



MIDWEST SYMPOSIUM FOR LEADERSHIP IN BEHAVIOR DISORDERS



SYMPOSIUM 2007

Work Smarter Not Harder – Do It With Data!

CCBD-Endorsed
Regional Activity

February 22-24

Hyatt Regency Crown Center ■ Kansas City, Missouri

WELCOME

*Welcome to the twenty-fifth 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.*

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
Mary Jo Anderson, Kansas State University
Dale P. Blesz, Truman State University
Lisa Bowman-Perrott, Juniper Gardens Children's
Project
Paris DePaepe, Missouri State University
Joyce Anderson Downing, University of Central
Missouri
Theresa Earles-Vollrath, University of Central
Missouri
Doug Eicher, Missouri Western State University
Bob Epler, Omaha
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

Joan Johnson, Shawnee Mission Public Schools
Marilyn Kaff, Kansas State University
Michael Kallam, Southeastern Oklahoma State
University
Antonis Katsiyannis, Clemson University
Tim Lewis, University of Missouri-Columbia
Maura Linas, University of Missouri-Kansas City
Rick Lindskog, Pittsburg State University
Sharon Maroney, Western Illinois University
Kris Melloy, St. Paul, Minnesota
Mary Beth Noll, St. Cloud State University
Kaye Otten, Lee's Summit Public Schools
Reece Peterson, University of Nebraska-Lincoln
Kari Ramos, Topeka, Kansas
Jane Rhys, Kansas Council on Dev. Disabilities,
Topeka

Lisa Robbins, Missouri Western State University
Diana Rogers-Adkinson, University of Wisconsin,
Whitewater
Craig Rosen, Toledo, Iowa
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
Kirsten McBride, Conference Coordinator

Midwest Symposium for Leadership in Behavior Disorders
P.O. Box 14813 • Lenexa, KS 66285 • 913/599-3311
<http://www.mslbd.org>

THURSDAY, FEBRUARY 22

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

CHICAGO Foyer

9:00a.m.-
4:00p.m. PRESYMPOSIUM WORKSHOPS
12:00 noon-1:00 p.m. (approximately) LUNCH (on your own)

11:30a.m.-
5:00p.m. Exhibits

ATLANTA/NEW YORK/SAN FRANCISCO Foyer

HALF-DAY WORKSHOPS

Morning, 9:00 a.m.-noon

- 1. Implementing a Schoolwide System of Screening and Progress Monitoring in Reading That Leads to Responsive Instruction for All Students** **EMPIRE**

This session will provide information about how to implement a schoolwide system of screening and progress monitoring in reading using curriculum-based measurement (CBM), including the research that supports CBM, how data can inform instruction, how CBM fits within a Response to Intervention (RTI) model, and how this model has been implemented in an at-risk elementary school.

Erica Lembke, University of Missouri, Columbia, Missouri, and *Carol Garman*, Eugene Field Elementary, Columbia Public Schools, Columbia, Missouri
 - 2. Working with Aggressive and Oppositional Students** **NEW YORK**

Students with disruptive behavior disorders are a heterogeneous group often resistant to traditional behavioral and therapeutic intervention strategies. This presentation will briefly review factors that predict or mediate development of disruptive behaviors. The primary focus will be on research-supported strategies that minimize oppositional and aggressive behavior in the classroom.

Joyce Anderson Downing, University of Central Missouri, Warrensburg, Missouri
 - 3. Addressing Challenging Behavior in Early Childhood: Strategies for Teachers and Trainers** **SAN FRANCISCO**

This workshop will present strategies for assessing the factors that encourage and reinforce problem behaviors. Additionally, proactive and preventive intervention strategies linked to the assessment will be discussed. The format includes a didactic presentation and case studies. Participants will master the following objectives: (a) define challenging behavior; (b) explore reasons why young children engage in challenging behavior; (c) employ strategies for teaching replacement behaviors; and (d) change adult behavior and early childhood environments to prevent or decrease challenging behavior.

Maureen Conroy, Virginia Commonwealth University, Richmond, Virginia
 - 4. Designing Positive Behavior Support Plans for Students with Behavioral Disorders** **ATLANTA**

This workshop will focus on the essential features of creating positive behavior support plans for students with problem behavior. Critical steps, including conducting a functional and environmental assessment, developing plans that emphasize teaching pro-social replacement behaviors and creating classroom environments to support appropriate behavior, will be stressed. In addition, the necessary steps to creating a school-based process will be reviewed.

Tim Lewis, University of Missouri, Columbia, Missouri
Lori Newcomer, University of Missouri, St. Louis, Missouri
 - 5. Improving Classrooms for Students with Emotional and Behavioral Disorders** **CHICAGO**

This workshop will present the evidence base for improving the overall classroom experience of students with EBD. Strategies will focus on classroom-wide activities as well as tools that support teachers in maintaining effective classroom and behavior management practices. Implementation and evaluation will be highlighted, and participants will leave with templates to facilitate implementation in their own classrooms.

Joseph H. Wehby, *Daniel Maggin*, *Tara Partin*, and *Rachel Robertson*, Peabody College of Vanderbilt University, Nashville, Tennessee
- Afternoon, 1:00-4:00 p.m.*
- 6. Smart Teachers, Smart Instruction** **NEW YORK**

This workshop will apply the Symposium theme of "Work Smarter Not Harder – Do It with Data" to classroom instruction, in both academic and behavioral areas. Evidence-based instructional strategies will be presented following a framework aimed at prevention, reversing/redirecting, and reducing academic/behavioral difficulties. The focus will be on data-driven classroom instruction, including how to determine evidence of effectiveness.

Sharon Maroney, Western Illinois University-Quad Cities, Moline, Illinois
 - 7. Response to Intervention (RTI): Improving Learning Outcomes for All Students** **EMPIRE**

This hands-on workshop will present strategies for implementing and maintaining a multi-level system of problem solving, application of research-based interventions, frequent student progress monitoring, and data-based decision making to improve learning outcomes for all students. Practical application of an RTI process for special education eligibility determination will be addressed.

