



MSLBD

MIDWEST SYMPOSIUM FOR LEADERSHIP IN BEHAVIOR DISORDERS

SYMPOSIUM 2008

Truthiness, Evidence, and Practices in EBD*

February 21-23, 2008

Hyatt Regency Crown Center • Kansas City, Missouri

*quality by which a person claims to know something intuitively, instinctively, or "from the gut" without regard to evidence, logic, intellectual examination, or actual facts. Originating on The Colbert Report, *truthiness* was named word of the year for 2006 by Merriam-Webster.

WELCOME

Welcome to the twenty-sixth 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 and others who work with 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.

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

Mary Jo Anderson, Kansas State University
Terry Bigby, University of Missouri-Kansas City
Lisa Bowman-Perrott, Texas A&M
Mike Couvillon, Drake University
Paris DePaepe, Missouri State University
Joyce Anderson Downing, Central Missouri State University
Doug Eicher, Missouri Western State University
Bob Eppler, Omaha
Linda pGarrison-Kane, Missouri State University
Linda Geier, Kansas Dept. of Education, Garden City
Deborah Griswold, University of Kansas
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
Mary Beth Noll, St. Cloud State University
Kaye Otten, Lee's Summit Public Schools
Reece Peterson, University of Nebraska-Lincol
Susan Probst, Ft. Atkinson High School, Ft. Atkinson,
Wisconsin
Kari Ramos, Topeka, Kansas
Jane Rhys, Kansas Council on Dev. Disabilities, Topeka

Lisa Robbins, Missouri Western State 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
Suana Wessendorf, Iowa Department of Education
Howard Wills, Juniper Gardens Children's Project,
Kansas City, Kansas
Jamie Wood, Pittsburg State University
Cheryl Young, University of Nebraska, Kearney
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>

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 21

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

CHICAGO Foyer

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

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

ATLANTA/NEW YORK/SAN FRANCISCO Foyer

HALF-DAY WORKSHOPS

Morning, 9:00 a.m.-noon

- 1. Truth vs. Truthiness: Whom and What Should We Believe?** ATLANTA
So much information from so many people and so many sources is now available that it is hard to know whom and what to trust. This workshop will provide examples of trustworthy information along with examples of misinformation. Consumers of information will be given guidelines for trying to separate truth from falsehood, with a particular emphasis on truth versus truthiness in special education for students with emotional or behavioral disorders.
James M. Kauffman, professor emeritus, University of Virginia, Charlottesville, Virginia
- 2. I Can't Make You: Attitude Shifts and Derailments for Resistance** NEW YORK
How do we respond to a student who says, "Make me!"? Our authority has been threatened. Yet, we can't make others do anything. We want to set an example that shows other students they can't get away with misbehaving. Unfortunately, most of the ways we try have the opposite effect and actually increase resistance. The solution is to change our responses to students' resistance rather than trying to force them to comply. The key is understanding the difference between knowledge and knowing. In this workshop, resistance will be reconceptualized, and techniques for managing it will be presented.
John Maag, University of Nebraska, Lincoln, Nebraska
- 3. Training Resources for Paraeducators and Supervisors** EMPIRE
This workshop will have a threefold agenda: (a) to provide an overview of issues related to paraeducators serving students with special needs; (b) to view the ethical and professional roles of supervisors of paraeducators; and (c) to introduce a web-based training program for both paraeducators and supervisors offered by Project PARA. Participants will leave with specific ideas for the training, supervision, and evaluation of paraeducators working in RTI programs and general special education programs.
Stan Vasa, University of Nebraska, Lincoln, Nebraska
- 4. Current Issues in Mood and Behavioral Disorder for Children and Adolescents – Diagnosis, Treatment Options, and Medications** SAN FRANCISCO
This workshop will address current trends in the diagnosis and treatment of mood and behavioral disorders in children and adolescents. The focus will be on new medications for treatment, the pros and cons of these medications, and guidance in making appropriate referrals. Participants will learn how to recognize mood and behavioral disorders, understand treatment options for these disorders, and feel comfortable facilitating the learning process for students with mood and behavior disorders.
Rory Murphy, board-certified child, adolescent and adult psychiatrist, Psychiatric Associates, Overland Park, Kansas
- 5. Life (?) with Asperger's and How to Live It** CHICAGO
In this workshop, the presenter, an adult with an autism spectrum disorder (ASD), will take the audience through his life chronologically and discuss the challenges each phase of life posed, along with the coping strategies formulated. Special emphasis is upon social issues and expectations. As an unrecognized "clinical researcher" for 54 years, the presenter will use the DSM-IV framework to translate what the symptoms of ASD mean in real life. He will also discuss the type of structure needed to ameliorate ASD symptoms and help children reach their full potential.
Louis Perdoni, Upsala, Minnesota

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

- 6. Beyond Behavior Management: Classroom Management Methods That Respond to the Social/Psychological Needs of Students with Emotional and Behavior Disorders** NEW YORK
This workshop will examine best practice for using classroom management to enhance the social/emotional skills of students with EBD. Participants will examine how a comprehensive approach to classroom management can be an integral component of creating a therapeutic milieu that assists students with EBD in developing a sense of trust, hope, and dignity, enhancing their social skills, and helping them to better understand issues related to equity and justice.
Vern Jones, Lewis and Clark College, Portland, Oregon
- 7. Integrating Academic and Behavioral Instruction and Intervention: RTI for Academics and Behavior** ATLANTA
This workshop will focus on response to intervention (RTI) from a state, district, and school perspective. Examples of implementation tools, state, district and school data, and case studies will be shared based on the presenters' experiences with Utah's Behavioral Initiative (UBI). The UBI is a state-sponsored personnel development platform for implementation of positive behavioral intervention and support (PBIS). Districts and schools implement tiered instruction and intervention matched to student need for both academic and behavioral skills. Coaching is an essential component of UBI to both build capacity and ensure high fidelity of implementation.
Hollie Pettersson, Utah Personnel Development Center; and *Carol Anderson*, Utah State Office of Education, Salt Lake City, Utah
- 8. Functional Behavioral Assessment: Focus on Practical Applications** CHICAGO
This workshop presents the attempts of one school district to embed functional behavioral assessment processes within public school parameters for the purpose of improving educational and social outcomes for all students and meeting the legal requirements of the Individuals with Disabilities Education Act (IDEA).
Kaye Otten, Lee's Summit Public Schools, Lee's Summit, Missouri; and *Tim Lewis*, University of Missouri, Columbia, Missouri
- 9. EBD Students: What's Culture Got to Do With It?** SAN FRANCISCO
This workshop will explore treatment and interventions for students with emotional/behavioral disorders within a cultural context. Background information and interventions will be provided with opportunities for audience participation and practice.
Sharon Ishii-Jordan, Creighton University, Omaha, Nebraska
- 10. Opening Doors to Systematic Change** EMPIRE
In this workshop examples of how to bring about positive change in a school culture will be presented. The focus will be on transforming an agency/school culture from being punitive to embracing all students as assets to the community. Specific topics will include a response-to-intervention model, transitioning students from out-of-home placements, and elimination of restraint and seclusion through building relationships in a system that values social and emotional learning.
Rozanne Warder, South Sioux City Community Schools, South Sioux City, Nebraska

