based interventions with integrity to provide solutions to the vexing and continuing problem of antisocial, disruptive behavior in school. This keynote will review and discuss this issue in three segments focused, respectively, on (a) where we have been, (b) where we are, and (c) where we need to go. Evidence-based interventions that meet the highest standards of efficacy and effectiveness will be illustrated. Critical issues around access to interventions, the implementation process and cross-disciplinary collaboration will also be described. The presentation will conclude with a discussion of implications for current practice(s).

*Hill M. Walker, Ph.D., is Professor of Special Education, Co-Director of the Institute on Violence and Destructive Behavior, and Director of the Center on Human Development, College of Education, University of Oregon, Eugene, Oregon*

**10:20-  
11:20a.m.**

**CONCURRENT SESSIONS**

**Does "Highly Qualified" Mean Highly Qualified –  
The State of NCLB and IDEA 2004**

**FREMONT**

*Philip L. Gunter and John Hummel, Valdosta State University, Valdosta, Georgia*

*R. Kenton Denny and Paul Mooney, Louisiana State University, Baton Rouge, Louisiana*

Current interpretations of preparation requirements for "Highly Qualified" teachers will be presented. Topics include program completion, content examinations, and HOUSSE as avenues for teachers to meet NCLB and IDEA requirements.

**Adults with Asperger Syndrome: What Are the Implications for Children  
and Youth with AS Regarding Interventions and Strategies?**

**CHICAGO B**

*Deborah E. Griswold and Richard L. Simpson, University of Kansas, Lawrence, Kansas*

A profile of a sample group of adults with Asperger Syndrome will be presented and related to the challenges of children and youth with AS. Implications for teachers and others regarding interventions for this population as they prepare for transition to adolescence and adulthood will be discussed.

**Modifications and Accommodations for Students with Severe Autism**

**EMPIRE B**

*Judith M. S. Gross, University of Kansas, Lawrence, Kansas*

This session addresses modifications and accommodations for children with severe autism and communication difficulties. Accommodations and modifications are grouped into the following categories: environmental, behavioral/social, and curricular/instructional. Examples of visual supports and curricular modifications will be shared along with a lengthy list of resources.

**Project PREVENT: Preliminary Findings of School-Based Interventions  
to Prevent Learning and Behavior Problems**

**NEW YORK B**

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

This presentation documents the preliminary results of a federally funded project to identify and support students at risk for behavioral disorders in 10 elementary schools in Middle Tennessee. Specifically, we will document the preliminary findings of the academic and behavioral interventions that occurred during the first year of implementation.

**Implementing Schoolwide Positive Behavior Supports in Rural Communities**

**CHICAGO A**

*DeAnn Lechtenberger, Texas Tech University, Lubbock, Texas*

*Frank Mullins, Emporia State University, Emporia, Kansas*

Learn how six school campuses from three rural school districts implemented schoolwide Positive Behavior Supports to meet the educational and mental health needs of their students. Data reports on behavioral and academic outcomes from elementary and secondary schools will be discussed.

**Preventing Behavioral Earthquakes**

**EMPIRE A**

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

The overall goal of this presentation is to enhance participants' understanding of how to prevent and manage coercive teacher-student interactions that lead to behavioral earthquakes in school settings.

**Evidence-Based Bully Prevention: A Schoolwide Approach to  
Creating Caring School Environments**

**EMPIRE C**

*Steve Kukic, Sopris West Educational Services, Longmont, Colorado*

Schools are justifiably concerned by the problems associated with bullying. This session will discuss evidence-based techniques that PK-12 school-based teams can use to prevent bullying. Intervention for bullies and those they target will be taught within the context of a schoolwide approach to bullying prevention.

**Prevalence Study of Psychotropic Medications Prescribed for Children with EBD**

VAN HORN

*Joseph B. Ryan, Clemson University, Clemson, South Carolina  
Robert Reid, University of Nebraska, Lincoln, Nebraska*

The medication records of 557 students served by 12 nonpublic residential and special day schools were reviewed to compare medication rates of students with EBD in restrictive educational settings. In addition, a self-questionnaire pertaining to perceived knowledge of psychotropic medications was administered to a convenience sample of 74 special educators and 103 paraprofessionals. This session will present the findings of the study.