Steven Beldin, *Charlotte Smith*, and *Beth Wood*, North Kansas City Schools, Kansas City, Missouri
 - 8. Developing Social Competence: Assessing and Addressing Social Skill Deficits for Students with Autism Spectrum Disorders** **ATLANTA**

This workshop will present a systematic functional assessment process for examining factors related to social interaction behaviors in children with autism spectrum disorders (ASD), along with a protocol for developing an individualized, functional social skills curriculum that is linked to assessment outcomes. Specific assessment and intervention strategies will be illustrated and highlighted through case examples. The information is primarily geared for use by teachers and families and is aimed at enhancing the quality and quantity of the social interactions of students with ASD with their peers across a variety of settings and activities.

Janine Stichter, University of Missouri, Columbia, Missouri
 - 9. Running Right Past Ritalin: Nonstimulant Psychopharmacological Treatment of ADHD** **SAN FRANCISCO**

This workshop presents evidence on the effectiveness of nonstimulant medications for youth with ADHD. Several different classes of new medications have shown promise in treatment of ADHD. Many of the newer medications were FDA approved for other conditions but are now being demonstrated as successful nonstimulant ADHD treatments. This session reviews each of these alternative classes of medications as well as the possibilities developing in the next three to five years. Your students' physicians may lack this expertise, but you won't!

Jamie Wood, Pittsburg State University, Pittsburg, Kansas
 - 10. Managing the Cycle of Acting-Out Behavior** **CHICAGO**

Acting-out behavior manifests itself in many different ways across school settings. This session presents a model for describing acting-out behavior in terms of seven phases based on the work of Geoff Colvin. As a result of attending this session, participants will be able to identify the behavioral markers at each of the seven phases for individual students. Presenters will also provide effective strategies for managing student behavior based on current research during each phase of the acting-out cycle.

Lisa Powers, *Michele Kelk*, and *Kate Bell*, Special School District of St. Louis County, St. Louis, Missouri

FRIDAY MORNING, FEBRUARY 23

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

Response-to-Intervention in Prevention, Disability Identification and Educational Programming

Child outcomes in academic, behavioral, and emotional domains are enhanced markedly through adoption of multiple tiers of intervention using Response to Intervention (RTI) criteria for decisions about children's needs and educational programming. In his keynote, Dr. Dan Reschly will show how effective implementation of RTI principles reduces the occurrence of serious academic, behavioral, and emotional regulation problems through prevention and early identification/intervention. For children with persistent problems, RTI provides a basis for designing, monitoring, and evaluating remedial and special education interventions. To that end, participants will learn how to identify and evaluate the use of RTI in special education identification and programming with special emphasis on behavior disorders.

Dan Reschly, Ph.D., is Professor of Special Education, Peabody College, Vanderbilt University, Nashville, Tennessee

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

Environmental Arrangement Strategies for Preventing Challenging Behavior in Young Children CHICAGO A

Maureen Conroy, Virginia Commonwealth University, Richmond, Virginia

This session will focus on how to implement environmental arrangement strategies to prevent challenging behaviors in early childhood settings. A menu of antecedent-based intervention tools will be presented. Case studies will be included as well as didactic lecture.

INTENDED AUDIENCE: sped. teachers, paras, gen. ed. teachers, families

OUTCOMES:

- Participants will gain a better understanding of effective environmental arrangements.
- Participants will learn a variety of intervention tools found effective for dealing with challenging behaviors of young children.

What Is the School's Role in the Medication of Students with E/BD? CHOUTEAU B

Joseph B. Ryan, Clemson University, Clemson, South Carolina

Robert Reid, University of Nebraska, Lincoln, Nebraska

This session reviews the school's role in ensuring psychotropic medications prescribed to students with EBD do not adversely impact their educational performance. Participants will review the most commonly prescribed psychotropic medications for students with E/BD, as well as the role of school personnel in helping monitor students for desired therapeutic and adverse side effects.

INTENDED AUDIENCE: sped. teachers, paras, sped. directors, gen. ed. administrators, families

OUTCOMES:

- Participants will recognize the most commonly prescribed psychotropic medications prescribed for youth with E/BD.
- Participants will be able to describe the potential therapeutic and adverse side effects that psychotropic medications can have on youth.
- Participants will be able to establish feedback procedures for schools to use to provide information to prescribing physicians concerning a medication's therapeutic and adverse side effects on a student's academic performance.

The Use of Interactive Video Conferencing for Data Collection: Implications for Students, Educators, Related Service Personnel, and Administrators EMPIRE A

Melanie D. Harms, Maya Israel, and Deb Griswold, University of Kansas, Lawrence, Kansas

Interactive video conferencing (IVC) is a technology for conducting interactive communication using regular high-speed Internet connections. This presentation demonstrates the use of IVC for (a) students with behavior-related special needs such as BD/EBD and ASD, (b) teachers and related service providers, and (c) professional development regarding data collection.

INTENDED AUDIENCE: sped. teachers, sped. directors, child study teams

OUTCOMES:

- Participants will gain a general understanding of IVC technology most commonly found in schools.
- Participants will be introduced to the data-collection utility of IVC for students with behavior-related special needs.
- Participants will observe examples of the use of IVC for teacher and related services supervision.
- Participants will identify at least one potential area related to the use of IVC for data collection.

Reading Strategies for Secondary-Level Students VAN HORN

Donna Nims, PCM High School, Urbandale, Iowa

This session will address strategies and ideas to help struggling readers and/or those with behavior problems to gain confidence and improve their skills. Often students who demonstrate "behavior" problems have reading or math deficiencies and are trying to compensate for their inability to read. The ideas shared in this session advocate the use of intensive direct instruction.

INTENDED AUDIENCE: sped. teachers, sped. directors, gen. ed. teachers, gen. ed. administrators, families, child study teams

OUTCOMES:

- Participants will gain ideas and strategies they can use to help struggling readers at the high school level that are more appropriate for their age/grade levels than many of the "dumbed-down" approaches that are often suggested for use.

Individualized Social Stories: Preventing Problem Behaviors and Increasing Prosocial Behaviors EMPIRE B

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

Social stories have been used successfully as a setting event intervention to prevent problem behaviors and increase the prosocial behaviors of children with ASD. This presentation provides a detailed structure for creating and using individualized social stories for children with ASD.

INTENDED AUDIENCE: sped. teachers, gen. ed. teachers, families

OUTCOMES:

- Participants will gain the knowledge to (a) identify the social needs of children with ASD, (b) create social stories matching the children's needs, and (c) use the social stories with children with ASD.
- Participants will receive starter packets with instructions and examples of creating social stories.

