

MIDWEST SYMPOSIUM FOR LEADERSHIP IN BEHAVIOR DISORDERS

SYMPOSIUM



2011:

*A Call for
High Fidelity:
To What?*

February 24-26, 2011

Hyatt Regency Crown Center • Kansas City, Missouri

For the 29th year, the 2011 Midwest Symposium for Leadership in Behavior Disorders will address cutting-edge issues of interest to anybody working with students with emotional/behavioral disorders and autism spectrum disorders. This year's theme reflects the importance of proven teaching techniques to educate students with EBD and ASD. Our comprehensive, three-day program starts with workshops on Thursday, followed by keynote, breakouts, posters, exhibits and more.

The 2011 Midwest Symposium for Leadership in Behavior Disorders is a CCBD-Approved Regional Activity. A letter certifying attendance may be requested at the registration table to submit for CEU's.

Friday, February 25

KEYNOTE

8:30-10:00 a.m.

Measuring Fidelity of Implementation to Promote Systems Change

Changing educational systems to better meet the needs of students is complex work. Among the many factors in play, fidelity of implementation is one of the most important to understand and tend to on a consistent basis. This presentation will explore various system change strategies with particular emphasis on fidelity of implementation.

Don Deshler, Ph.D., University of Kansas, Lawrence, Kansas and **Rob Horner, Ph.D.,** University of Oregon, Eugene, Oregon

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.

SYMPOSIUM AT-A-GLANCE

Thursday, February 24

7:30 a.m. – Registration Opens

9:00 a.m.-4:00 p.m. – Pre-symposium Workshops
(lunch on your own)

11:30 a.m.-4:30 p.m. – Exhibits

Friday, February 25

7:30 a.m. - Registration Opens

8:00 a.m.-5:00 p.m. – Exhibits

8:30-10:00 a.m. – Keynote, *Measuring Fidelity of Implementation to Promote Systems Change*

10:20 a.m.-11:20 a.m. – Concurrent Sessions

11:30 a.m.-12:30 p.m. – Concurrent Sessions

12:30-2:00 p.m. – Lunch (on your own)

2:00-3:00 p.m. – Concurrent Sessions

3:15-4:15 p.m. – Concurrent Sessions

4:15-6:30 p.m. – Poster Session: Cash Bar and
Complimentary Hors d'Oeuvres

8:00-11:00 p.m. – Party

Saturday, February 26

8:00 a.m. – Registration Opens

9:00-11:15 a.m. – Concurrent Sessions

11:15 a.m. – Adjournment

A limited number of stipends are available on a first-come, first-served basis for parents who wish to attend the conference.

DON'T BE LEFT OUT!! REGISTER EARLY – THERE WILL BE NO WALK-IN REGISTRATION.

For more conference information, visit our website: www.mslbd.org

Presymposium WORKSHOPS

Thursday, February 24 – 9:00 a.m.-4:00 p.m.

HALF-DAY

MORNING (9:00 a.m.- noon)

1. Resistance to Change: Overcoming Limitations through the Application of the 80/20 Principle

Public schools often have organizational structures that form barriers for dealing effectively with students' challenging behaviors. Improving student behavior requires shifting away from established paradigms and the impediments they cause. Paradigms exist as unquestioned tacit understanding and changing them exposes individuals and institutions to risks they may not be willing to take. This presentation exposes the logical flaws in the dominant paradigm and common misconceptions for managing students' challenging behaviors. Resistance to change occurs at both institutional and individual levels. Also presented is a method for establishing new paradigms by making use of the 80/20 principle which states that 80% of efforts result in only 20% of outcomes. ***The goal is for schools to develop flexibility and maximize resources for addressing students' challenging behaviors.***

John Maag, University of Nebraska-Lincoln, Lincoln, Nebraska

2. Behavior 101: The Basics

This session is designed by experienced practitioners and will present evidence-based behavioral management practices grounded in the philosophy of positive behavior support that provide the foundation for successful programming for students with behavioral challenges. Emphasis will be placed on using functional behavioral assessment and on-going data for decision making. Topics presented will include prevention strategies, direct instruction of replacement behavior, various reinforcement strategies, self-management, peer-based interventions, and natural/logical undesirable consequences.