**Developing Function-Based Interventions for Problem Behaviors in the Classroom**

CHICAGO C

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

This session will present a step-by-step implementation of a model for developing function-based intervention plans for problem behaviors in classroom settings. Video-based case studies will be used to provide examples of the process.

**Essential Teacher Behaviors for Maintaining Safe and Effective Classrooms for Students with EBD**

NEW YORK A

*Robert Trussell, Janine Stichter, and Connie Divine, University of Missouri, Columbia, Missouri*

This presentation will discuss pivotal teacher behaviors and essential classroom universal structures (including manipulations of context-specific, environmental, and instructional factors) necessary for maintaining safe and effective classrooms. Specific recommendations for implementing classroom universals and teacher instructional practices that are associated with the reduction of problem behaviors will be presented.

**Fluency – A Necessary Component of Learning**

CHOUTEAU B

*Judy Wollberg, Sopris West Educational Services, Longmont, Colorado*

We are often baffled when students know the material right after the lesson but then can't retrieve it when needed. The problem may be that they haven't reached fluency. In this session, the importance of fluency will be discussed and research-validated techniques will be demonstrated.

**Family Violence and Its Impact on Schools**

CHOUTEAU A

*Bob G. Yancy, Professional Excellence Consulting Service, St. Louis, Missouri*

This presentation will focus on ways to break the cycle of abuse and violence within the school building, as a result of learned behavior in the home.

11:30a.m.-  
12:30p.m.**CONCURRENT SESSIONS****Working with Aggressive and Oppositional Students**

VAN HORN

*Joyce Anderson Downing, Central Missouri State University, Warrensburg, Missouri*

Students with disruptive behavior disorders are a heterogeneous group, who are often resistant to traditional behavioral and therapeutic intervention strategies. This presentation will review the risk factors that predict the development of disruptive behavior disorders and the intervention strategies that have been identified as effective in minimizing oppositional and disruptive behavior in the classroom.

**Simplifying Performance Assessment Measures**

CHICAGO A

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

Formative evaluation procedures with evidence based on use in classrooms for students with emotional and behavioral disorders will be presented to allow step-by-step implementation.

**Heather's Rage: A Mother Chronicles Her Daughter's Mental Illness**

FREMONT

*Leslie Byers, Byers Consulting, Omaha, Nebraska*

For one couple, their daughter's "terrible twos" lasted for 16 years. After finally finding solace, Leslie Byers is helping other families to do the same by sharing how one family overcame the challenges of child-onset mental illness.

**Integrating Social Skills Instruction Into a Guided Reading Curriculum**

EMPIRE B

*Nicole Fenty, Melissa Miller, and Terrance Scott, University of Florida, Gainesville, Florida*

This session will describe the effect(s) of embedding social skills instruction into a small-group guided reading curriculum. The study involved a multiple-baseline design across three participants and three settings. The effects of the instruction on on-task behavior will be discussed.

**Increasing the Reading Competence of Adolescents with Behavior Disorders: Evidence-Based Practices**

EMPIRE A

*Regina M. Foley, Nicole Carlson, and Jennifer Dilliner, Southern Illinois University, Carbondale, Illinois*

This session will present a synthesis of evidence-based reading instructional practices used with adolescents with behavior disorders. The discussion will examine the effectiveness of the strategies to increase reading competence, including reading fluency and comprehension. Implications for secondary school programming will be presented.

**Outcomes of Positive Behavior Support Programs at the High School Level**

NEW YORK B

*James Fox and Leia Blevins, East Tennessee State University, Johnson City, Tennessee  
Kathleen Lane, E. Jemma Robertson, and Joseph H. Wehby, Vanderbilt University, Nashville, Tennessee*

This presentation documents the results of a two longitudinal studies of positive behavior support (PBS) conducted in Tennessee. Outcome data will be provided, and recommendations for implementing PBS at the high school level will be offered.

**Inclusion of Students with Behavioral Disorders: A Review of the Literature**

CHOUTEAU A

*James Kirk, Christine J. Anderson, and Gary Sasso, University of Iowa, Iowa City, Iowa*

This session will report on a review of the literature on inclusion of students with behavioral disorders. Search results from PSYCINFO and ERIC were screened for empirical studies involving students with behavioral disorders in a school setting in the United States. The study conducted an analysis of type of research and outcomes. Potential future directions for research in this area will be discussed through an analysis of past research trends.