Exploring the Role of Culture in Implementing Academic and Behavioral Interventions for Students with or at Risk for E/BD CHICAGO C

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

As U.S. schools are becoming increasingly diverse, it is important to better understand the impact that culture, language and the family have on behavior and learning. Data-based academic and behavioral interventions for students with or at risk for E/BD will be reviewed in light of cultural factors.

INTENDED AUDIENCE: sped. teachers, gen. ed. teachers, child study teams

OUTCOMES:

- Participants will be able to use specific strategies and ideas shared during the session in their classrooms/schools.
- Participants will be more aware of the importance of considering the influence of culture, students' backgrounds and home experiences on the learning environment.

The Seclusion-Timeout Debate: What You Need to Know NEW YORK A

Jodie Tuttle, Millard Public Schools, Omaha, Nebraska

Kaye Otten, Lee's Summit Schools, Lee's Summit, Missouri

This session will provide attendees with comprehensive information regarding the crucial issues surrounding the reduction of seclusion-timeout use in public education. Real-life case studies involving alternative positive behavior management interventions, including supporting data, will be discussed.

This session is sponsored by the Master Teacher Project of the Midwest Symposium

INTENDED AUDIENCE: sped. teachers, sped. directors

OUTCOMES:

- Participants will develop a better understanding of the issues surrounding the current debate over the use of seclusion and timeout in public schools.
- Participants will leave with examples of positive alternative interventions and progress monitoring data collection/documentation systems that have been used in various school settings with students who exhibit dangerous behavior.

The Role of Community Resources for Families with Children with Behavior Problems **FREMONT**

Sunyoung Ahn, University of Kansas, Lawrence, Kansas

This session will discuss resources in the community where families of children with behavior issues can actively participate to relieve stress and learn how to manage their children's problem behaviors. Structural and interpersonal issues related to the family-professional partnership will also be identified.

INTENDED AUDIENCE: sped. teachers, paras, sped. directors, gen. ed. teachers, gen. ed. administrators, families, child study teams, social workers, school psychologists, community leaders

OUTCOMES:

- Participants will be able to recognize family involvement and interagency collaboration as effective intervention components for children with behavior problems.
- Participants will learn to identify issues related to incorporating these components in their practice at school.

Do Evidence-Based Practices for Students with Severe EBD Measure Up? **NEW YORK B**

Michael Hazelkorn, University of West Georgia, Carrollton, Georgia

Bonnie McCarty, College of Charleston, Charleston, South Carolina

This session is a facilitated discussion of issues surrounding the selection and implementation of evidence-based tertiary interventions for students with severe EBD, including whether the mandate limiting the choice of intervention to evidence-based practices will stifle innovation and the creation of new approaches. Measurement procedures, data sources, and linkages to IEPs will be addressed.

INTENDED AUDIENCE: sped. teachers, sped. directors

OUTCOMES:

- Participants will become aware of the research surrounding evidence-based practice.
- Participants will become able to discern "fluff" and feel-good approaches from practices shown to be effective by the application of a valid scientific model.

Practical Solutions: Supporting Students with Asperger Syndrome, Emotional Disabilities and Learning Disabilities with Technology **EMPIRE C**

Sheila M. Smith and Sean J. Smith, University of Kansas, Lawrence, Kansas

Children and youth with Asperger Syndrome, emotional disabilities and learning disabilities manifest unique social, communication and academic difficulties that can negatively impact their full participation in the general education curriculum. Instructional technology can provide solutions for these students. This presentation will focus on utilizing technology tools in the general education setting.

INTENDED AUDIENCE: sped. teachers, paras, gen. ed. teachers, individuals with learning and emotional disabilities or those on the autism spectrum

OUTCOMES:

- Participants will be able to identify and explain technology applications and resources specific to the needs of individuals with Asperger Syndrome, high-functioning autism, emotional disabilities, and learning disabilities.
- Participants will, through hands-on demonstration, develop ideas on how to best use demonstrated technology solutions with students on their caseload.

The Classwide Function-Based Intervention Team (CW-FIT) Group Contingency Program: Demonstrations in Urban Schools **CHICAGO B**

Debra Kamps, Emily Shumate, Linda Heitzman-Powell, and Howard Wills, Juniper Gardens Children's Project, Kansas City, Kansas

This presentation will include a description of the CW-FIT group contingency intervention and demonstrations of its effects in urban schools. This secondary-level intervention has tertiary-level supports embedded and provides ongoing data to evaluate the effects, both classwide and for individual students.

INTENDED AUDIENCE: sped. teachers, paras, sped. directors, gen. ed. teachers, gen. ed. administrators, child study teams

OUTCOMES:

- Participants will gain sufficient knowledge of the program to replicate it.
- Participants will be able to set up a data system for teachers to monitor the effects of the program.

Implementing Response to Intervention and Schoolwide Positive Behavior Support Within a District Leadership Team Model **CHOUTEAU A**

Rachel Freeman, University of Kansas, Lawrence, Kansas

Cindy Swarner and Dawn Miller, Kansas Instructional Support Network, Topeka, Kansas

This session will describe how one district leadership team in Kansas is using a leadership team model for both schoolwide positive behavior support and Response to Intervention planning and implementation. This approach allows the district to work smarter using similar systems and processes for implementation of both academic and behavior interventions.

INTENDED AUDIENCE: gen. ed. administrators

OUTCOMES:

- Participants will be able to describe the systems, processes, and data used by district leadership teams to implement schoolwide PBS and RTI.

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

CONCURRENT SESSIONS

Sustainability of Evidence-Based Practices: Looking to the Evidence to Support What Works **VAN HORN**

Laura T. Zions, Eastern Michigan University, Ypsilanti, Michigan

Tachelle I. Banks, Ashland University, Ashland, Ohio

This session will examine the sustainability of research-based practices in the schools. It is important for researchers and school personnel to select research-based practices and to consider what will increase the likelihood of maintaining the practices adopted. Consideration of sustainability will lead to greater student achievement and will also be conducive to improved resource management.

INTENDED AUDIENCE: sped. teachers, sped. directors, gen. ed. teachers, gen. ed. administrators

OUTCOMES:

- Participants will receive annotated bibliographies and resource lists.
- Participants will be able to describe how researchers study (and measure) sustainability of interventions and locate information on evidence-based practices that have demonstrated a likelihood of sustainability.
- Participants will be able to describe and locate information on the key factors and supports that lead to increased sustainability of evidence-based practices.

