



# MSLBD

MIDWEST SYMPOSIUM FOR LEADERSHIP IN BEHAVIOR DISORDERS

## SYMPOSIUM 2009

*Lessons Learned ... Opportunities Lost ... Dreams Achieved*

*CCBD-Endorsed Regional Activity*

**February 26-28, 2009**

**Hyatt Regency Crown Center • Kansas City, Missouri**

### WELCOME

*Welcome to the twenty-seventh annual Midwest Symposium for Leadership in Behavior Disorders. Universities and state agencies in Kansas, Nebraska, Iowa, Missouri, South Carolina, Oklahoma, Illinois, Minnesota, Texas, Wisconsin and Montana 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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*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.*

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

### PLANNING COMMITTEE

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Mike Couvillon, Drake University

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Tim Lewis, University of Missouri-Columbia

Maura Linas, Juniper Gardens Children's Project

Rick Lindskog, Pittsburg State University

Sharon Maroney, Western Illinois University

Matt McNiff, Nebraska Education Service Unit 5

Mary Beth Noll, St. Cloud State University

Kaye Otten, Lee's Summit School District

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Kari Ramos, Topeka, Kansas

Matthew Ramsey, Benedictine College

Jane Rhys, Kansas Council on Dev. Disabilities, Topeka

Lisa Robbins, Missouri Western University

Craig Rosen, Polk County Community Schools, Iowa

Rich Simpson, University of Kansas

Deborah Sisco, St. Joseph, Missouri, Public Schools

Carl Smith, Iowa State University

Shannon Stuart, University of Wisconsin, Whitewater

Jim Teagarden, Kansas State University

Howard Wills, Juniper Gardens Children's Project

Jamie Wood, Pittsburg State University

Cheryl Young, Montana State University

Mitch Yell, University of South Carolina

Ron and Elaine Schmidt, Conference Coordinators

**Midwest Symposium for Leadership in Behavior Disorders  
1120 Douglas Drive, Lawrence, Kansas 66049  
785/842-8219 • <http://www.mslbd.org>**

#### 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.*

**WELCOME FROM THE PLANNING COMMITTEE**

# THURSDAY, FEBRUARY 26

7:30a.m.-  
4:30p.m. Registration/Information Desk Open

CHICAGO Foyer

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

11:30a.m.-  
4:30 p.m. Exhibits

ATLANTA/NEW YORK/SAN FRANCISCO Foyer

## HALF-DAY WORKSHOPS

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

- 1. Reclaiming Opportunities and Realizing Dreams: Facilitating the Self-Righting Potential of Youth** SAN FRANCISCO  
The young person with multiple risk factors today may, with the application of research-based best practices, blossom into one who moves beyond mere survival to live a full and productive life. This session provides a brief overview of the research on resilience, suggestions for applying lessons learned from research to facilitate the self-righting potential of youth, examples from the literature and the presenter's professional experiences, and additional resources.  
*Sylvia Rockwell*, behavior coach, B.T. Washington Elementary School, Tampa Florida
- 2. Planning for the Transition to Adulthood for Youth with Emotional And Behavioral Disabilities: Moving from Compliance to Best Practices** NEW YORK  
This session will focus on improving post-school outcomes for youth with emotional and behavioral disabilities (ED/BD). Participants will learn about the transition requirements of IDEA 2004 and how to incorporate effective transition planning during IEP and other student-planning activities. In addition, models of effective services specifically for youth with ED/BD will be presented. Participants will leave with current information about how to comply with IDEA and an introductory overview of effective practices.  
*Mary Morningstar* and *Juliet Hart*, University of Kansas, Lawrence, Kansas
- 3. Research-Based Practices for Students with Autism Spectrum Disorders** EMPIRE  
The profusion of "fad" interventions creates challenges for practitioners who are mandated to use empirically-validated interventions for students with ASD. In this session, strategies and interventions with scientific merit for promoting skill acquisition and enhanced functioning for students with ASD will be discussed to enable practitioners to make informed decisions.  
*Juane Heflin*, Georgia State University, Decatur, Georgia
- 4. Managing Non-Compliance and Defiance in the Classroom** ATLANTA  
Research data show that non-compliance and defiance are ranked as the most frequent reason for Office Referrals across all grade levels, and teachers have reported that cooperation and following directions are critical skills for student success in schools. In this workshop, participants will receive information and training on understanding non-compliance and defiance, designing intervention plans, and applying a basic approach to various classroom situations.  
*Geoff Colvin*, Behavior Associates, Eugene, Oregon
- 5. Progress Monitoring and RTI: A Model for Data-Based Decisions** CHICAGO  
Participants in this session will be introduced to progress monitoring measures used in the basic skills areas of reading, mathematics, and written expression. Use of these measures for data-based decision making in a three-tiered RTI model will be demonstrated and data from schools using this model will be presented.  
*Todd Busch*, University of St. Thomas, Minneapolis, Minnesota; *Erica Lembke*, University of Missouri, Columbia, Missouri; and *Carol Garman*, Columbia Public Schools, Columbia, Missouri