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

Jody Tuttle, Loess Hills Area Education Agency #13, Council Bluffs, Iowa; and **Matt McNiff**, Educational Service Unit # 5, Beatrice, Nebraska

3. Bullying Prevention and Intervention: Realistic Strategies for Schools

This workshop will provide practical suggestions and recommendations for how research on bullying behaviors can be translated into the selection, implementation, and evaluation of bullying prevention and intervention strategies. Participants will be encouraged to consider bullying from a social-ecological perspective by understanding individual characteristics (impulsivity, depression, anxiety); familial influences (lack of supervision, sibling conflict, coercive family processes); environmental factors (peer group, community norms); and specific attitudes and behaviors that underlie the engagement in bullying behavior. A data-based decision-making model to assess the scope of bullying behaviors will be introduced and reviewed. ***Participants will watch a unique video resource, "Stories of Us" (www.storiesofus.com) and will leave the workshop with practical strategies on how to reduce bullying in their schools.***

Susan M. Swearer, Ph.D., University of Nebraska-Lincoln, Lincoln, Nebraska

4. Creating Culturally Responsive Instruction: For Student's and Teacher's Sake

Improving the quality of school life and educational outcomes of culturally different students continues to be a challenge in our schools. As the P-12 student population becomes increasingly diverse, we must examine how teachers engage culturally different learners and their families in the teaching and learning process and the prevention of behavior problems. In culturally responsive schools, evidence-based strategies and positive behavior support techniques implemented should respond to students' cultural backgrounds. Culturally different learners will achieve both academically and socially if their teachers use a strengths-based approach and infuse cultural relevancy in their lesson plan design and delivery and throughout the classroom. ***Teachers will learn how to bring the elements of their student's culture into the classroom and link classroom content to students' lives and community experiences so that culturally different students can learn and utilize socially appropriate skills.***

Cathy Kea, Ph.D., North Carolina A&T State University, Greensboro, North Carolina

Advance registration for all presymposium workshops is required
Note: Workshops may fill up. Please mark a #1 selection and an alternate #2 selection for the morning session AND a #1 selection and an alternate #2 selection for the afternoon session.



WORKSHOPS

AFTERNOON (1:00-4:00 p.m.)

5. Effective Instructional Practices for Preventing and Ameliorating Chronic Problem Behavior in Classroom-based Settings

This session will present behavioral strategies that teachers can employ to prevent and ameliorate chronic problem behaviors demonstrated by students in their classrooms. Antecedent strategies, including effective instructional and classroom management practices, will be emphasized. The format of the session will include didactic presentation and case illustrations. **Participants will gain strategies to apply immediately to the classroom situation.**

Kevin Sutherland, Ph.D., Virginia Commonwealth University, Richmond, Virginia; and **Maureen Conroy, Ph.D.**, University of Florida, Gainesville, Florida

6. Mermaid Troubles: Navigating the Sea of Autism and Adolescent Sexuality

Individuals with ASD experience the same challenges of adolescence as other teenagers—but in the extreme! This presentation will focus on practical ideas for teaching sexuality, hygiene, and the complicated issues of teenage relationships. Ideas for teaching the “who, what, when, where and how” of relationships and sexuality will be presented. Ms. Beytien will share her real-life experiences working with, and raising, teenagers with ASD. **Participants will gain practical ideas and solutions to perplexing issues.**

Alyson Beytien, parent, Mercy Hospital Autism Center, Dubuque, Iowa

7. Behavior Management: More Strategies that STICK

This interactive workshop will focus on providing participants with strategies and tools to support students with challenging behavior in inclusive classrooms. Strategies addressing class-wide, targeted, and individual student needs will be included in this hands-on, interactive session. **Participants will have multiple opportunities to role-play, practice, and identify situations in their own school settings where the tools presented can be effectively put into practice.**

Howard P. Wills, Ph.D. and **Maura Wechsler Linas, Ph.D.**, Juniper Gardens Children’s Project, Kansas City, Kansas

8. Developing Comprehensive, Integrated, Three-Tiered Models of Prevention: The Importance of Systematic Screening Tools

The intent of this workshop is to provide practitioners and researchers with an introduction into comprehensive, integrated three-tiered models of prevention featuring academic (response-to-intervention), behavioral (positive behavior supports), and social (e.g., Positive Action) components. We will establish the importance of primary, secondary, and tertiary supports to prevent the development of and respond to existence of cases of emotional and behavioral disorders. **Participants will be able to apply practical illustrations of how to use systematic screening tools within this model to (a) measure the overall level of risk present in a school over time and (b) identify students who may require targeted supports.**