10 Strategies for Creating a Successful Day for a Person with an Autism Spectrum Disorder **CHOUTEAU B**

Terri Cooper Swanson, University of Kansas, Lawrence, Kansas

Ronda Schelvan, Washougal, Washington

Although success is defined in many ways, the importance of knowing how to create a successful day for a person with autism spectrum disorders (ASD) is crucial to the learning process. Having a basic knowledge of 10 strategies that are effective and straightforward provides families and professionals with a foundation that increases the likelihood of success. Knowing which strategies offer routines, increase predictability and encourage communication is key for supporting a person with ASD.

INTENDED AUDIENCE: sped. teachers, paras, sped. directors, gen. ed. teachers, gen. ed. administrators, families, child study teams

OUTCOMES:

- Participants will understand how the 10 strategies relate to and support the characteristics of autism spectrum disorders.
- Participants will understand how they can use the strategies in a variety of environments and with a variety of ages.

Assessment of Reading Difficulties Should Include Evaluation of ADHD **NEW YORK B**

David P. Hurford, Pittsburg State University, Pittsburg, Kansas

James Lumley, Salina, Kansas

Nearly half of the children who experience reading difficulties also experience ADHD, and many children with ADHD have considerable difficulty with reading. This session will focus on appropriate concurrent assessment for this group of students.

INTENDED AUDIENCE: sped. teachers, sped. directors, gen. ed. teachers, gen. ed. administrators, families

OUTCOMES:

- Participants will gain knowledge about ADHD, its evaluation and assessment of reading difficulties.
- Participants will gain specific information about the dual assessment of attention and reading.
- Participants will be provided a detailed description of the appropriate way to interpret the results of the TOVA and how the data are relevant to an individual's attentional difficulties.

Teaching Effective Alternative Methods

NEW YORK A

Cheryl Heimes and Carmen Worick, Millard Public Schools, Omaha, Nebraska

This session will demonstrate strategies for providing a continuum of services for a spectrum of academic and behavioral needs. Presenters will model social skills instruction, academic teaching strategies, data collection, evaluation and planning of program components.

This session is sponsored by the Master Teacher Project of the Midwest Symposium

INTENDED AUDIENCE: sped. teachers, sped. directors, gen. ed. teachers, gen. ed. administrators

OUTCOMES:

- Participants will gain a basic understanding of program components.
- Participants will learn effective teaching strategies.

How to Use Timeout Effectively for Students with E/BD

CHOUTEAU A

Joseph B. Ryan, Clemson University, Clemson, South Carolina

Reece Peterson, University of Nebraska, Lincoln, Nebraska

Timeout procedures are frequently used in excess with students with E/BD despite their ineffectiveness in reducing maladaptive behavior. This presentation reviews the various types of timeouts and their efficacy. It also provides recommendations for improved practice, as well as suggested methods of data collection to assist staff in determining the efficacy of timeout procedures.

INTENDED AUDIENCE: sped. teachers, paras, sped. directors, gen. ed. teachers, gen. ed. administrators

OUTCOMES:

- Participants will learn how to develop a gated schoolwide behavior intervention.
- Participants will learn how to make their classrooms reinforcing for students.
- Participants will learn how to make data-based decisions for behavioral interventions.
- Participants will learn how to develop a class and/or school policy for timeouts.

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

EMPIRE B

Matthew McNiff, Educational Service Unit #5, Beatrice, Nebraska

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

This session is sponsored by the Master Teacher Project of the Midwest Symposium

INTENDED AUDIENCE: sped. teachers, sped. directors, gen. ed. teachers, gen. ed. administrators

OUTCOMES:

- Participants will learn how to use self-management systems with their students and will gain the information to set up self-management programs in their school system.
- Participants will be able to modify examples of successful self-management programs to fit students in their school system.

Preventing Behavioral Earthquakes: The Think Time Strategy

CHICAGO A

Ron Nelson, University of Nebraska, Lincoln, Nebraska

The primary purpose of this presentation is to enhance participants' knowledge and competencies in the Think Time Strategy – an empirically validated classroom management strategy designed to prevent the development of chronic and severe maladaptive behavior patterns. Participants will benefit by having a complete understanding of the background for and how to implement the Think Time Strategy

INTENDED AUDIENCE: sped. teachers, paras, sped. directors, gen. ed. teachers, gen. ed. administrators, families

OUTCOMES:

- Participants will be able to implement the Think Time strategy in special and general education settings.

Accommodation Decisions for Students with E/BD: Issues and Future Directions

EMPIRE A

Rahul Ganguly and Jim Shriner, University of Illinois, Champaign, Illinois

Students with E/BD are being provided with different forms of accommodations in state assessments. In this presentation, we discuss how and to what extent decision-making policies on accommodations for these students are influenced by research and the extent to which the research base informs the effectiveness and validity of accommodation decisions.

INTENDED AUDIENCE: sped. teachers, paras, gen. ed. teachers, families

OUTCOMES:

- Participants will be able to describe the most commonly used instructional and assessment accommodations for students with E/BD.
- Participants will be able to describe the purposes and functions of instructional and assessment accommodations for students with E/BD.
- Participants will be able to describe guidelines for selecting the most appropriate accommodations.

Tracking Behavior Assessment Methodology and Support Strategies

EMPIRE C

Michael Couvillon, Drake University, Des Moines, Iowa

Lyndal Bullock, University of North Texas, Denton, Texas

Robert Gable, Old Dominion University, Norfolk, Virginia

This presentation will discuss the results and implications of a recent national survey designed to identify the barriers classroom teachers and administrators face when conducting FBAs and implementing BIPs. Additionally, specific techniques to help educators to better facilitate the FBA and BIP process will be identified and discussed.

INTENDED AUDIENCE: sped. teachers, sped. directors, gen. ed. teachers, gen. ed. administrators, child study teams

OUTCOMES:

- Participants will develop a stronger understanding of the barriers educators face when conducting FBAs and implementing BIPs.
- Participants will gain insight as to techniques and interventions to overcome these impediments.