• 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

THURSDAY MORNING / AFTERNOON

FRIDAY MORNING, FEBRUARY 22

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

Seclusion Timeout and Physical Restraint: Getting Beyond “Truthiness” and on a Path to Real Solutions

The use of seclusion timeout and restraint in educational settings has been highly controversial for more than 30 years. With little to no government regulation or quantitative research on the use of either procedure, personal and professional opinions are based largely on emotion and “truthiness” rather than empirical evidence. This keynote session brings together leaders in advocacy, research, governmental policy, and practice to rationally discuss this complex issue with the goal of moving toward reducing and eventually eliminating these practices.

Reece Peterson, University of Nebraska, Lincoln, Nebraska; *Marilyn Kaff*, Kansas State University, Manhattan, Kansas; *Joe Ryan*, Clemson University, Clemson, South Carolina; *Michael Rozalski*, SUNY, Geneseo, New York; *Barb Huff*, Wichita, Kansas (former ED with the Federation of Families for Children’s Mental Health, Washington, DC); *Rozanne Warder*, South Sioux City Community Schools, South Sioux City, Nebraska; *Kaye Otten*, Lee’s Summit Public Schools, Lee’s Summit, Missouri; *Michael George*, Lehigh University, Bethlehem, Pennsylvania; and *Linda Geier*, Kansas State Department of Education, Garden City, Kansas

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

Seclusion Timeout and Physical Restraint: Getting Beyond “Truthiness” and on a Path to Real Solutions

NEW YORK B

Doug Eicher, Missouri Western State University; *Kaye Otten*, Lee’s Summit Public Schools, Lee’s Summit, Missouri; *Michael Rozalski*, SUNY, Geneseo, New York; *Rozanne Warder*, South Sioux City Community Schools, South Sioux City, Nebraska; *Jodie Tuttle*, Millard Public Schools, Omaha, Nebraska; and *Bob Epler*, Omaha, Nebraska

As a follow-up to the keynote, the speakers and leaders in the field from a variety of settings will participate in a facilitated discussion with audience members on this controversial and complex issue.

Seclusion Timeout and Physical Restraint: Getting Beyond “Truthiness” and on a Path to Real Solutions

EMPIRE A

Deb Griswold, University of Kansas, Lawrence, Kansas; *Reece Peterson*, University of Nebraska, Lincoln, Nebraska; *Barb Huff*, Wichita, Kansas (former ED with the Federation of Families for Children’s Mental Health, Washington, DC); *Kelly Lee*, Lee’s Summit Public Schools, Lee’s Summit, Missouri; *Rich Simpson*, University of Kansas, Lawrence, Kansas

As a follow-up to the keynote, the speakers and leaders in the field from a variety of settings will participate in a facilitated discussion with audience members on this controversial and complex issue.

Examining the Convergent Validity of the Achenbach Teacher’s Report Form (TRF) and the Systematic Screening for Behavior Disorders (SSBD)

CHOUTEAU A

Brad M. Uhing, Wichita State University, Wichita, Kansas; *Corey Pierce*, University of Northern Colorado, Greeley, Colorado; *Greg Benner*, University of Washington, Seattle, Washington; and *Paul Mooney*, Louisiana State University, Baton Rouge, Louisiana

This session will present the results of a study that sought to extend the instrument validation research on the Achenbach Teacher’s Report Form (TRF; Achenbach, 1991) by investigating the convergent validity of the TRF and the Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1990). Study participants included a sample of public school students.

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

OUTCOMES: Participants will:

- Learn the results of a study examining the convergent validity of Achenbach’s TRF with the SSBD

Using Restricted Interests to Improve Academic Engagement and Social Interactions of Children on the Autism Spectrum

CHOUTEAU B

G. Richmond Mancil, University of Central Florida, Winter Springs, Florida

Restricted interests have been used successfully as an antecedent intervention to improve academic engagement and social interactions of children with ASD. The purpose of this presentation is to provide a detailed structure for promoting a more functional and appropriate use of restricted interests to facilitate academic and social engagement.

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

OUTCOMES: Participants will:

- Learn how to identify the restricted interests of children with autism
- Learn how to use restricted interests to improve academic engagement and performance
- Learn how to use restricted interests to encourage peer-related social interaction

Classroom-Based Practices for Preventing and Ameliorating Problem Behaviors in Young Children

CHICAGO A

Kevin Sutherland, Virginia Commonwealth University, Richmond, Virginia; *Todd Haydon*, University of Florida, Gainesville, Florida

This session will present a multi-gated classroom-based intervention model designed to prevent and ameliorate problem behaviors demonstrated by young children. Model program components as well as specific classroom-based practices will be presented. The format of the session includes didactic presentation and case illustrations.

INTENDED AUDIENCE: sped. teachers, families, school child study teams

OUTCOMES: Participants will:

- Gain an understanding of the importance of early identification and prevention of problem behaviors in young children
- Learn classroom-based evidence-based practices for preventing problem behaviors in young children
- Become familiar with a multi-gated approach for preventing and ameliorating problem behaviors in young children

Behavioral Strategies for Effective Instruction and Classroom Management

CHICAGO B

Timothy Landrum, University of Virginia, Charlottesville, Virginia; and *Melody Tankersley*, Kent State University, Kent, Ohio

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

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

OUTCOMES: Participants will:

- Gain an understanding of five specific behavioral interventions and their application to instructional and management routines

Choice as an Intervention for Female Residents of a Juvenile Home

CHICAGO C

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

This presentation will report the results of a study conducted in a juvenile facility utilizing a choice intervention within a positive behavior support model. The investigation was designed to provide either choice or no-choice options for incarcerated females within specific academic settings. Results will be discussed in relation to the need for effective intervention in juvenile homes and the impact of choice interventions on specific juvenile adolescent populations, which have received little attention in the research literature.