Kathleen Lynne Lane, Ph. D., Vanderbilt University, Nashville, Tennessee

SOMETHING NEW! MSLBD’s Got Talent Show and Party Friday night in Atlanta/Regency Foyer!
Share your serious or just plain fun talents, individual or group, with your MSLBD friends.
There will be prizes! All symposium registrants will receive a voucher toward free beer or other beverage of choice. Visit MSLBD.org for more information.

For program updates, go to www.mslbd.org

Hotel RESERVATIONS

Hyatt Regency Crown Center

2345 McGee St
Kansas City, MO 64108

*\$126.00 double/single per night + tax
\$151.00 triple + tax*

Contact the Hyatt Regency Hotel directly for reservations (toll free **888-421-1442**; local **402-592-6464**) or <https://resweb.passkey.com/go/MSLBD>. Be sure to request the special Symposium rate! Accommodations for individuals with disabilities are available.

Cutoff dates for room reservations: January 24, 2011

The Hyatt is centrally located within easy access of Crown Center, Downtown, restaurants in the new Power and Light District, new Sprint Center, Country Club Plaza, and Old Westport. All-weather swimming, ice skating, gym, steam room, sauna and Jacuzzi are available.

SPECIAL ACCOMMODATIONS

Sign language interpreters provided with advance arrangement. Contact Ron & Elaine Schmidt at Midwest Symposium for Leadership in Behavior Disorders, 1120 Douglas Drive, Lawrence, Kansas 66049, 785-842-8219 or rschmidt@sunflower.com.

Register Today and Save!!

Symposium REGISTRATION

Name _____

Address _____

City _____

State _____ Zip _____

Daytime Telephone (_____) _____

E-mail _____

Position _____

Cancellations received before January 20
are subject to a \$35 administrative fee.
No refunds will be issued after January 21.

REGISTRATION OPTIONS

Please indicate which you will attend:

		Postmarked after Jan. 21
_____ Presymposium Workshop and Symposium (Thursday, Friday, & Saturday)	\$140	\$160
_____ Symposium (Friday & Saturday only)	\$125	\$145
_____ Pre-symposium Workshop ONLY (Thursday only)	\$110	\$130

CHOICE OF PRESYMPOSIUM WORKSHOP ON THURSDAY

Note: Workshops may fill up. Please mark a #1 selection and alternate #2 selection for the morning session, AND a #1 selection and an alternate #2 selection for the afternoon session.

HALF-DAY WORKSHOPS ON THURSDAY

Morning

- _____ 1. Resistance to Change: Application of the 80/20 Principle
- _____ 2. Behavior 101: The Basics
- _____ 3. Bullying Prevention and Intervention: Realistic Strategies for Schools
- _____ 4. Creating Culturally Responsive Instruction

Afternoon

- _____ 5. Instruct. Practices for Preventing & Ameliorating Problem Behavior
- _____ 6. Navigating Autism and Adolescent Sexuality
- _____ 7. Behavior Management: Strategies that STICK
- _____ 8. Three-Tiered Models of Prevention: Systematic Screening Tools

SATURDAY MORNING WORKSHOPS

Mark your choice to attend.

- _____ Supports and Interventions for Classroom Management Implementing, Evaluating and Monitoring Behavior Intervention Plans
- _____ Keeping up with Legal Requirements Regarding Children with Disabilities

PAYMENT

In order to process your registration, we require one of the following:

- _____ Check payable to Midwest Symposium
- _____ Agency purchase order enclosed

**All registrations are processed on a first-come,
first-served basis. Space is limited!
REGISTER EARLY!! No walk-in registration.**

RETURN YOUR REGISTRATION TO:

Midwest Symposium for Leadership in Behavior Disorders
1120 Douglas Drive, Lawrence, Kansas 66049 • Fax 785-856-0475