Looking Back to Move the Field Forward: Conversations with Influential Voices in the Field of Emotional and Behavioral Disorders: Initial Findings

CHICAGO C

Marilyn S. Kaff, Jim Teagarden, Bob Zabel, and Christine Reyes, Kansas State University, Manhattan, Kansas

Maura Linas, University of Missouri, Kansas City, Missouri

This oral history project, partially funded by the Midwest Symposium for Leadership in Behavior Disorders, is literally a work in progress as the Individuals with Disabilities Education Improvement Act (originally PL 94-142) is celebrating its 30th birthday. This combined lecture-video presentation will provide a retrospective view of the past from the individuals who participated. At the same time, these pioneers will provide suggestions and advice for the future. Attendees will have an opportunity to hear and see leaders in the field who were previously known to them only through their work or writing.

INTENDED AUDIENCE: researchers, special educators, including graduate students

OUTCOMES:

- Participants will experience the words and work of pioneers in the field of EBD.
- Participants will recognize the importance of the leaders in the field through a historical lens and a future perspective.

Current Trends in the Education of Children and Youth with EBD

CHICAGO B

Tim Lewis, University of Missouri, Columbia, Missouri; moderator

Deb Kamps, Juniper Gardens Children's Project, Kansas City, Kansas

Kathleen Lane, Vanderbilt University, Nashville, Tennessee

Terry Scott, University of Oregon, Eugene, Oregon

Rich Simpson, University of Kansas, Lawrence, Kansas

Carl Smith, Iowa State University, Ames, Iowa

Joseph Wehby, Vanderbilt University, Nashville, Tennessee

This session will provide an overview of current trends and issues related to the education of children and youth with EBD through a panel format. Panel members will provide brief updates on what they perceive as pressing issues and offer insight on how to address challenges and take advantage of opportunities. Audience members will be invited to participate in the discussion.

INTENDED AUDIENCE: sped. teachers, sped. coordinators, reg. ed. teachers, reg. ed. administrators, policy makers

OUTCOMES:

- Participants will develop an awareness of current trends impacting the education of children and youth with EBD.

Functional Assessment Behavior Support for Three Children with Autism

FREMONT

Nan Perrin, Amanda Tyrrell, and Stephanie Thorne, Community Living Opportunities Inc., Lawrence, Kansas

This session will present a brief overview of functional assessment procedures in preschool and home settings with three children diagnosed with autism on the occurrence of noncompliance, aggression and tantrum behavior. A quality of life survey and behavioral impact rating scales from parents indicated positive trends after the effective implementation of behavior support plans.

INTENDED AUDIENCE: sped. teachers, sped. directors, families

OUTCOMES:

- Participants will learn about the significant behavior changes of three participants through data-based decision making and the importance of functional assessment procedures to effectively implement behavior support plans.
- Participants will become familiar with procedures in both preschool and home settings, as well as data collection methods and new data measures such as quality of life and behavioral impact rating scales.

12:30-
2:00p.m.

Lunch (on your own)

– Visit the exhibits –

FRIDAY AFTERNOON, FEBRUARY 23

2:00-
3:00p.m.

CONCURRENT SESSIONS

Positive Behavior Supports in the Classroom: Using Prevention Strategies and Replacement Behaviors to Reduce Maladaptive Behaviors in Young Children

CHICAGO C

Brad Uhing, Wichita State University, Wichita, Kansas

This session focuses on preventive strategies and replacement behaviors for young children with emotional disturbance. Participants will learn how to select strategies that will prevent maladaptive behaviors and identify replacement behaviors that can be taught to young children in place of their maladaptive behaviors.

INTENDED AUDIENCE: sped. teachers, paras, gen. ed. teachers

OUTCOMES:

- Participants will learn preventive strategies to implement in their classrooms to reduce the number of outbursts from young children with emotional disturbance.
- Participants will learn replacement behaviors for common maladaptive behaviors evidenced by young children in the classroom.

CORE Self-Contained Success Story

EMPIRE B

Mark McClanahan, Michaela Hahn, and Erin Portner, Lincoln Public Schools, Lincoln, Nebraska

This session will present an overview of the self-contained behavior disorders classroom model used in Lincoln Public Schools. Included in the presentation is the process used to identify students for placement, how the data are compiled and evaluated, and methods for monitoring students' behavior changes and academic growth.

INTENDED AUDIENCE: sped. teachers, paras, sped. directors, gen. ed. teachers, gen. ed. administrators, child study teams

OUTCOMES:

- Participants will gain a better understanding of self-contained BD classrooms.
- Participants will become familiar with how to conduct action research in a classroom.
- Participants will be able to describe how to use data to track change in behavior over time.

Using Computerized Reading Programs to Increase the Reading Skills of High School Students with Learning and Behavioral Disorders

FREMONT

Charles Johnson, Jane Doelling, and Linda Garrison-Kane, Missouri State University, Springfield, Missouri

Recent federal mandates require school systems to utilize research-based practices to improve reading performance for all students. However, providing reading instruction for high school students who are reading at a very basic level poses a unique challenge for educators. This session will present an overview of best practices in reading with a more detailed discussion of the Laubach Way to Reading curriculum and the effects of this curriculum on two cohorts of high school students with learning and behavioral disabilities.

INTENDED AUDIENCE: sped. teachers, paras, sped. directors, gen. ed. teachers, gen. ed. administrators, child study teams

OUTCOMES:

- Participants will gain an overview of best practices in reading instruction.
- Participants will learn step-by-step instructions for implementing a direct instruction computerized reading program with secondary-level students.

Outcomes of Positive Behavior Support Programs at the High School Level

CHICAGO A

Kathleen Lane, Robin Parks, and Joe Wehby, Vanderbilt University, Nashville, Tennessee

This presentation documents summative findings of a federally funded study of positive behavior support (PBS) at the high school level. Outcome data will illustrate how the school as a whole as well as different types of students responded to the program. Recommendations for conducting PBS in high schools will be offered.

INTENDED AUDIENCE: sped. teachers, sped. directors, gen. ed. teachers, gen. ed. administrators, child study teams

OUTCOMES:

- Participants will learn how to use single-case methodology to examine overall intervention effects for the school as a whole.
- Participants will learn how to examine extant data to determine how different types of students respond to SW-PBS efforts.
- Participants will also learn how SW-PBS plans were constructed using a data-driven process in which input from teachers, parents, and students was used to establish behavioral expectations and procedures for teaching and reinforcing these expectations.