INTENDED AUDIENCE: sped. teachers

OUTCOMES: Participants will:

- Receive data related to the females in incarcerated settings and the effects of interventions on their subsequent adaptation and return to more inclusive settings
- Become familiar with the literature regarding specific components of positive behavior support models and antecedent strategies for populations that have received little research attention

Teacher-Student Relationships: Affective Teacher Characteristics That Reduce Problematic Behavior for Students with EBD **EMPIRE C**

Christopher Van Loan, University of Florida, Gainesville, Florida

Teacher-student relationships have been used successfully as an intervention to assuage problem behaviors and increase academic behaviors of children with emotional and behavioral difficulties. The purpose of this presentation is to provide specific interventions for teachers to use with students displaying EBD that may enhance the overall relationship and foster positive student outcomes.

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

OUTCOMES: Participants will:

- Learn techniques that foster interpersonal relationships
- Be able to describe how a relationship is used as an intervention for preventing behavior problems
- Be able to describe the impact quality relationships bear upon student outcomes

Teacher Praise: From Suggested Practice to Research and Back **NEW YORK A**

Rachel White and Howard Wills, Juniper Gardens Children's Project, Kansas City, Kansas

Many studies report teacher rates of approval and disapproval and recommend a positive ratio. This presentation reports on natural rates and ratios, and presents evidence-based strategies to improve teacher praise to improve student performance.

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

OUTCOMES: Participants will:

- Be able to report on the natural ratio of teacher praise to reprimands in midwestern urban and suburban public elementary schools
- Be able to compare ratios of positive to negative feedback on student performance and preference
- Learn evidence-based strategies to improve rates and ratios of teacher praise

A Population Overlooked: The Academic, Behavioral, and Mental Health Characteristics of Children Served in Residential Care **VAN HORN**

Alexandra Trout, Katy Casey, and Jessica Hagaman, University of Nebraska, Lincoln, Nebraska

This presentation addresses the academic, mental health, and behavioral functioning of children in residential care. Specifically, we provide an overview of students' academic and behavioral characteristics at intake, gains made in-care, and departure status. Variables that influence success, gender differences, and recommendations for treatment during and after care are also discussed.

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

OUTCOMES: Participants will:

- Be able to identify the academic and behavioral strengths and limitations of children served in residential care
- Be able to discuss policy, research, and teaching practice implications

Getting Along in the Classroom: Conflict Resolution for Students with Emotional/Behavioral Disorders **FREMONT**

Mallory Becker, University of Florida, Gainesville, Florida

This presentation will provide literature-based information about conflict resolution and strategies to help administrators, supervisors, teachers, and students effectively and efficiently address conflict in the classroom. Outcomes include evidence-based strategies that educational professionals can use to assist students to constructively get along with others when conflicts arise.

INTENDED AUDIENCE: sped. teachers

OUTCOMES: Participants will:

- Be able to discuss the theoretical framework of conflict resolution
- Understand strategies for teaching conflict resolution through social problem solving
- Be familiar with how to implement strategies in the classroom environment

Disproportionate Representation in Special Education and Disproportionate Disciplinary Experiences Among Culturally and Linguistically Diverse Students **EMPIRE B**

Lisa Bowman-Perrott, Texas A&M University, College Station, Texas; *Cathy Kea*, North Carolina A&T State University, Greensboro, North Carolina; and

Gwendolyn Cartledge, The Ohio State University, Columbus, Ohio

Students from culturally and linguistically diverse backgrounds (CLD) are often (a) referred for special education, (b) recipients of a disproportionate number of discipline referrals, and often (c) receive harsher consequences and (d) culturally unresponsive instructional strategies. This session will address factors that contribute to and influence these outcomes for CLD youth.

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

OUTCOMES: Participants will:

- Learn specific strategies and ideas for working with CLD
- Be more aware of the importance of considering the influence of culture, instruction, assessment, teacher/school personnel expectations, and school climate on issues related to disproportionate representation among CLD youth

11:30a.m.-12:30p.m. Seclusion Timeout and Physical Restraint: Getting Beyond "Truthiness" and on a Path to Real Solutions **VAN HORN**

Maura Linas, University of Missouri, Kansas City, Missouri; *Linda Geier*, Kansas State Department of Education, Garden City, Kansas; *Joe Ryan*, Clemson University, Clemson, South Carolina; *Staci Mathes*, Lee's Summit Public Schools, Lee's Summit, Missouri; *Michael George*, Lehigh University, Bethlehem, Pennsylvania; and *Kari Ramos*, Topeka, Kansas

As a follow-up to the keynote, the speakers and leaders in the field from a variety of settings will participate in a facilitated discussion with audience members on this controversial and complex issue.

Getting It Right: Screening and Identifying Students with Emotional Disturbance **CHICAGO A**

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

How do students qualify for emotional disturbance services (ED) based on the IDEA definition? This presentation reviews problems in operationalizing the definition, explains an approach to screening children at risk of ED, describes a model for identifying children as ED, and presents psychometric data supporting these approaches.

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

OUTCOMES: Participants will:

- Be able to identify the problems in operationalizing the definition of ED
- Be able to implement a system to screen children at risk of ED
- Be able to complete a formal assessment to identify students with ED

Examining School and Performance Assessment Measures for Students with Emotional and Behavioral Disturbance **CHICAGO B**

Phil Gunter, Valdosta State University, Valdosta, Georgia; and *Ken Denny*, Louisiana State University, Baton Rouge, Louisiana

The purpose of this presentation is to briefly review some of the research related to teachers' use of data and to address procedures for simplifying data collection. We will provide examples of research on the feasibility of simplified data collection procedures with students with EBD. We will also discuss the barriers and challenges for moving schools and teachers toward greater reliance on the use of data in decision making.

INTENDED AUDIENCE: sped. teachers, sped. directors, school psychologists

OUTCOMES: Participants will:

- Become familiar with the research on teachers' use of data
- Learn ways to simplify data collection in the classroom
- Become knowledgeable about the barriers and challenges for greater reliance on the use of data in instructional decision making

Using a Cognitive Behavioral Intervention for Students with High-Functioning Autism or Asperger Syndrome **CHICAGO C**

Julie Olive and Janine Stichter, University of Missouri, Columbia, Missouri

Understanding social situations and related behavioral expectations is required for social competence. This session will present an overview of cognitive behavioral interventions as well as specific content on how to implement them within a school setting. Pre- and posttest measurements will be shared from a pilot study that demonstrated promising gains in the area of social competence as a result of participation by adolescent males in this 10-week curriculum.