CONCURRENT SESSIONS – FRIDAY

Master Teacher Strand continues through 4 breakout sessions

***Preventing Dangerous Behavior: Intervention During the Cycle**

HOURLY #1 **CALM, An Ounce of Prevention is Worth a Pound of Cure**

**Mary Schlieder*

HOURLY #2 and #3 **AGITATION, ACCELERATION, Diffusing the Bomb: Management Not Manhandling**

**Michalla Schartz and *Sandy Smith*

HOURLY #4 **RECOVERY, Picking Up the Pieces: Processing with Individuals and School Personnel and Enhancing Program Structure for Student Success**

**Staci Mathes and *Matt McNiff*

**Master teacher presentations*

An Early Intervention Model for Students with Autism Spectrum Disorder

Josefa Ben-Arieh, USD #345, Manhattan, Kansas

The Behavior Lab Concept

Janet Burgess and Mary Laird, North Kansas City School District, Liberty, Missouri

Discrete Trial Training: Miracle Cure or Time-Consumptive Curse for Children with Autism Spectrum Disorder

Judith Carlson, Rockhurst University, Kansas City, Missouri

Take Some Time! A Great Plan for Shaping My Behavior

Austyn Carson and Toni Marie Alstrom, Marysville Public Schools, Marysville, Kansas

Self-regulation in Young Children: Determining Intervention Strategies Based on Intrinsic and Extrinsic Factors

Rebecca J. Cook, Frank Mullins and Melissa Jones, Eastern Illinois University, Charleston, Illinois

Effective Strategies for Teaching Reading to Students with Challenging Behaviors

Justin Cooper and Beth Ann Pruitt, Eastern Kentucky University, Richmond, Kentucky; Amy Lingo and Todd Whitney, University of Louisville, Louisville, Kentucky

A Move to Self-Management: A Movie Montage

Christina Edmonds-Behrend, Jennifer L. Stringfellow, and Frank Mullins, Eastern Illinois University, Charleston, Illinois

Observing the Behavior of Students with Emotional Disturbance: The Observation Form

Michael H. Epstein, University of Nebraska-Lincoln, Nebraska; and Doug Cullinan, North Carolina State University, Raleigh, North Carolina

Functional Behavior Assessment: Is it an Evidence-Based Practice?

Nicholas A. Gage and Tim Lewis, University of Missouri, Columbia, Missouri

Integrating School-Wide PBIS in Separate Sites for Students with EBD: Lessons Learned Towards Implementation

Shelley Neilsen Gatti, University of St. Thomas, Minneapolis, Minnesota; and Kim Adams, Minneapolis Schools, Minneapolis, Minnesota

The Interrelationship Between Language, Academic Skills, and Behavior for Students with Emotional or Behavioral Disorders

Lisa Goran and Nicholas Gage, University of Missouri, Columbia, Missouri

The Keys to Success: Academic Engagement and Positive Reinforcement in the Classroom

Carly Graber and Kelly Price, Lehigh University, Bethlehem, Pennsylvania

Mathematics for Students Exhibiting Challenging Behavior: Characteristics of Learners and Strategies for Intervention

Regina Hirn and Amy Lingo, University of Louisville, Louisville, Kentucky

Fidelity to a Comprehensive Evaluation of Reading Difficulties/Dyslexia and Attention Eliminate the Potential for Misidentification

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

Methods for Assessing Treatment Implementation: Using Practical Fidelity Measurements that Support Supervision and Training

Kristin Duppong Hurley, Nikki M. Wheaton and Justin Sullivan, University of Nebraska-Lincoln, Lincoln, Nebraska

Using Literature to Support Learning (and More Importantly—Behavior)!

Melissa Jones, Christina Edmonds-Behrend, and Jennifer Stringfellow, Eastern Illinois University, Charleston, Illinois

The Janus Project: The Damsels of Deviance Reveal All

Marilyn Kaff and Jim Teagarden, Kansas State University, Manhattan, Kansas

Teaching Emotion Recognition to Adolescents with Social Competency Deficits

Kristin Lierheimer, University of Missouri, Columbia, Missouri

Implementing PBIS with Existing School-Wide and Classroom-Wide Behavior Change Programs

Sara McDaniel and Nicole Swosowski, Georgia State University, Atlanta, Georgia

Sustaining High Fidelity of Teacher-Implemented Evidence-Based Practices

Regina M. Oliver and Joseph Wehby, Vanderbilt University, Nashville, Tennessee

Central Nebraska Support Service Program Behavior Consultation Model

Melody Pebley, Molly Elge and Barb Gentrup, Grand Island Public Schools, Grand Island, Nebraska