Using Data to Drive the Use of Timeout and Seclusion Procedures

CHOUTEAU B

Staci Mathes and Cindi Barfield, Lee's Summit School District, Lee's Summit, Missouri

This session will provide teachers with examples of how to use specific data to support whether or not timeout and seclusion procedures are effective for individual students. The information is partly based on the presenters' involvement in a due process hearing related to the use of seclusion and timeout.

This session is sponsored by the Master Teacher Project of the Midwest Symposium

INTENDED AUDIENCE: sped. teachers, sped. directors, gen. ed. teachers, gen. ed. process coordinators

OUTCOMES:

- Participants will know how to record and interpret data regarding the use of seclusion and timeout procedures.
- Participants will be able to assign specific roles to staff involved in a crisis situation requiring seclusion or timeout and/or physical management.
- Participants will be aware of procedural guidelines implemented to support the use of seclusion and timeout procedures.

Using Common Sense in Common Settings: Active Supervision and Pre-Correction in the "Morning Gym"

VAN HORN

Todd Haydon, University of Florida, Gainesville, Florida

This session examines the procedures used to supervise about 400 elementary students in the gymnasium of an elementary school 30 minutes before the start of school. Three years of data show the effectiveness of using active supervision and pre-correction in this setting.

INTENDED AUDIENCE: sped. teachers, paras, gen. ed. teachers, gen. ed. administrators

OUTCOMES:

- Participants will be able to apply the principles of active supervision and pre-correction to a commons area in a school setting.

Bullying Among Students with Behavior Disorders and Their Peers

NEW YORK B

Jeong-il Cho and Jo Hendrickson, University of Iowa, Iowa City, Iowa

This session will report on the outcomes of a study in which students with BD and their general education peers completed the Peer Relationship Survey (PRS). The PRS was used to identify the bullying status and behavior characteristics of students with BD. Differences in the bullying status and behavior characteristics between students with and without BD were also examined.

INTENDED AUDIENCE: sped. teachers, paras, sped. directors, gen. ed. teachers, gen. ed. administrators, families, child study teams

OUTCOMES:

- Participants will gain increased awareness and knowledge of bullying among students with BD and their peers.
- Participants will learn about measures that they can use to identify bullies, victims, bully/victims, and non-bully/non-victims in their classrooms and schools.

Positive Behavior Support at the Classroom Level: Creating Success for Students with Challenging Behaviors

CHICAGO B

Terrance M. Scott, University of Oregon, Eugene, Oregon

This presentation focuses on how teachers can use the tenets of schoolwide positive behavior support to develop effective classroom practices that are especially necessary for students with EBD. A variety of scenarios and solutions will be presented.

INTENDED AUDIENCE: sped. teachers, gen. ed. teachers

OUTCOMES:

- Participants will understand the key features of effective classroom practices.
- Participants will be familiar with how PBS principles are applied in the classroom.
- Participants will practice the development of effective classroom practices in response to specific classroom and student problems.

Addressing the Need for Social Competency for Students with Autism Spectrum Disorders Through a Teacher Training Program

EMPIRE A

Janine Stichter, Jena Bricker, Julie Olive, and Nick Gage, University of Missouri, Columbia, Missouri

Most individuals with ASD lack the social interaction skills needed to navigate effectively across contexts to meet their needs and wants. Although most educators who work with children and youth with ASD are aware of their students' social competence difficulties, few have received specific training on how to target these deficits through assessment and corresponding intervention. The purpose of this session is twofold: (a) to review core components essential for developing the social competence of individuals with ASD as identified by the peer-reviewed literature in this area and (b) to describe how these core components are provided to teachers through current methodologies and curricula available for various ages and contexts.

INTENDED AUDIENCE: sped. teachers, paras, sped. directors, gen. ed. teachers, families, child study teams

OUTCOMES:

- Participants will learn to define key components of social competence necessary for targeted intervention to improve the social outcomes of children and youth with ASD.
- Participants will gain an understanding of current and commonly researched methodologies and curricula that incorporate core components of social competence.

The Art of Engagement: Children with Autism Spectrum Disorders Explore, Express and Learn Through the Arts

CHOUTEAU A

Gaelynn Wolf Bordonaro, Emporia State University, Emporia, Kansas

Frank Mullins, Eastern Illinois University, Charleston, Illinois

The arts are an exciting tool to engage learners with ASD in exploring environments, expressing emotions, communicating perceptions, and understanding and reinforcing both formal and informal instruction. Thoughtful art interventions support social and relational skills while providing opportunities for expression and communication from the unique perspective of the child.

INTENDED AUDIENCE: anybody working with children with ASD in preschool to secondary-level settings

OUTCOMES:

- Participants will become familiar with how to engage children with ASD in preschool to secondary-level settings in art activities.
- Participants will be introduced to the research on art therapy and ASD.

Communicating with and About Learners Diagnosed with E/BD

EMPIRE C

Joan E. Aitken, Park University, Parkville, Missouri

This session will provide strategies for communicating with and about learners diagnosed with E/BD. Based on RTI models from two school districts, participants will gain ideas for identifying and monitoring learners who have E/BD. Instruments used in data collection will be provided.

INTENDED AUDIENCE: sped. teachers, paras, sped. directors, gen. ed. teachers, gen. ed. administrators

OUTCOMES:

- Participants will receive a CD to use for conducting observations for identification and monitoring.
- Participants will be able to use the CD to develop research-based communication strategies for more effective interaction with learners.

Using the SWIS® Office Referral System to Monitor the Effects of Secondary- and Tertiary-Level Interventions Such as the Check-In/Check-Out Intervention

NEW YORK A

Howard Wills and Harriett Dawson-Bannister, Juniper Gardens Children's Project, Kansas City, Kansas

This session will include a demonstration of the SWIS office referral system and how it can be used to monitor the effects of secondary and tertiary interventions.

INTENDED AUDIENCE: sped. teachers, paras, sped. directors, gen. ed. teachers, gen. ed. administrators, child study teams

OUTCOMES:

- Participants will learn the necessary steps to implement SWIS.
- Participants will understand how SWIS can be used to monitor primary-, secondary- and tertiary-level interventions.
- Participants will know the steps to implement and sustain the Check-in Check-Out intervention.

3:15-4:15p.m.