**Functional Communication Training: Fostering Communication in the Natural Environment**

CHICAGO C

*G. Richmond Mancil, University of Florida, Gainesville, Florida*

Functional communication training involves replacing a challenging behavior with a communicative response that serves the same function as the maladaptive behavior. This presentation provides a detailed structure for implementing this procedure in home settings and present data for children and parent training in homes.

**Help the Kids Help Themselves: A Return to Self-Management in Our Schools**

CHICAGO B

*Matthew McNiff, Beatrice Public Schools, Beatrice, Nebraska*

The session will reintroduce teachers to how to use self-management techniques in the school setting. By helping students develop self-management, we are encouraging generalization of appropriate behavior while allowing students ownership for their own behavior.

**IEPs for Kids with ASD: What Should They look Like?**

CHOUTEAU B

*Nancy Miller, Blue Valley School District, Overland Park, Kansas  
Lisa Robbins, Missouri Western State University, St. Joseph, Missouri  
Brooke Young, University of Kansas, Lawrence, Kansas*

Participants will review the basic components of an IEP following IDEA 2004 with a specific focus on the impact of IDEA 2004 on the IEPs of students with ASD. Examples will be provided, and participants will receive information and resources that will help them put the requirements into practice.

## **Unraveling the Mystery of Interagency Reports: A Primer for Practitioners**

**EMPIRE C**

*Mary M. Richter*, University of Missouri, Columbia, Missouri  
*Shawna S. Hudson*, Culver-Stockton College, Canton, Missouri  
*Connie Divine*, Columbia Public Schools, Columbia, Missouri

If students with emotional/behavioral disorders are to achieve success, interagency support and collaboration is vital. However, educators are often unaware of the policies, practices, and language other agencies use. This session is designed to help practitioners understand interagency reports, advocate for students, and work cooperatively with other agencies.

## **Ten Habits of Highly Effective Teachers of Social Competence**

**NEW YORK A**

*Kris Melloy*, University of St. Thomas, St. Paul, Minnesota

This presentation will share 10 habits that promote successful teaching of social skills, performance of those skills, and fluency in socially appropriate behavior that leads to the development of social competence among students with EBD. As a bonus, teachers who teach social competence often become more socially competent themselves!

**12:30-  
2:00p.m.**

**Lunch (on your own)**

**– Visit the exhibits –**

# **FRIDAY AFTERNOON, FEBRUARY 24**

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

## **CONCURRENT SESSIONS**

### **Sensation Station: Getting on the Right Track**

**EMPIRE C**

*Lisa Robbins*, Missouri Western State University, St. Joseph, Missouri  
*Nancy Miller*, Blue Valley School District, Overland Park, Kansas  
*Brooke Young*, University of Kansas, Lawrence, Kansas

Participants will learn the basics of sensory integration and how sensory integration impacts learning. The focus will be on how to integrate sensory strategies throughout the day for individuals with various disabilities. Participants will receive many examples and resources to begin implementing these strategies in their own environments.

### **Designed for Teachers: How to Teach Social Skills in an Elementary School Setting**

**CHOUTEAU B**

*Allison Vanderbilt*, *Nicole Fenty*, *Linda Payne*, and *G. Richmond Mancil*, University of Florida, Gainesville, Florida

This session presents a brief literature review of social skills training. We then discuss how to implement six steps to social skills instruction that lead to successful implementation of social skills in elementary school settings.

### **ADHD Symptoms in Adolescent Spit-Tobacco Users and Nonusers**

**CHOUTEAU A**

*Jamie Wood*, *Jessica L. Crager*, *Chris M. Delap*, *Jodie Saulsberry*, and *Kelly D. Heiskell*, Pittsburg State University, Pittsburg, Kansas

Many cases of ADHD are overlooked, resulting in youth self-medicating with nicotine through smoking and spit tobacco (ST) use. Up to 36.5% of adolescents use ST, and about 20% are addicted. Learn important statistics about ADHD in ST users. The presenters also provide an ADHD screening approach for ST users.