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

OUTCOMES: Participants will:

- Learn the key elements of a research-based curriculum for cognitive behavior interventions developed for social competence
- Become familiar with key aspects of how to implement this intervention within a classroom or clinical setting
- Learn about promising measures for progress monitoring of social competence related to this intervention

Collecting Districtwide Evidence to Implement Effective Practices for Students with Autism Spectrum Disorders **NEW YORK A**

Sheila M. Smith, Ohio Center for Autism and Low Incidence, Columbus, Ohio; *Tish Holub Taylor, Donna Patton-Bryant, and Carla Berg*, Lawrence Public Schools, Lawrence, Kansas

This presentation will describe the design and implementation of a preK-12 system-wide evaluation of services for individuals with autism spectrum disorders (ASD) in the Lawrence Public Schools, a district serving approximately 10,000 students in northeastern Kansas. Strengths and weaknesses will be discussed, along with the use of data gathered toward developing a comprehensive long-term plan for improving consistency and quality of services/professional development.

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

OUTCOMES: Participants will:

- Learn to determine district-wide needs related to services provided to students with ASD
- Learn to develop a district-wide or building plan to provide effective services for ASD population within an RtI model
- Gain familiarity with tools and resources that will assist in gathering data for program evaluation

Strategies to Increase School Completion Rates Among Students with Disabilities

NEW YORK B

Sandra Covington Smith and Antonis Katsiyannis, Clemson University, Clemson, South Carolina

Students with disabilities are one of the most vulnerable populations for school dropout and are twice as likely to drop out as their nondisabled peers. This presentation will (a) provide a brief overview of the effects and variables associated with dropout among youth with disabilities, and (b) discuss the development and implementation of effective dropout prevention programs and practices at both the school-wide and the classroom level.

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

OUTCOMES: Participants will:

- Gain an increased awareness and understanding of the effects and variables associated with dropout among students with disabilities
- Receive an overview of SEAs' and LEAs' efforts to effectively increase school completion rates for students with disabilities
- Become familiar with effective dropout prevention practices and programs

Paraprofessionals in Classrooms for Students with EBD

FREMONT

Daniel Maggin, Joseph Wehby, Tara Partin, and Rachel Robertson, Vanderbilt University, Nashville, Tennessee

Paraprofessionals have become indispensable members of self-contained classrooms for students with EBD. Limited research has been conducted on how paraprofessionals working in these settings spend their time. This session will present research on the roles paraprofessionals perform, the amount of time allotted to each role, and the perceived importance of the role to both teachers and paraprofessionals. Recommendations for maximizing paraprofessional time will be provided.

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

OUTCOMES: Participants will:

- Become familiar with observational research on the amount of time paraprofessionals dedicate to various roles in classrooms for students with EBD
- Become knowledgeable about research on the roles paraprofessionals perform, how prepared the paraprofessional felt to take on those roles, and how helpful those roles are to the teacher
- Gain recommendations for maximizing paraprofessional time and energy in the classrooms for students with EBD

Reducing Seclusion Timeout and Physical Management in Educational Settings I: Positive Behavior Supports, Guidelines, and Data Collection

CHOUTEAU A

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

This session will provide attendees with comprehensive information regarding the crucial issues surrounding the reduction of seclusion timeout and physical management in public schools. A review of current research, positive behavioral supports, best practice, legal guidelines, and data collection/documentation systems will be presented.

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

OUTCOMES: Participants will:

- Become familiar with the limited research on seclusion timeout and/or physical management
- Increase their knowledge of positive behavior supports that have reduced aggression behavior in student
- 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

Accommodation Decisions for Students with EBD: Issues and Future Directions

CHOUTEAU B

Rahul Ganguly, Kent State University, Kent, Ohio; 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 accommodation decisions.

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

OUTCOMES: Participants will:

- Be able to describe the most commonly used instructional and assessment accommodations for students with E/BD
- Be familiar with the purposes and functions of instructional and assessment accommodations for students with E/BD
- Be familiar with decision-making guidelines for selecting the most appropriate accommodation based on the needs of the student with E/BD

Thinking About Behavior: Linking Cognitive Assessment Information to Behavioral Interventions

EMPIRE A

Edward Schultz, Midwestern State University, Wichita Falls, Texas

This presentation will describe the role of the cognitive processes that influence behavior of students with EBD. Participants will gain an understanding of the underlying cognitive processes of students with EBD and be able to incorporate data from cognitive assessments into the FBA and BIP process.

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

OUTCOMES: Participants will:

- Gain an understanding of the cognitive processes that influence the behavior of students with EBD
- Be able to link cognitive assessment data with behavioral interventions
- Be able to incorporate cognitive data into the BIP

What Works for Students with EBD or ASD? Comparing and Contrasting Effective Practices

EMPIRE B

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

Many students with autism spectrum disorders (ASD) receive services from educators licensed in emotional behavioral disorders (EBD). There is some question as to the efficacy of EBD strategies in meeting the needs of students with ASD and vice versa. This session compares and contrasts evidence-based strategies in the two areas.

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

OUTCOMES: Participants will:

- Be able to recognize the unique characteristics of students with ASD or EBD
- Be able to identify unique evidence-based best practices for students with ASD or EBD

Incidental Teaching of Social Skills: Concrete Strategies for Successful Generalization

EMPIRE C

Tricia Wells, Creating Student Success, Longmont, Colorado

Studies consistently cast doubt on social skills programs that do not attend to generalization. Educators need concrete strategies to not only teach and model, but also to provide positive and corrective feedback to students about their behavior. Incidental teaching capitalizes on naturally occurring opportunities to reinforce students demonstrating responsible behavior or provide correction to students behaving irresponsibly.

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

OUTCOMES: Participants will:

- Understand the gravity of including strategies for generalization of social skills into their teaching repertoires
- Know three protocols or strategies to incidentally teach when students appropriately use a social skill or when misbehavior occurs and they fail to use a needed social skill

12:30-
2:00p.m.

Lunch (on your own)

– Visit the exhibits –

FRIDAY AFTERNOON, FEBRUARY 22

2:00-
3:00p.m.