*Afternoon, 1:30-4:00 p.m.*

- 6. Understanding the Anxious, Angry and Defiant Student: What Every Educator Needs to Know About Anxiety in Children and Adolescents** NEW YORK  
Anxiety is the most common mental health problem children and adolescents experience. Unable to soothe or regulate their increased arousal, anxious children are far too commonly misunderstood and misinterpreted in the classroom and at home. Participants will learn to easily recognize signs of anxiety and understand how the arousal of anxiety contributes to many of the behavior problems that they may see in students.  
*W. Rory Murphy, M.D.*, Psychiatric Associates, Overland Park, Kansas
- 7. Improving Instructional and Behavioral Outcomes for Students with EBD: Classroom Management Practices that Work!** ATLANTA  
This session will present evidence-based instructional and behavioral practices. The emphasis will be placed on 1) strategies that can be used to prevent challenging behaviors, 2) techniques to employ that address challenging behaviors once they occur, and 3) methods for improving the teacher-student relationships and classroom atmosphere.  
*Maureen A. Conroy*, Virginia Commonwealth University, Richmond, Virginia; and *Peter J. Alter*, University of Louisville, Louisville, Kentucky
- 8. Dropout Prevention for Students with Disabilities: Addressing Dropout Related Factors at the Local Level** EMPIRE  
Certain groups of students are at greater risk of dropping out of school as compared to their peers. Students with disabilities are twice as likely to drop out as compared to their non-disabled peers. The highest dropout rates for students with disabilities exist among students with learning disabilities and emotional disturbance. Teachers' roles in dropout prevention are critical. This session will 1) increase participants' understanding of dropout and its effect on students with disabilities, 2) increase participants' understanding of the variables within classroom systems that impact the correlates of dropout, and 3) provide participants with an overview of effective teaching principles and how they relate to academic success for students with disabilities who are at risk of dropping out.  
*Sandra Covington Smith*, Clemson University, Clemson, South Carolina
- 9. Working out the Wrinkles: A Collaborative Session Geared to Problem Solve Challenging Cases** SAN FRANCISCO  
A panel consisting of a Mediator, Parent Advocate, Administrator, Principal, Teacher, and Parents; through a collaborative effort, will address and offer suggestions for seemingly insurmountable challenges the students are facing or have solved. This workshop will be open for audience participation in the sharing of ideas or suggestions. The panel will be available to brainstorm cases/questions from the audience. This workshop will benefit parents, teacher, administrators, and advocates.  
*Richard Whelan*, Blue Valley Public Schools, Overland Park, Kansas; *Jane Groff*, Director, KPIRC, Topeka, Kansas; *Doug Eicher*, Missouri Western State University, St. Joseph, Missouri; *Deb Griswold*, University of Kansas, Lawrence, Kansas; *Debbie Edwards*, Topeka, Kansas; *Cindy Smith*, Topeka, Kansas and *Kari Ramos*, Topeka, Kansas
- 10. Promoting Successful Outcomes for Learners with Asperger Disorders and Higher-Functioning Autism Spectrum Disorders: Keys for Effective Practice** CHICAGO  
This workshop will focus on assisting educators and related service professionals understand and plan for learners with Asperger Disorder and higher-functioning autism spectrum disorders. The overall theme of the workshop will be identifying and correctly using maximally-effective supports and intervention strategies that are most apt to yield positive outcomes. Significant elements of the workshop will include: (a) understanding the nature of Asperger Disorder and higher-functioning autism and the needs of students with these diagnoses; (b) social and behavioral supports for learners with Asperger Disorder and higher-functioning autism; (c) environmental and systems-wide supports and intervention strategies; and (d) teaching academic content to learners with Asperger Disorder and higher-functioning autism. Practical and utilitarian program guidelines and methods will be the primary focus of this workshop.  
*Rich Simpson*, University of Kansas, Lawrence, Kansas; *Kaye Otten* and *Stacey Martin*, Lee's Summit School District, Lee's Summit, Missouri

• Visit the Exhibits •

See what's new in materials and services for students with E/BD and autism spectrum disorders  
Looking for a job? Check in with school district recruiters in the exhibit area

# FRIDAY MORNING, FEBRUARY 27

**7:30a.m.- 4:30p.m.**     **Registration/Information Desk Open**     **CHICAGO Foyer**

**8:00a.m.- 4:45p.m.**     **Exhibits**     **ATLANTA/NEW YORK/SAN FRANCISCO Foyer**

**8:30- 10:00a.m.**     **KEYNOTE**     **REGENGY BALLROOM**

***Looking Back: Looking Forward: Renewing our Commitment***

Those involved with the Columbine tragedy learned valuable lessons that point to new directions for those of us dealing with behavior in schools. Fortunately, the pioneers in our field have provided the necessary strong foundation required for this move. Combining the “essentials from the past” with the “comprehensiveness of the future” creates a compelling invitation to renew our commitment to students with behavioral disorders.