CONCURRENT SESSIONS

Conflict Resolution Skills and Collaboration

EMPIRE C

Frank Mullins, Eastern Illinois University, Charleston, Illinois

Diane Miller, Emporia State University, Emporia, Kansas

This presentation will explore educational conflict resolution skills in the context of special education advocacy and the skills and strategies required to engage in constructive conflict resolution.

INTENDED AUDIENCE: anybody wanting to make a difference with advocacy competencies to support the special education agenda in and out of the special education arena

OUTCOMES:

- Participants will become familiar with issues related to conflict resolution skills and collaboration.
- Participants will be introduced to the research into conflict resolution and collaboration.

Implementing an Effective Districtwide Social Skills Program

CHICAGO A

Kelly Lee, Stacey Martin, Cindi Barfield, and Kaye Otten, Lee's Summit School District, Lee's Summit, Missouri

This session will present comprehensive information about issues surrounding the implementation of an effective districtwide social skills program.

This session is sponsored by the Master Teacher Project of the Midwest Symposium

INTENDED AUDIENCE: sped. teachers, sped. directors, gen. ed. administrators

OUTCOMES:

- Participants will develop a better understanding of the importance of providing effective social skills instruction in public schools.
- Participants will leave with a real-life example of how to implement a social skills program for students with significant social, emotional and behavioral challenges on a districtwide level.
- Participants will be able to share and modify the information presented to meet the needs of their respective educational settings.

Advocacy – You CAN Make a Difference!

CHICAGO B

Jane Rhys, Kansas Council on Developmental Disabilities, Topeka, Kansas

Through dialogue and use of examples, participants will learn how to have an impact on legislation. Sample letters and a listing of web sites will be provided, and participants will discuss different ways in which they can get to know their legislators.

INTENDED AUDIENCE: Anyone interested in knowing how to make a difference with elected officials

OUTCOMES:

- Participants will discover how to find out about relevant state legislation.
- Participants will learn how to write a letter to an elected official.
- Participants will learn how to get to know their legislators.

Positive Behavior Support in Culturally Responsive Classrooms for Students Exhibiting Problem Behaviors

CHOUTEAU B

Robert P. Trussell, Beverly Argus-Calvo, and Nancy Garcia-Tafoya, University of Texas, El Paso, Texas

This presentation will outline pivotal universal teacher behaviors and practices that increase pro-social and pro-academic behaviors for students from culturally diverse backgrounds. The session will also present a method for assessing classroom universals, including culturally responsive teaching practices, which can be used to develop supportive classrooms.

INTENDED AUDIENCE: sped. teachers, sped. directors, gen. ed. teachers

OUTCOMES:

- Participants will acquire information about measurable standards of universal teacher practices that can be taken back to their schools and classrooms.
- Participants will learn practices that help reduce problem behaviors and create a classroom environment that is receptive to diverse cultural backgrounds.

The Effect of Technology on Engagement and Reading Outcomes

EMPIRE A

Nicole S. Fenty and Melissa A. Miller, University of Florida, Gainesville, Florida

This session will compare the effect(s) of using two methods of instruction (computer technology versus traditional print) on the on-task engagement and reading achievement of students struggling with reading and behavior difficulties. The study involved an A-B design embedded in a large-group design.

INTENDED AUDIENCE: sped. teachers, sped. directors, gen. ed. teachers

OUTCOMES:

- Participants will gain a better understanding of the types of students who might be best assisted by a technological intervention.
- Participants will gain a better understanding of how to use data to select students for a particular intervention and to determine whether an intervention has been effective for target students.

How to Increase Compliance in Children Who Demonstrate Noncompliance

VAN HORN

Allison A. Vanderbilt, University of Florida, Gainesville, Florida

This session will provide a brief review of the literature on children who demonstrate noncompliance in elementary school. The session will demonstrate how to increase compliance through the use of Alpha Commands developed by Forehand and McMahon (1981).

INTENDED AUDIENCE: sped. teachers, paras, gen. ed. teachers, families

OUTCOMES:

- Participants will learn ways to prompt the target child to increase his/her likelihood of being compliant.

Designing and Delivering Behavioral Interventions: One Look at Expectations and Performance

NEW YORK B

Carl R. Smith, Iowa State University, Ames, Iowa.

Steve Blake and Kathy Utterback, Southern Prairie EAE 15, Ottumwa, Iowa

A critical element in planning appropriate programs for students with significant behavioral disorders is the expectation that evidence-based interventions are being provided for these students. This session will report on a comprehensive review of randomly selected IEP goals and behavioral intervention programs for these students with a discussion of the relative strengths and weaknesses of these program elements. Interviews with teachers regarding intervention selection will also be shared.

INTENDED AUDIENCE: gen. ed. administrators, sped. teachers, sped. directors, child study teams

OUTCOMES:

- Participants will become familiar with findings regarding evidence-based interventions for students with E/BD.
- Participants will learn the relative strengths and weaknesses of common IEP goals and behavioral intervention goals for students with E/BD.

Application of Virtual Environments for Children with High-Functioning Autism and Asperger Syndrome: A Review of the Literature

CHOUTEAU A

Maya Israel, University of Kansas, Lawrence, Kansas

This presentation will highlight the findings of an integrated review of the literature on experimental research in the area of virtual reality (VR) and virtual environments (VE) for persons with high-functioning autism (HFA) and Asperger Syndrome (AS). Example software will also be shared.

INTENDED AUDIENCE: sped. teachers, sped. directors, families

OUTCOMES:

- Participants will become familiar with intervention studies for individuals with HFA and AS in the area of virtual environments.
- Participants will see an example of virtual reality software that may be used to help children with HFA and AS learn social skills that can then be generalized.

Literacy Outcomes for Students Who Were Retained, ELL, and Participated in the Language Arts Multisensory Program (LAMP)

FREMONT

Mary Abbott, Howard Wills, and Debra Kamps, Juniper Gardens Children's Project, Kansas City, Kansas

Over the last four years, the Center for Early Intervention in Reading and Behavior has collected data on approximately 2,300 K-3 students each year. This presentation will focus on the literacy outcomes from three different data subsets of reading disabled students: retained versus non-retained, ELL, and LAMP.

INTENDED AUDIENCE: sped. teachers, paras, sped. directors, gen. ed. teachers, gen. ed. administrators, families, child study teams

OUTCOMES:

- Participants will learn DIBELS nonsense word fluency, DIBELS oral reading fluency, and Woodcock Reading Mastery Test data for three groups of students: retained versus non-retained, ELL, and LAMP.