CONCURRENT SESSIONS

Social Skills Instruction as a Targeted Group Intervention

CHICAGO A

Nicole Fenty, University of Louisville, Louisville, Kentucky; and Melissa Miller, University of North Carolina, Chapel Hill, North Carolina

This session presents social skills instruction as a small-group or targeted intervention for students who do not respond to school-wide intervention. The focus will be on the use of effective instructional practices, and participants will be exposed to video examples of each step as examples of application.

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

OUTCOMES: Participants will:

- Understand the role of social skills training in a system of PBS
- Understand the essential features of effective social skills training
- See examples of the key components via video

FRIDAY MORNING / AFTERNOON

Empowering Teachers to Conduct Functional Behavior Assessment and Behavior Change for Three Preschoolers with Autism CHICAGO B
Nan Perrin, Amanda Little, and Stephanie Thorne, Community Living Opportunities, Inc., Lawrence, Kansas

In this presentation, we will provide information on sharing the technology of functional behavior assessment found in the empirical literature, first to teachers and then to families. First we will present a multiple-baseline design across teachers at varying grade levels. This data-based presentation will address the effects of knowledge dissemination on the effectiveness of behavior plans. We will present outcomes for three children with autism on the effect of their intervention plans on the level of challenging behaviors as well as the level of satisfaction of their families.

INTENDED AUDIENCE: sped. teachers, paraprofessionals, families

OUTCOMES: Participants will:

- Gain a better understanding of the effects of knowledge dissemination on the effectiveness of behavior plans
- Learn the outcomes of interventions plans on the level of challenging behaviors of three preschoolers with autism and their families

Other Health Impaired (OHI) Verification and Behavior Intervention Plans CHICAGO C

Cindy Serfass, Westside Community Schools, Omaha, Nebraska; and Reece Peterson, University of Nebraska, Lincoln, Nebraska

This presentation will identify what IDEA requires in relation to functional behavioral assessment/plans. The presentation will also focus of the data from one district relating to the plans for students with inappropriate behaviors verified as OHI. The data will be used to start a discussion of policies about behavior plans.

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

OUTCOMES: Participants will:

- Be able to describe what is required by IDEA in relation to functional behavioral assessments and functional behavioral plans
- Be able to discuss the implications for students with significant behaviors verified as OHI
- Be knowledgeable about behavior intervention plans and when they should be used for students identified as OHI

Systematic Screening at the Middle-School Level: Score Reliability and Validity of the Student Risk Screening Scale NEW YORK A

Kathleen Lane, Vanderbilt University, Nashville, Tennessee

In this presentation, participants will learn about (a) the importance of systematic screenings in middle school settings, (b) a no-cost, psychometrically sound approach to screening, (c) the reliability and validity of the Student Risk Screening Scale (Drummond, 1993), and (d) practical strategies for screening in middle schools.

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

OUTCOMES: Participants will:

- Learn the importance of systematic screenings in the middle school setting
- Become familiar with a no-cost, psychometrically sound approach to screening
- Gain an overview of the reliability and validity of the Student Risk Screening Scale (Drummond, 1993)
- Learn practical strategies for screening in middle schools

Using Technology for Instruction of Students with High-Incidence Disabilities: An Examination of the Research NEW YORK B

Philip Nordness, University of Nebraska, Omaha, Nebraska

This presentation is a review of empirical research on the use of technology in instruction for students with high-incidence disabilities. Results and implications from the review will be discussed.

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

OUTCOMES: Participants will:

- Gain an increased awareness of the need for additional research to demonstrate how technology can be used to enhance learning for students with high-incidence disabilities
- Be able to identify specific technologies that have been proven to enhance learning for students with disabilities
- Learn strategies for monitoring student progress when technology is used

Practical Strategies and Resources to Encourage Growth in Social, Life, and Organizational Skills of Youth with ASD VAN HORN

Kelly Lee, Lee's Summit School District, Lee's Summit, Missouri

The behavior of students with autism spectrum disorders (ASD) is at times misunderstood or misinterpreted by both professionals and parents due to these students' differences in social thinking. This presentation will provide practical, research-based strategies to embed in the school setting when addressing the social, organizational, and related life skills of children and adolescents with ASD.

INTENDED AUDIENCE: sped. teachers, paraprofessionals, families, speech and language pathologists

OUTCOMES: Participants will:

- Gain further understanding of the reasons for targeting social development, organizational abilities, and life skills of individuals with ASD
- Increase their knowledge of effective, research-based strategies to utilize when targeting the social development of individuals with ASD

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

Looking Back to Move the Field Forward: Preliminary Results of an Oral History Project with the Founders of and Leaders in the Field of Emotional and Behavioral Disorders EMPIRE B

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

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, sped. teachers, including graduate students

OUTCOMES: Participants will:

- Experience the words and work of pioneers in the field of EBD
- Recognize the importance of the leaders in the field through a historical lens and a future perspective

Addressing Driving-Safety Concerns in Adolescents with ADHD FREMONT

Ashleigh Horton, Jamie G. Wood, and Kelly Heiskell, Pittsburg State University, Pittsburg, Kansas

Adolescents with ADHD present a variety of driving-safety concerns. In this session, research about these concerns along with evidence-based interventions for addressing them will be presented. Participants will learn about valuable interventions for use on IEPs or 504 Plans, during transition planning, in consultation with driver education instructors, and through communication with parents.

INTENDED AUDIENCE: sped. teachers, paraprofessionals, sped. directors, families, gen. ed. administrators, child study teams, driver education instructors

OUTCOMES: Participants will:

- Learn about ADHD and interventions that have been shown to improve or may improve the driving performance of adolescents with ADHD
- Be familiar with the driving-safety concerns of adolescents with ADHD and gain an understanding of how to make recommendations to increase safe driving with this population
- Learn how to recommend interventions in this area on IEPs or 504 Plans, during transition planning, in consultation with driver education instructors and through communication with parents

Using Point Sheets as an Effective Data Collection Tool in an E/BD Classroom CHOUTEAU A

Janine Dorr, Flint Hills Sped. Cooperative, Lebo, Kansas

Would using a point sheet be an effective tool for your classroom? Learn how one E/BD classroom develops point sheets and how data collected from them help identify short- and long-term behavioral trends as well as needs. Uses and procedures will be shared.

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

OUTCOMES: Participants will:

- Learn how point sheets are developed
- Learn how collected data can be developed into graph-type forms to assist in identifying behavioral trends

Tried-and-True Interventions to Improve Behavior in Your Classroom

CHOUTEAU B

Jodie Tuttle, Millard Public Schools, Omaha, Nebraska

Are you looking for a bank of effective interventions supported by the research and used successfully by teachers in the field? Specific interventions addressed in this session include preventive, point/level systems, positive reinforcement, logical consequences, and self-management. This session is ideal for both the professional entering the field and the veteran looking for a refresher.