*Kay Cessna, Educational Consultant, Centennial, Colorado*

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

**Class-Wide Function Based Intervention Teams**

**CHICAGO A**

*Howard Wills, Debra Kamps, and Skylar Bellinger, Juniper Gardens Children’s Project, University of Kansas; and Blake Hansen, University of Kansas, Lawrence, Kansas*

The Class-Wide Function Based Intervention Teams (CW-FIT) program will be introduced and outcome data will be shared. The CW-FIT program is a classroom group contingency intervention that has been proven effective (higher engagement and lower rates of disruption) in elementary and middle-school classrooms.

**Assessment and Intervention for Feeding and Eating Disorders in Youth**

**FREMONT**

*Felipa Mersan and Jamie Wood, Pittsburg State University, Pittsburg, Kansas*

Youth with behavior disorders may suffer from feeding and eating disorders. The various types will be discussed, as well as methods of assessment, diagnosis, and intervention (including those beneficial in school settings.) Strategies for prevention are provided, along with ideas for reducing the negative impact these disorders have on parent-child relationships.

**Functional Behavioral Assessment and Students with Emotional and Behavioral Disorders: When Research, Policy and Practice Collide**

**CHICAGO B**

*Peter Alter and Terry Scott, University of Louisville, Louisville, Kentucky; and Maureen Conroy, Virginia Commonwealth University, Richmond, Virginia*

Session attendees will be able to: 1) Identify the most problematic areas in the widespread implementation of FBA in public schools 2) Formulate reasons why a new conceptualization of FBA is necessary and what the integral parts of that new conceptualization might be.

**Using Two Evidence-Based Practices to Decrease Disruptive Behavior and Increase Student Learning During Large Group Instruction**

**NEW YORK B**

*Todd Haydon, University of Cincinnati, Cincinnati, Ohio; and Brian Barber, University of Florida, Gainesville, Florida*

In this session, practitioners will learn how to improve student academic and social behaviors by using two evidenced-based practices. Using opportunities to respond and the Good Behavior Game have been shown to increase active student responding and the on-task behavior of students with or at-risk for EBD.

**Reducing the Use of Seclusion Timeout: One District’s Story**

**CHICAGO C**

*Staci Mathes and Kaye Otten, Lee’s Summit School District, Lee’s Summit, Missouri*

The session will describe the lesson learned by one public school district over the past two years in their attempt to reduce their use of seclusion timeout and the next steps they will take to attempt to achieve the dream of eliminating this practice with all students served by their district.

Attendees will:

- Increase their knowledge of systems and positive behavior supports that have reduced the use of seclusion timeout
- Obtain examples of data collection/documentation systems that have been used to monitor the use of seclusion timeout and physical management

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

**How Self-Determination Can Benefit Individuals with Asperger Syndrome**

**EMPIRE C**

*Beth Clavenna-Deane, University of Kansas, Lawrence, Kansas*

This presentation will examine a qualitative study completed in 2007-2008 that interviewed various adults with Asperger Syndrome. Each individual’s self-perceived self-determination was investigated. The particular components: social problem solving, decision making and self-awareness were presented as the most necessary in adulthood. The presentation will also provide beneficial strategies for secondary professionals to enhance these self-determination components in individuals with Asperger Syndrome.

**Self-Regulated Strategies Development for Improving the Writing Skills of Students At-Risk for Behavior Disorders and Writing Concerns**

**NEW YORK A**

*Kathleen Lynne Lane, Karen Harris and Steve Graham, Vanderbilt University, Nashville, Tennessee*

Participants will learn (a) how to identify students within a three-tiered model, (b) self-regulated strategies development (SRSD) for writing, (c) modifications of the SRSD model for students at risk for EBD and (d) results of a randomized trial of SRSD to address the writing and behavioral concerns of these students.

**Starting at the Bottom – Tier I Interventions for Students with Special Needs**

**EMPIRE A**

*Molly Ryan, Marysville Public Schools, Marysville, Kansas*

Many students who have IEP’s or behavior concerns are automatically “transported” to Tier II and even Tier III interventions, bypassing the first level of interventions. It is assumed that these students are not capable of having success in Tier I interventions. This session will leave the participants with an overview of a working PBS system, how the Tier I interventions facilitate social skills and positive tolerance between students, and the utility of starting ALL students at Tier I level.