The "Alternative" Alternative School

EMPIRE B

Larry Roth, Teresa Baldwin, and Zenda Johnston, USD 353, Wellington, Kansas

The session describes the Wellington Therapeutic Alternative School, a K-12 day school/alternative school program. Information will be presented on developing positive support programs for difficult students, collecting and utilizing data to guide interventions towards academic and behavior/emotional success and to support positive reintegration to the home school.

INTENDED AUDIENCE: sped. teachers, paras, sped. directors, gen. ed. teachers, gen. ed. administrators, child study teams, professionals working in alternative school settings

OUTCOMES:

- Participants will gain a better understanding of how to collect and display behavior data that are meaningful to students, teachers and parents.
- Participants will become familiar with how to individualize alternative school programming based on student strengths and needs in order to improve academic success as well as to address student behavior/emotional needs.
- Participants will receive ideas for successful reintegration of students back to the home school with ongoing alternative school support.

Use of the Behavioral and Emotional Rating Scale-2 (BERS-2) to Discriminate Between Youth with and Without Emotional Disturbance

CHICAGO C

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

Paul Mooney, Louisiana State University, Baton Rouge, Louisiana

Michael H. Epstein, University of Nebraska, Lincoln, Nebraska

This session will present the results of a study that evaluated the discriminative ability of the youth and parent forms of the Behavioral and Emotional Rating Scale-2 (BERS-2; Epstein, 2004). The BERS-2 is a standardized rating scale system that assesses the emotional and behavioral strengths of children and youth.

INTENDED AUDIENCE: sped. teachers, paras, sped. directors, gen. ed. teachers, gen. ed. administrators, families

OUTCOMES:

- Participants will gain knowledge of the Behavioral and Emotional Rating Scale-2 (BERS-2) and its uses.
- Participants will become familiar with the evidence that the BERS-2 effectively discriminates between youth with and without ED on both the youth and parent rating scales of the instrument.

Intensive, Individual Interventions Addressing the Behavior-Reading Link

NEW YORK A

William J. Calderhead, University of Kentucky, Lexington, Kentucky

This presentation will report the results of research extending the use of flashcards (Carnine, 1980) to teach at-risk kindergarteners to discriminate the distinctive features of letters. Using color on the stick parts of easily confused letter pairs such as b/d and p/q enhanced Carnine's distinctive feature training for some students.

INTENDED AUDIENCE: sped. teachers, paras, sped. directors, gen. ed. teachers, gen. ed. administrators, families

OUTCOMES:

- Participants will learn how curricular innovations can serve as antecedent interventions preventing the occurrence of problem behaviors in classrooms.
- Participants will learn how to take data on trials needed to reach criterion as a way to maintain an appropriately challenging curriculum.

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 24

8:00-
11:30a.m.

Registration/Information Desk Open

CHICAGO Foyer

9:00-
11:15a.m.

CONCURRENT 2-HOUR SESSIONS

Implementing Research-Based Practices to Promote Success for Students with Behavioral Disorders in Content Areas Classes

SAN FRANCISCO

Kimberly McDuffie, Maria Herbst, and Kathy Robbins, Clemson University, Clemson, South Carolina

This presentation highlights research-based strategies/supports that promote success in content area classes for students with behavioral disorders. Specific strategies to be covered include reading comprehension strategies for content area learning, peer mediation strategies for learning content, and questioning strategies applied in English and world history classes.

INTENDED AUDIENCE: sped. teachers, gen. ed. teachers

OUTCOMES:

- Participants will be able to identify research-based practices that promote success in content area classes.
- Participants will be able to implement reading comprehension strategies for content area learning, peer mediation strategies for learning content, and questioning strategies applied in English and world history classes.

Effective Practices and Strategies for Children and Youth with Asperger Disorder

CHICAGO

Rich Simpson, Brooke Young, and Jennie Long, University of Kansas, Lawrence, Kansas

Children and adolescents with Asperger disorder and high-functioning autism require uniquely designed effective practice methods. This session will focus on the needs and characteristics of learners with Asperger disorder and related disabilities as well as identifying and correctly using effective practices and strategies for educating, managing and supporting these learners. Specific attention will be paid to management, structuring and support methods; inclusion and academic and learning facilitation strategies; and social interaction and social skill enhancement methods.

INTENDED AUDIENCE: sped. teachers, gen. ed. teachers, related services personnel

OUTCOMES:

- Participants will understand the unique needs and characteristics of learners with Asperger disorder.
- Participants will understand effective methods and strategies for educating, managing and supporting learners with Asperger disorder.

The IDEA 2004 Amendments and Regulations: Peer-Reviewed Research and Progress Monitoring

NEW YORK

Antonis Katsiyannis, Clemson University, Clemson, South Carolina

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

Carl Smith, Iowa State University, Ames, Iowa

This presentation will examine the IDEA 2004 amendments and 2006 regulations regarding educationally appropriate and legally correct IEPs. The focus will be on the provisions that IEP services must be based on peer-reviewed research, and that teachers must monitor their students' progress. Practice considerations for students with E/BD will be emphasized.

INTENDED AUDIENCE: sped. teachers, sped. directors, gen. ed. teachers, gen. ed. administrators

OUTCOMES:

- Participants will be able to summarize IDEA 2004 amendments and related regulations regarding IEP provisions.
- Participants will become familiar with peer-reviewed research and practice considerations.
- Participants will gain a better understanding of issues associated with progress monitoring and a preferred process for documenting progress.

Behavioral Strategies for Effective Instruction and Classroom Management

ATLANTA

Tim Landrum, University of Virginia, Charlottesville, Virginia

Melody Tankersley, Kent State University, Kent, Ohio

This session presents an overview of the basic behavioral premises that underlie good instruction and behavior management and then describe and demonstrate the application of these concepts with examples of five specific teaching or management strategies: effective use of teacher praise, extinction, precision requests, behavioral momentum, and timeout.

INTENDED AUDIENCE: sped. teachers, paras, gen. ed. teachers

OUTCOMES:

- Participants will come away with an understanding of five specific behavioral interventions and their application to instructional and management routines.

11:15a.m.

Adjournment and hotel checkout

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