### **Utilizing Therapy Dogs with Students in the Educational Environment**

**FREMONT**

*Jennifer Young*, *Pam Fajen*, and *David Burch*, Clay Center, Kansas

Come meet Gracie, Pogo, and Jake and learn how they have impacted the service their “handlers” have been able to provide to students in Twin Lakes Educational Cooperative. Topics will include response from personnel, specific examples of how the dogs are used, and answers to audience questions.

### **Classroom Conditions and Considerations for Managing Behavior**

**VAN HORN**

*Brad M. Uhing*, Wichita State University, Wichita, Kansas

This session focuses on the set-up of the classroom and conditions in the classroom that create a more effective teaching environment. Topics center around simple classroom conditions and considerations that increase the likelihood of learning and decrease the likelihood of problem behaviors.

### **Making the Classroom and School Environment Accessible for Students with Asperger Syndrome**

**NEW YORK A**

*Theresa Earles-Vollrath*, Central Missouri State University, Warrensburg, Missouri  
*Katie Cook*, University of Missouri, Kansas City, Missouri

Using a behavioral approach, this presentation provides a simple model for addressing the behavioral, social, and academic challenges that impede students with Asperger Syndrome from successfully accessing the general education curriculum and developing life-long friendships. Within the framework of the model, fun and creative interventions will be discussed and modeled.

### **Strategies and Resources for Teaching/Working with Students with Autism Spectrum Disorders**

**CHICAGO C**

*Sheila Smith*, University of Kansas, Lawrence, Kansas

Students with autism spectrum disorder (ASD) are participating in the general education setting. Yet, many general educators lack the training to work with these students. Information, strategies, and resources are needed. This session will provide information, strategies, and resources on students with ASD that teachers can take back to the classroom and use tomorrow.

### **An Early Intervention Program for At-Risk Students: Implementation and Outcomes for the First Step to Success Program**

**CHICAGO B**

*Kristin Duppong-Hurley* and *Tammy Laird*, University of Nebraska, Lincoln, Nebraska

This presentation will focus on a promising early intervention behavior program called First Step to Success. Implementation and preliminary outcomes will be discussed regarding the three-phase program, which builds on collaboration between school and home.

### **PBIS: Going to Scale in Maryland**

**NEW YORK B**

*Susan Barrett* and *Milt McKenna*, Maryland State Department of Education, Baltimore, Maryland  
*Jerry Bloom*, Sheppard Pratt Health System, Baltimore, Maryland

This session will describe a State-Academic-School System partnership that has disseminated a universal youth violence prevention strategy throughout schools in the state of Maryland. Participants will learn the critical features of successful multi-level partnerships and how such partnerships can facilitate system change. Participants will also acquire skills for developing a planning, training, coaching, and school leadership infrastructure that will support the large-scale dissemination of a universal intervention, school-level implementation of the intervention, fidelity enhancement, monitoring, and evaluation.

### **The Great Juggling Act: Meeting Adequate Yearly Progress While Serving Students with Emotional or Behavioral Disorders**

**EMPIRE B**

*Brent Daigle*, Louisiana State University, Baton Rouge, Louisiana

This presentation provides an overview of the AYP component of NCLB as it relates to students with emotional or behavioral exceptionalities. Research-based strategies will be presented to help educators satisfy these requirements while continuing to meet the behavioral, instructional, and social needs of students with EBD.

### **Self-Talk and Internal Regulation for Teachers and Students: Proactive Strategies for the Classroom**

**EMPIRE A**

*Laura M. Frey*, Central Michigan University, Mount Pleasant, Michigan

This session first presents ideas for teacher self-talk and internal regulation vital for best practice educator response to student behavior. Second, it reviews student self-talk and internal regulation through basic classroom rules that students are expected to follow but may lack the necessary skills to understand and perform.

**An Exploratory Pilot Study on Reducing the Use of Seclusion, Timeout, and Restraint Procedures for Youth with Emotional or Behavioral Disorders**

**CHICAGO A**

*Reece Peterson*, University of Nebraska, Lincoln, Nebraska  
*Joseph B. Ryan*, Clemson State University, Clemson, South Carolina

This session will describe an exploratory study of the use of timeout and physical restraint procedures over a two-year period in a school for students with EBD, and discuss possible causes for a significant decline in the use of restraint during this period. Guidelines for using these procedures will also be presented.