**FRIDAY MORNING**

**On the Way Home: Academic Aftercare for Youth with Disabilities Departing from Out-of-Home Care** CHOUTEAU A  
*Alexandra Trout*, University of Nebraska-Lincoln, Lincoln, Nebraska; *Patrick Tyler*, Boys Town, Boys Town, Nebraska  
This session will present findings from studies conducted to develop an aftercare program for youth with disabilities reintegrating into the school setting following a stay in residential care. We will describe academic gains, departure characteristics, and self-reported transition needs of youth, their families, and schools during the transition process.

**Improving Your Skills in Behavior Management** VAN HORN  
*Sharon Maroney*, Western Illinois University, Moline Illinois  
As a result of this presentation, participants will 1) have a tool, the Prevention and Intervention Rubric, they can use to evaluate and monitor their skills in behavior management; 2) have a comprehensive list of evidence-based teacher actions associated with classroom and behavior management; 3) have access to information sources for future study on the contents of the Prevention and Intervention Rubric.

**Working Effectively with Paraeducators** EMPIRE B  
*Sandy Smith*, Gardner Public Schools, Gardner, Kansas; *Shannon Check*, Lee's Summit School District, Lee's Summit, Missouri  
Teachers are overwhelmed by the task of working with a population of diverse learners in all grades. Special Educators plan time is often non-existent leaving little time for working with paras. This presentation is designed to help teachers set up systems to facilitate this process in a positive manner.  
*This session is sponsored by the Master Teacher Project of the Midwest Symposium.*

**Classroom and Behavior Management Needs of New Teachers: An Online Induction Activities Analysis** CHAUTEAU B  
*Tom Sinclair, Rebecca Cook and Frank Mullins*, Eastern Illinois University, Charleston, Illinois  
The presenters will provide an overview of the online induction program and the school district/university partnership. An analysis of new-teacher needs will be provided and discussed in relation to the needs that were identified in the teachers' induction activity submissions and reflections. Identification of new teachers' needs benefits university faculty and school administrators as they plan pre-service and in-service training to prepare teachers for sweeping educational reform.

**11:30a.m.-12:30p.m. Teacher Interactions with Students with Behavior/Learning Problems in Inclusive Classrooms** CHICAGO A  
*Erik Bentsen*, University of North Carolina-Chapel Hill, Chapel Hill, North Carolina; *Susan Kingsley*, University of Louisville, Louisville, Kentucky; *Laurie Ray and Melissa Miller*, University of North Carolina-Chapel Hill, Chapel Hill, North Carolina  
Participants will examine the benefits of having students with behavior and learning problems interact with peers and with general education teachers in inclusive classroom settings and will learn about positive strategies that general education teachers employ while working with students with behavior and learning problems in their classrooms. Discussed in this presentation are several components of teacher behavior that can lead to more effective management of student behavior and improved student self-efficacy.

**Improving the Emotional and Behavioral Functioning of Youth with In-Home Family Programs** FREMONT  
*Kristin Duppong Hurley and Annette Griffith*, University of Nebraska, Lincoln, Nebraska; and *Stephanie Ingram*, Boys Town, Boys Town, Nebraska  
This session will provide an overview of family centered programs as an intervention for child problem behavior. The need for interventions outside of school settings, how effects of these types of interventions can generalize to classrooms, and the results of a study on a family-centered program will be discussed.

**Emotional and Instructional Supports for Increasing Cognitive Control of Students with Emotional and Behavioral Disorders** CHICAGO B  
*Christopher L. VanLoan and Brian Barber*, University of Florida, Gainesville, Florida  
Cognitive control of executive function skills is an emerging area of study in education, offering teachers new ways for understanding and applying effective social-emotional interventions for students with EBD. The purpose of this presentation is to provide functional and specific strategies for emotional and instructional support that foster improved cognitive control. Upon the conclusion of the presentation, participants will be given started packets with instructions and examples geared towards improving the cognitive control of students with EBD.

**What Do You Know About the Medications Your Students Are Taking?** NEW YORK A  
*Joseph B. Ryan*, Clemson University, Clemson, South Carolina  
This training session reviews the most commonly prescribed psychotropic medications for students with emotional and behavioral disorders (EBD). Eight categories of medications will be reviewed, including the desired therapeutic outcomes and potential adverse side effects associated with each. Recommendations will also be provided on how schools and educators can help monitor and provide feedback regarding a medication's efficacy to maximize its benefits and minimize potential dangers.