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

OUTCOMES: Participants will:

- Be introduced to and/or reminded of five areas of interventions supported by the research that are effective in improving student behavior and increasing academic engagement of at-risk students and students with emotional and behavioral disorders
- See examples of how to implement each intervention
- Leave with a bibliography of the research that supports each set of interventions for future reference

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

Leader Attitudes Regarding Physical Restraint in Educational Settings

EMPIRE A

Julie Fogt, Lauren Arbolino, Michael George, and Nancy George, Lehigh University, Bethlehem, Pennsylvania

This presentation reports the findings from an exploratory investigation of school administrators' attitudes associated with physical restraint use in day treatment and residential school settings. Attendees will gain a better understanding of physical restraint practices and school leaders' beliefs associated with its use. Recommendations for improving educational services to students with behavioral disorders and future research will be discussed.

INTENDED AUDIENCE: sped. teachers, sped. directors, gen. ed. administrators, mental health professionals

OUTCOMES: Participants will:

- Examine the findings of a survey of school leaders' beliefs regarding the use of physical restraint
- Discuss and evaluate physical restraint procedures in school settings
- Become familiar with the existing literature on physical restraint

Teacher-Driven Functional Assessment and Behavior Intervention: Effectiveness in Classrooms

EMPIRE C

Carie English and Rose Iovannone, University of South Florida, Tampa, Florida

This presentation will describe the steps and the outcomes of a teacher-friendly tertiary behavior support process evaluated with a diverse group of students in kindergarten through eighth grade.

INTENDED AUDIENCE: sped. teachers, paraprofessionals, sped. directors, gen. ed. teachers, gen. ed. administrators, families, child study teams, behavior specialists, school psychologists

OUTCOMES: Participants will:

- Learn to describe an individual positive behavior support process for use in the classroom
- Be able to list factors impacting the effectiveness of an individual behavior support process for use in the classroom

3:15-
4:15p.m.

CONCURRENT SESSIONS

Teaching Effective Alternative Methods

VAN HORN

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

Throughout this session, presenters will model social skill instruction, academic teaching strategies, data collection, evaluation, and planning of program components.

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

OUTCOMES: Participants will:

- Gain an overview and a basic understanding of program components
- Become familiar with effective teaching strategies

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

Autism Spectrum Disorders: Understanding Behavior

NEW YORK A

Terri Cooper Swanson, University of Kansas, Lawrence, Kansas

This session will take a closer look at the characteristics of individuals with autism spectrum disorders (ASD) and how behaviors present themselves.

Participants who attend this session will better understand the characteristics of ASD, how behavior is linked to the characteristics, and how effective data collection aids in designing interventions that meet the individual's needs.

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

OUTCOMES: Participants will:

- Understand the characteristics of ASD
- Understand the relationship between the characteristics of ASD and behavior
- Learn how effective data collection will help in designing interventions that meet the needs of the individual

Using Opportunities to Respond (OTR) to Increase Students' Academic and Social Behaviors

EMPIRE A

Todd Haydon, Brian Barber, and Greg Taylor, University of Florida, Gainesville, Florida

Opportunities to Respond (OTR) is a type of teacher questioning procedure, prompt, or cueing technique that begins a learning trial. A brief review of the literature examining the positive effects of using OTR will be discussed. Attendees will learn how to incorporate OTR in their daily lesson plans.

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

OUTCOMES: Participants will:

- Learn how to incorporate OTR in their daily lesson plans
- Become familiar with results from several studies showing the positive effects of OTR

Self-Regulated Strategies Development for Improving the Writing Skills of Students with Internalizing Behavior Patterns and Writing Concerns

CHICAGO C

M. Annette Little, Kathleen L. Lane, Karen Harris, and Steve Graham, Vanderbilt University, Nashville, Tennessee

In this session, participants will learn (a) how to identify and support students through a three-tiered model of support, (b) self-regulated strategies development (SRSD) for writing, (c) modifications made to the SRSD model for students at risk for EBD, and (d) the results of an SRSD writing intervention with students with internalizing behaviors.

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

OUTCOMES: Participants will:

- Learn the importance of identifying and intervening with students through a three-tiered model of support
- Become familiar with self-regulated strategies development (SRSD; Harris & Graham, 1996) for writing and modifications for students at risk for EBD
- Learn the results of an SRSD intervention to address the writing and behavioral concerns of students at risk for internalizing behavior disorders

Fact and Fancy in School-Wide Positive Behavior Support: Review and Evidence from Research at the Secondary School Level

CHICAGO A

Leia Blevins, Kim Allison, and James Fox, Eastern Tennessee State University, Johnson City, Tennessee

Presenters will (a) discuss school-wide positive behavior (SWPBS) support issues through a literature review; (b) present long-term analysis of SWPBS at a rural high school and middle school showing sustained reduced office referrals for special and gen. ed. students despite variations in SWPBS; and (c) outline SWPBS programs for secondary settings and how research should impact practice.

INTENDED AUDIENCE: sped. teachers, paraprofessionals, sped. directors, gen. ed. teachers, gen. ed. administrators, child study teams, researchers in gen. and sped. education

OUTCOMES: Participants will:

- Be able to identify current issues in the application and evaluation SWPBS in middle and high school settings
- Be able to identify and describe major research-based findings regarding SWPBS at the secondary level
- Be able to identify major questions in applied research in SWPBS and how they affect application of SWPBS at the secondary level

FRIDAY AFTERNOON

A Comparison of Traditional and a Function-Based Token Economy

CHICAGO B

James Kirk and Gary Sasso, University of Iowa, Iowa City, Iowa

Traditional token economies have been widely used in classrooms to reinforce positive behaviors (Kazdin, 1994). Research presented in this session will discuss the use of backup reinforcers that represent different categories of reinforcement and provide a descriptive antecedent assessment of behavior function. Implications of using a function-based token economy will be discussed.

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

OUTCOMES: Participants will:

- Gain a greater awareness of how to use token economies
- Learn possible uses of function based token systems as a form of assessment

Do You See What I See? The Impact of Nonverbal Receptive Ability upon Behavioral Adjustment

FREMONT

Jim Teagarden, Kansas State University, Manhattan, Kansas

This session will present the preliminary data of a computer-based method of screening students for their ability to correctly identify the affective component using nonverbal receptive skills. This screening procedure attempts to determine the differences in error patterns between students at high risk, average risk, and low risk of behavioral disorders.