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

**CONCURRENT SESSIONS**

**Writing Strategies for Students with ADHD**

**CHICAGO B**

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

This session presents two validated writing strategies for students with ADHD. Data on two research studies using the strategies will also be presented.

**Sensory Integration Ideas and Activities for the Classroom**

**NEW YORK A**

*Jennie Long*, University of Kansas, Lawrence, Kansas  
*Jenny Clark Brack*, Three Lakes Educational Cooperative, Lyndon, Kansas

This session will present tips to help teachers and therapists incorporate sensory integration and movement into the classroom. Ideas will include tips, as well as easily made items and daily activities to implement within students' daily schedules.

**Get REAL About Preventing Behavior Problems: Promote Relevant, Engaging, Active Learning**

**NEW YORK B**

*Christine A. Christle*, University of South Carolina, Columbia, South Carolina

The most desirable and economical prevention strategy for problem behavior is often overlooked – promoting relevant, engaging, active learning. This presentation will provide hands-on practice in using actively engaging, relevant strategies that have been used successfully in the classroom. Resources will be provided for participants to use in their own classrooms.

**Who Gets Identified for Special Education: Differences Among Adjudicated Females**

**FREMONT**

*Devery Mock*, University of Iowa, Iowa City, Iowa

Results will be presented from a study investigating differences in special education status among adolescent adjudicated females. Variables, including (a) placement history, (b) disciplinary referrals, (c) age, and (d) teacher comments, will be examined and analyzed according to their predictive utility. Implications for effective instruction of these students will be discussed.

**Taking Ownership Through Collaboration**

**CHOUTEAU B**

*Frank Mullins*, *Diane Miller*, and *Rick Bishop*, Emporia State University, Emporia, Kansas

Empowerment is the process of enabling people to develop their unique abilities so they can take more ownership of their behaviors/work. This presentation will offer an overview of empowerment and an interactive playtime, presenting many activities/strategies/tools that allow for empowerment training.

**Reading Strategies for Secondary Level Students**

**CHOUTEAU A**

*Donna Nims*, Urbandale, Iowa

Reading is a social process in which readers create meaning through interactions with the text, their prior knowledge, the context, and other readers. Students can be taught to use a range of comprehension strategies that influence how they construct meaning from text. The most important single factor is the teacher. The less we depend on programs and the more we depend on our 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 students overcome their reading deficits and become more successful in high school.

**A Model Program for Elementary Students with Chronic Behavioral Challenges: PBIS and Beyond**

**EMPIRE C**

*Kaye L. Otten*, Lee's Summit School District, Lee's Summit, Missouri

This session presents a comprehensive model of an elementary program for students with severe behavioral challenges that incorporates major components and philosophies of positive behavioral supports and interventions. Participants will have an opportunity to ask questions and gain insight into a variety of challenging issues from the viewpoint of experienced practitioners.

**The Aggressive and Disruptive Young Child: A Model for Reducing Noncompliance and Returning to Task**

**CHICAGO C**

*Kent Parker*, The School District of Oconee County, Walhalla, South Carolina  
*Katherine Robbins*, Clemson University, Clemson, South Carolina

This presentation will provide a description of aggressive and disruptive young children and outline a model for making efficient referral decisions, increasing collaboration and involvement of parents and professionals, and intensifying staff training and follow-along coaching practices.

**Student Medication: A Prescription for Knowledge and Change**

**EMPIRE A**

*Matthew J. Ramsey* and *Kerri Welch*, Gillis School, Kansas City, Missouri  
*Kim Barnett*, East Central Kansas Special Education Coop, Paola, Kansas

Each year schools are required to provide medication for more and more students. The ED/BD population is no exception. This session focuses on current medication use in school settings and what every educator should know. Recommendations will be made for how to adapt school policy to ensure legal compliance.

**Continuing ABA Application in the Classroom**

**VAN HORN**

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

Participants will review vignettes of frequent behaviors that staff and parents must address, as a way to gain greater knowledge of how to apply the principles of applied behavior analysis. The presentation will cover the A-B-C analysis of behaviors, how to respond, and what to teach to meet students' needs.