**What's In It for Me? Reinforcement Strategies That Work** VAN HORN  
*Matthew McNiff*, Educational Service Unit #5, Beatrice, Nebraska  
Students with behavioral challenges often need motivation to effectively work in the classroom environment. Attendees will learn several strategies to increase positive behavior in the classroom with both individuals and groups of students. Reinforcement strategies help to motivate students to decrease problematic behavior while increasing the amount of teaching time for the instructor.  
*This session is sponsored by the Master Teacher Project of the Midwest Symposium.*

**Identifying and Using Effective Methods with Children and Youth with Autism Spectrum Disorders** NEW YORK B  
*Richard Simpson, and Melanie Harms*, University of Kansas, Lawrence, Kansas  
This presentation will focus on identifying, using and evaluating practices and strategies that are most utilitarian and effective in educating, managing and supporting learners with autism spectrum disorders. Issues and methods for identifying maximally effective interventions and practices will be addressed. Practical and utilitarian program guidelines and methods will be included in the session.

**What Works Clearing House: Reducing Behavior Problems in the Elementary School Classroom** CHICAGO C  
*Michael H. Epstein*, University of Nebraska, Lincoln, Nebraska  
The Institute for Educational Sciences recently convened a panel of researchers to review the research on reducing elementary school behavior problems. Five recommendations were offered involving individual, classroom and school-wide management approaches as well as developing relationships with professional colleagues and family members. This session will review the findings of the IES review and the published practice guide and will demonstrate how the practice guide can be used by general and special educators in reducing behavior problems in elementary schools.

**FRIDAY MORNING (cont.)**

**When School Rules Are Not Enough: Developing Individualized Interventions for Problem Behaviors** CHOUTEAU B  
*Kelly Price and Michael Makhoul, Lehigh University, Bethlehem, Pennsylvania*

When students do not respond to school or class-wide positive behavior systems, teams of educators need to create individualized plans to effectively manage and teach appropriate behaviors. This presentation will outline the core elements of effective interventions. Presenters will guide participants through the systematic process of using data to identify the functions of behaviors, prevention strategies, replacement behaviors, positive consequences, and reduction-oriented procedures.

**Functional Behavioral Assessment: Focusing on Practical Application** EMPIRE A

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

This session will describe the lessons learned by one public school district as they attempt to embed functional behavioral assessment processes within public school parameters with the purpose of improving educational and social outcomes for all students and meeting the legal requirement of the Individuals with Disabilities Education Act (IDEA).

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

**The JANUS Project: Judging Accounts of (I)nnovations for Underserved Students** CHOUTEAU A

*Marilyn Kaff, Jim Teagarden, and Christine Reyes, Kansas State University, Manhattan, Kansas*

The purpose of this session is to share the interviews conducted with current leaders and practitioners in the field of emotional and behavioral disorders in order to assess the quality of current practices, explore promising and innovative practices, and to point the way toward a re-conceptualization of service delivery for the underserved population of students with behavioral and emotional issues.

**PBS at the Middle Level: Lessons Learned** EMPIRE C

*Suzanne Johnson, Ritenour Middle School, St. Louis, Missouri*

This session will focus on implementing a school-wide PBS (Positive Behavior Supports) program at a diverse, urban middle school. Primary, secondary, and tertiary practices will be discussed, focusing on the use of data in developing these interventions. Participants will be able to 1) identify components of a successful PBS/PBIS program, 2) understand the importance of data in developing and implementing interventions in a three-tiered system, and 3) formulate ideas/plans to sustain a long-term commitment from all stakeholders in regards to PBS.

**The Response to Intervention Model for Students with Behavioral Disorders: Reports on a Study of Early Interventions** EMPIRE B

*Carl R. Smith, Iowa State University, Ames, Iowa; Steve Blake and Kathy Utterback, Great Prairie Area Education Agency, Ottumwa, Iowa*

A primary area of focus in special education today is the promise of the importance of early intervention efforts and strategies such as a Response to Intervention Model as a critical step in delivering early intervention efforts and helping to determine when a student requires more intensive interventions. This session will report on a study conducted in one of Iowa's area education agencies in which the quality of early intervention efforts was assessed. Implications for behavioral intervention programs will also be shared.

12:30-  
2:00p.m.

**Lunch (on your own)**

*– Visit the exhibits –*

## FRIDAY AFTERNOON, FEBRUARY 27

2:00-  
3:00p.m.

### CONCURRENT SESSIONS

**Differentiated Classrooms: Strategies for Effective Teachers Designed to Meet the Needs of "ALL" Students** CHICAGO C

*Frank Mullins, Mei-Ling Li, and Melissa Jones, Eastern Illinois University, Charleston Illinois; Diane Miller and Jerald Liss, Emporia State University, Emporia, Kansas*

This presentation gives an overview of the Differentiated Classroom and offers teachers strategies on how to divide time, resources, and themselves so as to be an effective teacher for ALL students within their classrooms. These strategies will support the individual strengths and needs to ensure that practice is meaningful for everyone.