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

OUTCOMES: Participants will:

- Learn method of assigning students to the high-risk, average-risk, or low-risk groups as part of a school-wide screening procedure
- Become familiar with a computer-based assessment instrument used to determine each student's ability to determine the affective component present
- Be able to discuss implications of the findings for students within the educational setting

Oh Rats! Using Rats for Behavior Modification

CHOUTEAU A

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

This session presents an innovative hands-on program used in a self-contained behavior disorders classroom for students to develop various skills while being immersed in a learning community. The students' goal is to train rats to complete several challenging tasks. Students use only positive reinforcement to teach the rat to complete these tasks.

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

OUTCOMES: Participants will:

- Gain an innovative program to use in the classroom
- Learn a hands-on method for facilitating learning and behavior change in a classroom

Defusing Explosive Children: A Collaborative Problem-Solving Approach

NEW YORK B

Thomas Thirlkel, Lenexa, Kansas

Collaborative problem solving sees explosive children as having a learning disability in the domains of adaptability/flexibility, impulse control, and problem solving. Explosive episodes, therefore, are not a matter of being oppositional, but of not knowing any other way to respond. This presentation will provide an overview of the theory and practice of collaborative problem solving.

INTENDED AUDIENCE: sped. teachers, sped. directors, gen. ed. teachers, families, school counselors, social workers

OUTCOMES: Participants will:

- Be able to identify the behavioral characteristics of explosive children
- Develop an understanding of explosive behaviors as a manifestations of a learning disability
- Develop skills for identifying when explosions may occur

Therapeutic Data Collection: Creating Lasting and Measurable Therapeutic Interventions Through the Use of Reliable and Valid Data

CHOUTEAU B

Kimberly Harrison, Washburn University, Topeka, Kansas

This presentation is geared towards the creation of therapeutic interventions for children rooted in a reliable and valid base of data. Specific therapeutic issues, such as post-traumatic stress, mood and anxiety disorders, will be discussed to show how data can be configured and analyzed to address these target areas.

INTENDED AUDIENCE: sped. teachers, paraprofessionals, sped. directors, gen. ed. teachers, gen. ed. administrators, families, child study teams, school social workers

OUTCOMES: Participants will:

- Understand the importance of developing therapeutic programs for children with behavioral disorders that have been conceptualized through accurate and vivid data
- Learn how to collect and interpret different types of data on particular social/emotional disorders in order to construct successful and durable interventions
- Learn how to monitor continued success and/or failure of interventions through appropriate data collection measures

Reducing Seclusion Timeout and Physical Management in Educational Settings II: Case Studies and Challenges

EMPIRE B

Kaye Otten, Staci Mathes, and Shannon Check, Lee's Summit School District, Lee's Summit, Missouri; Jodie Tuttle, Millard Public Schools, Omaha, Nebraska

During this session, experienced teachers will share their personal experiences in attempting to reduce or eliminate the use of seclusion timeout and/or physical management with individual students who exhibited high levels of behavior dangerous to themselves or others.

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

OUTCOMES: Participants will:

- Develop a more comprehensive understanding of the complex issues surrounding reducing seclusion timeout and physical management in public school settings

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

Red Zone Mentoring: A Tertiary Intervention

EMPIRE C

Cheryl Young, University of Nebraska, Kearney, Nebraska

Red Zone Mentoring is an intervention designed to address the needs of students at the top of the RTI/PBS triangle. The intervention builds on the concept of resiliency. A salient characteristic of this mentoring program is that students self-select their mentors.

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

OUTCOMES: Participants will:

- Gain knowledge about the concept of resiliency as it pertains to the cycle of failure
- Examine resiliency models and see how they can enhance mentor training

4:15-6:00p.m.

POSTERS*

Cash bar and complimentary hors d'oeuvres

Visit the posters and exhibits while sipping your favorite beverage 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.*

**ATLANTA
NEW YORK/ SAN FRANCISCO Foyer**

FRIDAY AFTERNOON

SATURDAY, FEBRUARY 23

8:00-11:30a.m. Registration/Information Desk Open

CHICAGO Foyer

9:00-11:15a.m. CONCURRENT 2-HOUR SESSIONS

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

EMPIRE

Matthew McNiff, Educational Service Unit No. 5, Beatrice, Nebraska

The session will reintroduce teachers to how to use self-management techniques in the school setting. By helping students with EBD 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

Legal Developments in General and Special Education

SAN FRANCISCO

Renée Bradley, Office of Special Education Programs, U.S. Department of Education, Washington, DC; *Mitchell Yell*, University of South Carolina, Columbia, South Carolina; *Antonis Katsiyannis*, Clemson University, Clemson, South Carolina; and *Carl Smith*, Iowa State University, Ames, Iowa

This presentation provides an overview of recent legal developments in general and special education. First, trends and issues regarding the reauthorization of No Child Left Behind will be examined; second, recent Supreme Court decisions such as who bears the responsibility for the "burden of proof" in special education actions and whether parents are eligible to recover "expert fees" under the umbrella of legal fees will be discussed; and third, trends in litigation will be identified, and practical suggestions for minimizing litigation will be provided.

A Conversation with Two Adults with Asperger Syndrome: The World of Work and Leisure

CHICAGO

Louis Perdoni, Upsala, Minnesota; and *Cindy Earnshaw*, Linn Valley, Kansas

Moderators: *Mary Beth Noll*, St. Cloud State University, St. Cloud, Minnesota; and *Deborah E. Griswold*, University of Kansas, Lawrence, Kansas

This panel discussion is intended to help professionals, parents, and other family members better understand the gifts and challenges of individuals who have Asperger Syndrome. Topics such as education, social interactions, and employment will be addressed.

Behavioral Foundations of Classroom Management and Effective Instruction

NEW YORK

Timothy Landrum, University of Virginia, Charlottesville, Virginia; *Kimberly McDuffie* and *Maria Herbst*, Clemson University, Clemson, South Carolina

This session (a) provides an overview of the basic behavioral operations that are at work in all classrooms (e.g., positive and negative reinforcement, extinction, timeout, response cost); (b) describes how behavioral principles provide a foundation for many effective instructional routines; and (c) describes and demonstrates several specific instructional strategies teachers can use effectively with students with EBD.

11:15a.m. Adjournment and hotel checkout

See you next year!