A Consumer's Guide to Crisis Intervention Training Programs for Schools

Reece L. Peterson, University of Nebraska-Lincoln, Lincoln, Nebraska; and Michael A. Couvillon, Drake University, Des Moines, Iowa

Evidence of a Gap in Specific Reading Skills: Instructional Implications for Students with Behavior Disorders

Corey Pierce, University of Northern Colorado, Greeley, Colorado

Ready...Set...Read!: Research-Based Reading Strategies

Kelly Price and Carly Graber, Lehigh University, Bethlehem, Pennsylvania

Video Modeling for Students with Autism Spectrum Disorders

Amy Quinley and Mendy Ruthrauff, Shawnee Mission School District, Shawnee Mission, Kansas

Reintegrating Youth with Behavior Disorders into the Community School Classroom: Parent, Youth and Educator Opinions

Alexandra Trout and Jacqueline Huscroft-D'Angelo, University of Nebraska-Lincoln, Lincoln, Nebraska

Social Competence Intervention for Elementary Students with Asperger Syndrome and High Functioning Autism

Karen Visovsky, Janine Stichter and Stephanie McGee, University of Missouri, Columbia, Missouri

Chronic and Intense Behavior: An Intensive Teaching Process for Students Out of Instructional Control

Tricia Wells, Longmont, Colorado

Functional Behavior Assessment: Not for the Faint of Heart

Stephanie Woodley, Christina Edmonds-Behrend, and Jennifer Stringfellow, Eastern Illinois University, Charleston, Illinois

SPECIAL 2-HOUR SESSIONS SATURDAY

9:00-11:15 a.m.

Supports and Interventions for Classroom Management for Students on the Autism Spectrum

Shari Hardinger, MSED, Shawnee Mission, Kansas School District and Cindy VanHorn, MSED, Blue Valley Kansas School District

Implementing, Evaluating and Monitoring Behavior Intervention Plans

Michael A. Couvillon, Ph.D., Drake University, Des Moines, Iowa

Keeping Up With Legal Requirements Regarding Children with Disabilities

Richard Whelan, Ph.D., and Mark Ward, Attorney, Kansas State Department of Education

For program updates, go to www.msibd.org

How to GET THERE

DRIVING IN:

The Hyatt is located at 2345 McGee in Kansas City, Missouri. The following are directions to the hotel from:

I-70 Eastbound: Take I-35 South exit to 20th Street exit. Turn left on 20th Street. Right on McGee Street to hotel entrance.

I-70 Westbound: Take I-35 South exit to 20th Street exit. Turn left on 20th Street. Right on McGee Street to hotel entrance.

I-35 Southbound: Take I-35 South to 20th Street exit. Turn left on 20th Street. Right on McGee Street to hotel entrance.

I-35 Northbound: Take I-35 North to Broadway exit. Turn right on Broadway. Turn left on 20th Street. Right on McGee Street to hotel entrance.

PARKING:

Parking may be found in the parking facility immediately to the north of the Hyatt. Cost per day for guests staying at the hotel is \$14.50 for self-parking. For hourly parking, the rate is incremental beginning at \$8.00 per hour after the first FREE 3 hours. Be sure to get your ticket validated at Guest Services in the lobby. Additional parking is available in the Crown Center complex.

FLYING IN:

To get to the Hyatt from MCI, go to the Super Shuttle Booth in the terminal and state that you "want transportation to Hyatt Regency, Crown Center." Cost is \$18.00 one way; \$30.00 roundtrip. Cab fare is approximately \$50.00 one way.

ADDITIONAL INFORMATION:

Ron and Elaine Schmidt, managers
1120 Douglas Drive, Lawrence, Kansas 66049
785-842-8219; fax 785-856-0475
rschmidt@sunflower.com

See You February 24-26, 2011
A Call to High Fidelity: To What?
FOR THE LATEST ON
BEST PRACTICES IN E/BD

Midwest Symposium for
Leadership in Behavior Disorders
1120 Douglas Drive
Lawrence, Kansas 66049

ATTENTION:
Special Education Teacher

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