**Changing Challenging Behaviors through the Targeted Intervention with Praise (TIP).** CHICAGO B

*Howard Wills and Maura Wechsler Linas, Juniper Gardens Children's Project, Kansas City, Kansas*

This interactive session will describe the Targeted Intervention with Praise (TIP) program and provide participants with necessary tools to begin implementation in their own classrooms, schools, and districts. Evidence to support the intervention as well as practical applications will be provided.

**Executive Functioning Deficits of Children with Autism: Classroom Supports and Strategies for Implementing Self-Regulation and Social Interactions** NEW YORK B

*Brian Barber and Christopher VanLoan, University of Florida, Gainesville, Florida; and G. Richmond Mancil, Western Kentucky University, Bowling Green, Kentucky*

Executive functions are the high level cognitive functions that allow us to organize our behavior over time and override immediate demands in favor of long-term goals. Practitioners will learn strategies to identify, assess, and intervene with the executive function deficits of children with ASD, and facilitate self-regulation and social interaction.

**Reaching for Success: Improving Academic Outcomes for Students with EBD** NEW YORK A

*Maria Herbst, Terri Collins, and Julie Green, Clemson University, Clemson, South Carolina*

This presentation focuses on the incorporation of research-based strategies within classroom settings. Strategies to be covered include reading comprehension strategies for content areas such as science and social studies, written language strategies, and teacher management of instructional situations when implementing these strategies.

**Logical Consequences: What If They Don't?** VAN HORN

*Jodie Tuttle, AEA #13, Council Bluffs, Iowa*

Logical consequences can be an effective teaching tool for students learning positive choices. Logical consequences, when delivered properly, become a learning opportunity for children and leave them with a sense of control. Practical applications will be discussed.

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

## FRIDAY MORNING / AFTERNOON

### **Cultivating Intrinsic Motivation and Reducing Challenging Behavior**

**CHICAGO A**

*Rebecca J. Cook*, Eastern Illinois University, Tuscola, Illinois

This session will address theories of motivation and research-based motivation strategies that enhance academic learning and reduce challenging behavior in primary students. Simulation activities representing various principles of motivation and examples of motivating materials and activities that teachers can use that relate to learning standards will be presented.

### **Enhancing the Efficiency of Paraeducators through Professional Development of Certified Teachers**

**EMPIRE B**

*Claudia Reinfelds*, Olathe School District, Olathe, Kansas

Research indicates that teachers need specific skills in order to supervise paraeducators, and encourages training related to supervising paraeducators be offered. It is the intent of this presentation to review this literature, outline the supervision skills which are needed by teachers, and offer ways for educators to acquire these skills.

### **Seclusion and Restraint in Kansas, The Lessons We've Learned**

**FREMONT**

*Rocky Nichols*, Disability Rights Center of Kansas, Topeka, Kansas

The session will cover aspects of Kansas' struggle to restrict the use of seclusion and restraint on our children. Attendees will learn from the knowledge of recent accomplishments in restricting seclusion and restraint use in Kansas schools.

### **Common Sense Parenting: Behavioral Parent Training as an Intervention for Youth with Behavior Problems**

**CHOUTEAU A**

*Annette Griffith*, University of Nebraska, Lincoln, Nebraska

This session will examine the current knowledge base on parent training programs, discuss how behavioral improvements made following parent training programs can generalize to school settings, and present the results of a study on the Common Sense Parenting parent training program. Implications for practice and future research will be discussed.

### **School-Wide PBIS and Family Involvement: Not a Lost Opportunity**

**CHOUTEAU B**

*Shelley Neilsen Gatti* and *Lynn Stansberry Brusnahan*, University of St. Thomas, Minneapolis, Minnesota

As a result of attending the presentation, participants will learn a variety of practical strategies to increase family involvement in school-wide academic and behavior initiatives. In addition, participants will take away a variety of training strategies on improving parental involvement to be used in pre-service and in-service training.

### **Spit & Polish: Gotta Know, Have to Know, Need to Know**

**EMPIRE A**

*Michalla Scharz*, Lincoln Public Schools, Lincoln, Nebraska

Teachers working with challenging kids often feel isolated and overwhelmed. This session will focus on topics that can contribute to building professional satisfaction. The presenter will focus on 1) identifying and preparing for problem behaviors and 2) forging relationships and building professional polish to maximize teacher potential and minimize burnout.