February 26-28, 2009

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

PRESENTERS

Allison, Kim, see Blevins, Leia
Anderson, Carol, see Petterson, Hollie
Anderson, Christine J., Christine-j-anderson@uiowa.edu
Arbolino, Lauren A., see Fogt, Julie B.
Barber, Brian, see Haydon, Todd
Becker, Mallory, mbecker@ufl.edu
Benner, Greg, see Uhing, Brad M.
Berg, Carla, see Smith, Sheila M.
Blevins, Leia, blevinsl@etsu.edu
Bowman-Perrott, Lisa, lpperrott@tamu.edu
Bradley, Renée, Renee_Bradley@ed.gov
Cartledge, Gwendolyn, see Bowman-Perrott, Lisa
Casey, Katy, see Trout, Alexandra
Check, Shannon, see Otten, Kaye
Cooper-Swanson, Terri, tswanson@ku.edu
Covington-Smith, Sandra, sandras@clemson.edu
Cullinan, Douglas, see Epstein, Michael H.
Denny, Ken, see Gunter, Phil
Dorr, Janine, joverbau@usd253.org
Earnshaw, Cindy, see Perdoni, Louis
Eicher, Doug, deicher@missouriwestern.edu
English, Carie, cenglish@fmhi.usf.edu
Eppler, Bob, bobeppler@myway.com
Epstein, Michael H., mepstein1@unl.edu
Fenty, Nicole, nsfent01@louisville.edu
Fogt, Julie B., juf2@lehigh.edu
Fox, James, see Blevins, Leia
Ganguly, Rahul, ganguly@kent.edu
Geier, Linda, lgeier@ksde.org
George, Michael P., see Fogt, Julie B.
George, Nancy L., see Fogt, Julie B.
Graham, Steve, see Little, M. Annette
Griswold, Deborah E., mjgriswold@prodigy.net
Gunter, Phil, see Maggin, Daniel
Hagaman, Jessica, see Trout, Alexandra
Harris, Karen, see Little, M. Annette
Harrison, Kimberly, kimberly.harrison@washburn.edu
Haydon, Todd, thaydon@ufl.edu
Heimes, Cheryl, clheimes@mpsomaha.org

Heiskell, Kelly, see Horton, Ashleigh
Herbst, Maria, see Landrum, Tim
Holub-Taylor, Tish, see Smith, Sheila M.
Horton, Ashleigh, Horton_Ashleigh@hotmail.com
Huff, Barbara, bhuff2837@sbcglobal.net
Iovannone, Rose, see English, Carie
Ishii-Jordan, Sharon, SHARONISHII-JORDAN@Creighton.edu
Jones, Vern, jones@lclark.edu
Kaff, Marilyn, mcaff@ksu.edu
Katsiyannis, Antonis, see Covington-Smith, Sandra;
Bradley, Renée
Kauffman, Jim, jmk9t@virginia.edu
Kea, Cathy, see Bowman-Perrott, Lisa
Kirk, James, james-kirk@uiowa.edu
Landrum, Tim, timl@virginia.edu
Lane, Kathleen, kathleen.lane@vanderbilt.edu
Lee, Kelly, kelly.lee@leesummit.k12.mo.us
Lewis, Tim, see Otten, Kaye
Linas, Maura, mwlinas@kc.rr.com
Little, M. Annette, Annette.little@vanderbilt.edu
Maag, John, jmaag1@unl.edu
Maggin, Daniel, Daniel.m.maggin@vanderbilt.edu
Mancil, G. Richard, gmancil@mail.ucf.edu
Mathes, Staci, see Otten, Kaye
McClanahan, Mark, mmclan@ips.org
McDuffie, Kimberly, see Landrum, Tim
McNiff, Matthew, mattmcniff@yahoo.com
Miller, Melissa, see Fenty, Nicole
Mooney, Paul, see Uhing, Brad M.
Murphy, Rory, research@psychiatric-associates.net
Neilsen-Gatti, Shelley, sneilsengat@stthomas.edu
Noll, Mary Beth, see Perdoni, Louis
Nordness, Philip, pdnordness@gmail.com
Olive, Julie, jlo8r4@mizzou.edu
Otten, Kaye, kayeotten@mac.com
Partin, Tara, see Maggin, Daniel
Patton-Bryant, Donna, see Smith, Sheila M.
Perdoni, Louis, urizen.los@gmail.com
Perrin, Nan, nanperrin@clokansas.org

Peterson, Reece, see Serfass, Cindy
Petterson, Hollie, Holliep@updc.org
Pierce, Corey, see Uhing, Brad M.
Portner, Erin, see McClanahan, Mark
Ramos, Kari, kram53@cox.net
Robertson, Rachel, see Maggin, Daniel
Rozalski, Michael, rozalski@geneseo.edu
Ryan, Joseph, jbryan@clemson.edu
Sasso, Gary, see Kirk, James; Anderson, Christine J.
Schultz, Edward, Edward.Schultz@mwsu.edu
Serfass, Cindy, cserfass@westside66.org
Shriner, Jim, see Ganguly, Rahul
Simpson, Rich, see Griswold, Deborah
Smith, Carl, see Bradley, Renée
Smith, Sheila M., Sheila_smith@ocali.org
Stansberry-Brusnahan, Lynn, see Neilsen-Gatti, Shelley
Stichter, Janine, see Olive, Julie
Sutherland, Kevin, kssuther@vcu.edu
Tankersley, Melody, see Landrum, Tim
Taylor, Greg, see Haydon, Todd
Teagarden, Jim, mrt@ksu.edu
Thirkel, Thomas, amssscholar@yahoo.com
Thorne, Stephanie, see Perrin, Nan
Trout, Alexandra, atorkelson-trout2@unl.edu
Tuttle, Jodie, tuts97@cox.net
Tyrrell, Amanda, see Perrin, Nan
Uhing, Brad M., brad.uhing@wichita.edu
Van Loan, Christopher, cvanloan@ufl.edu
Vasa, Stan, svasa1@unl.edu
Warder, Rozanne, rozy.warder@sccardinals.org
Webby, Joseph, see Maggin, Daniel
Wells, Tricia, twells03@earthlink.net
White, Rachel, rwhite_1st@yahoo.com
Wills, Howard, see White, Rachel
Wood, Jamie, see Horton, Ashleigh
Worick, Carmen, see Heimes, Cheryl
Yell, Mitchell, see Bradley, Renée
Young, Cheryl A., youngca@unk.edu

SATURDAY MORNING / PRESENTERS