**Science and Math Strategies for Middle and High School**

**CHICAGO A**

*Kimber Vannest* and *Shanna Hagan-Burke*, Texas A&M University, College Station, Texas  
*Tara Hanway*, University of Kansas, Lawrence, Kansas

AYP in science and math for students with emotional/behavioral disorders is best achieved through strong strategies instruction and top-notch, high-interest teaching. This session will describe six academic strategies, three in math and three in science.

**Intervening with Chronic and Intense Student Behavior: A Discipline Referral Process That Works**

**EMPIRE B**

*Tricia Wells*, Creating Student Success, Longmont, Colorado  
*John Downs*, Omaha Public Schools, Omaha, Nebraska

Exclusionary practices such as detentions and suspensions are ineffective in changing student behavior, deprive students of learning opportunities, and are often incompatible with educators' efforts to keep students in school. Unfortunately, many schoolwide discipline efforts do not address the 10% of the population responsible for ongoing disruptions. A proven process for handling discipline referrals is essential.

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

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

# SATURDAY, FEBRUARY 25

- 8:00-11:30a.m.**      **Registration/Information Desk Open**      **CHICAGO Foyer**
- 9:00-10:00a.m.**      **CONCURRENT SESSIONS**
- Bridging Home and School with Intervention Strategies that Work**      **SAN FRANCISCO**  
*Sheila Smith, University of Kansas, Lawrence, Kansas*  
Learn five key strategies you can begin using immediately to help elementary school-aged children with autism spectrum disorders succeed in both the home and school environments. The presentation will also cover priming, structuring the environment, The Incredible Five-Point Scale, graphic organizers, and cooperative learning groups.
- Teaching for Generalization of Social Skills: The Secret to Success**      **ATLANTA**  
*Kris Melloy, University of St. Thomas, St. Paul, Minnesota*  
Teaching social skills alone is not adequate for making students socially competent – that is, generalizing behaviors to other settings. This presentation will share ideas for teaching generalization of social skills and supporting social skills in a manner that will result in social competence in students with emotional and behavioral disorders.
- Inservice-in-a-Box – Providing Information about Psychiatric Disorders to Schools Throughout a Rural State**      **NEW YORK**  
*Polly Nichols, University of Iowa, Iowa City, Iowa*  
This session presents inservice-ready materials on 15 of the Severe Emotional Disorders – Psychotic Disorders, Asperger's Disorder, OCD, Depression, and others. Recognizing how daunting these psychiatric labels are to many educators, the materials are informative and interesting for a range of users – from teachers and professional study groups to affected children and their classmates. In this session, we will show components of completed kits and discuss the process of vetting the information and refreshing the contents so the boxes are kept up-to-date.  
**NOTE: THIS IS A DOUBLE SESSION: 9:00-11:15a.m.**
- Developing Social Skills Intervention Plans for Children – EEL or EBD?**      **CHICAGO**  
*Diane Rogers-Adkinson, University of Wisconsin, Whitewater, Wisconsin*  
*Bernadette M. Delgado, University of Puerto Rico, Mayagüez, Puerto Rico*  
This presentation will provide participants with an understanding of social skills concerns often experienced by children who are English Language Learners. Tools for understanding cultural differences and distinguishing these from behaviors related to an emotional disorder will be presented. In addition, a portion of the session will be spent assisting participants in designing intervention plans based upon both supplied and personal case studies.  
**NOTE: THIS IS A DOUBLE SESSION: 9:00-11:15a.m.**
- 10:15-11:15a.m.**      **CONCURRENT SESSIONS**
- Can Making Friends Be Evidence-Based?**      **SAN FRANCISCO**  
*Sharon Maroney, Western Illinois University, Moline, Illinois*  
*Sheri Overton, Driftwood, Texas*  
Since most students with EBD experience difficulties in making, keeping, and being friends, friendship-making information and skills are often included in their instructional programs. But how can teachers deliver evidence-based instruction in this area? This presentation will begin to address and answer this question for both elementary and secondary students.
- RIDE: Responding to Individual Differences in Education**      **ATLANTA**  
*Tricia Wells and Ray Beck, Sopris West Educational Services, Longmont, Colorado*  
During this time of high-stakes academic testing, it is essential to equip educators with practical interventions to ensure that teaching and learning can occur. RIDE is a resource that provides problem-solving assistance when working with challenging students, developing pre-referral interventions, or planning for Section 504 modifications.
- 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