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

### **Teaching All Children to Read: The Case for Linguistic Phonics**

**EMPIRE C**

*David P. Hurford* and *Kara A. Lasater*, Pittsburg State University, Pittsburg, Kansas

A science-based linguistic phonics approach to teaching reading will be discussed which can be used to prevent reading disabilities/dyslexia in children at risk for reading failure without regard to developmental/behavioral status. A major advantage of this experimental curriculum is that children not at risk for reading difficulties will also excel.

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

## **CONCURRENT SESSIONS**

### **School-Wide Professional Development to Differentiate Instruction for All Learners**

**CHICAGO B**

*Kelley A. Lassman*, Fordham University, New York, New York

Participants in this session will see an example of a professional development plan targeting differentiated instruction within a small high school. Participants will walk away with a plan to increase capacity with all instructional staff through differentiated instruction as well as over 35 strategies to differentiate instruction in a secondary classroom.

### **Improving the Writing Skills and Reading Comprehension of Students with Behavior Problems Using Web-Based Publishing**

**CHICAGO C**

*Melissa Miller*, *Adam Jordan*, *Kris Zorigan* and *Kat Nichols*, University North Carolina, Chapel Hill, North Carolina

Students with behavior problems often struggle with reading and writing tasks, but research demonstrates most reading failure is preventable and students can improve their reading and writing achievement with quality instruction. 1) Participants will learn how web-based publishing can be used in the classroom to improve students' reading comprehension and writing skills. 2) Participants will learn how to develop web-based publishing projects with students through demonstration and samples.

### **Educating Students with Autism Spectrum Disorders in Inclusive Settings: Evidence-Based Practices**

**NEW YORK B**

*G. Richmond Mancil*, Western Kentucky University, Bowling Green, Kentucky; and *Maureen Conroy* and *Samantha Marsh*, Virginia Commonwealth University, Richmond, Virginia

This presentation will provide a systematic overview of existing evidence-based and promising intervention strategies for educating students with Autism Spectrum Disorders in general education settings. Participants will learn strategies for evaluating students with ASD response to evidence-based interventions.

### **Review of Seclusion and Restraint Procedures and Policies**

**CHOUTEAU A**

*Joseph B. Ryan*, Clemson University, Clemson, South Carolina; *Reece Peterson*, University of Nebraska, Lincoln, Nebraska; *Mike Rozalski*, SUNY Geneseo, Geneseo, New York; and *Mike Couvillon*, Drake University, Des Moines, Iowa

This session reviews two research studies that identified existing state policies and guidelines state educational agencies have developed for the use of seclusion and restraint procedures across the United States. Researchers identified 24 states with seclusion policies/guidelines and 31 states that provided such guidance regarding the use of restraints. The presenters compare common content elements found in these documents, and make recommendations for states, schools or districts interested in developing their own policies or guidelines.

### **Minimizing the Observer Effect through Video Conferencing Observations**

**EMPIRE A**

*Maya Israel*, University of Kansas, Lawrence, Kansas; and *Matt McNiff*, Educational Service Unit #5, Beatrice, Nebraska

Video conferencing is one exciting technology for student observations that allows observers to conduct observations without being present in the classroom, whereby avoiding the dreaded "observer effect". This presentation will highlight ways video conferencing is used for remote observations of student behaviors. Study results and practical advice will be provided.

**FRIDAY AFTERNOON**

**Accessing and Implementing What Is Known About Effective Practice**

NEW YORK A

*Melissa Jones, Frank Mullins and Mei-Ling Li, Eastern Illinois University, Charleston, Illinois*

Inaccessibility and a lack of understanding have been identified as reasons teachers fail to employ practices supported by research when educating individuals with exceptional learning and behavioral needs. This session will highlight digital resources that contain valuable information practitioners can readily access and utilize.

**Educational Programming for Students in Residential Care: The Boys Town Approach**

FREMONT

*Tanya Wright and Jacqueline Huscroft, Boys Town, Boys Town, Nebraska*

This presentation will inform educators of the components of the Boys Town Psycho-Educational Model that is used in the classroom with students who reside in Residential and Treatment group settings within the Boys Town setting as well as informing the audience of the Boys Town program and its effectiveness with youth who exhibit challenging behaviors.

**A Functional Approach to Child Study Teams: Understanding and Solving Problem Behavior**

VAN HORN

*Phillip D. Nordness, University of Nebraska-Omaha, Omaha, Nebraska; Jenni Allen and Nicole Kerst, Alpha School, Omaha, Nebraska*

Screening for Understanding is an efficient team-based approach to identify the function of a child's problem behavior. Participants will learn how the Screening for Understanding matrix can be used to identify the function of a behavior, develop positive behavioral interventions to increase desired behaviors, and reduce problem behaviors. In addition, participants will learn how it can be used as part of the systematic procedure for implementing school-wide Positive Behavioral Supports and Interventions.

**With Open Arms: Creating Supportive School Communities for Socially Challenged Kids**

EMPIRE B

*Mary Schlieder, Norris School District, Holland, Nebraska*

Students with behavioral disorders require numerous, daily positive social interactions in the school setting. This session teaches participants how to create a supportive school community through implementation of peer education, Circle of Friends, and staff learning teams.

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

**Direct Instruction Techniques for Creating Positive Learning Environments**

CHICAGO A

*M. Susan Claflin and Doug Eicher, Missouri Western University, St. Joseph, Missouri*

Participants will leave this presentation with the tools necessary to implement a behavior plan that can be used to overtly teach positive classroom behavior. The presentation will provide a general overview and examples of how the research-based classroom management system known as CHAMPs has supported teachers in setting clear classroom expectations and thereby allowed for more time to teach academic skills to students.

**4:15- POSTERS AND ENTERTAINMENT\***

ATLANTA

**6:30 p.m.** Cash bar and complimentary hors d'oeuvres

NEW YORK/ SAN FRANCISCO Foyer

**4:30-****4:50 p.m.** Entertainment – "Reality TV – the EBD Twist" by *Barb Peterson, Gwen, Bell and Gaye Wahlstrom***4:30-****6:30 p.m.** Visit the posters and exhibits while sipping your favorite beverage, enjoying a humorous look at teaching, and relaxing with friends and colleagues after a busy day.

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

**SATURDAY, FEBRUARY 28****8:00- Registration/Information Desk Open**

CHICAGO Foyer

**11:30a.m.****9:00- CONCURRENT 2-HOUR SESSIONS****11:15a.m.****Supports and Interventions for Students on the Autism Continuum in the Classroom, at Home and in the Community: An Interactive Session**

CHICAGO A

*Shari L. Hardinger, Shawnee Mission Public Schools, Shawnee Mission, Kansas; Cindy Van Horn, Blue Valley Public Schools, Overland Park, Kansas; and Deborah Griswold, University of Kansas, Lawrence*

This session is designed for parents and educators who interact with students with autism (including high functioning autism) across settings. A research foundation for the use of these strategies and interventions will be provided. Presenters will model, role-play, and share video clips and experiences of techniques used in their daily practice.

**Using Effective Academic Instruction to Improve Learning and Behavior of Students with Emotional/Behavioral Disorders: What We Know and What We Should Do**

CHICAGO C

*Kevin Sutherland and Stephen Wright, Virginia Commonwealth University, Richmond, Virginia*

The purpose of this session is to (a) briefly review our knowledge base on the relationship between learning and behavior problems, specifically as it relates to classrooms including students with emotional/behavioral disorders; (b) discuss teaching behaviors that are associated with both improved student classroom behavior and academic outcomes; and (c) provide examples of classroom-based interventions that result in improved student engagement and active responding. Participants will learn practical strategies that can be implemented with students in a variety of settings across the developmental spectrum.

**Legal Developments Special Education and Students with E/BD**

NEW YORK A

*Mitchell L. Yell, University of South Carolina, Columbia, South Carolina; Antonis Katsiyannis, Clemson University, Clemson, South Carolina; Carl R. Smith, Iowa State University, Ames, Iowa; and Susan Etscheidt, University of Northern Iowa, Cedar Falls, Iowa*

This presentation is intended to provide an overview of recent legal developments in general and special education. First, the recent Supreme Court decision on whether parents can represent themselves in federal courts on behalf of their children will be discussed; second, litigation regarding RTI will be examined as it pertains to students with E/BD; third, a review of recent cases related to discipline and behavioral supports will be provided; and fourth, the implications of case law on restraints and seclusion will be summarized. Finally, trends in litigation will be identified and practical suggestions for minimizing potential litigation will be provided.

**FRIDAY AFTERNOON / SATURDAY MORNING**

**11:15a.m. Incorporating Systematic Screening Tools into Three-Tiered Models of Prevention:  
Identifying and Supporting Students with Behavior Challenges across the K-12 Continuum**

ATLANTA A

*Kathleen Lynne Lane, Allison L. Bruhn, and Mary C. Crnabori, Vanderbilt University, Nashville, Tennessee*

The intent of this workshop is to provide practitioners and researchers with practical illustrations of how to use three systematic screening tools within the context of three-tiered models of support. We will explain data-driven approaches to interpreting systematic screening data collected as part of regular school practices at K-12 schools to (a) measure the overall level of risk present in a school over time and (b) identify students who may require targeted supports.

**Adjournment and hotel checkout**

*MSLBD will not make handouts available on its website.*

*Contact presenters at the email addresses below to request additional handouts.*

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