

SYMPOSIUM 2006:



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

February 23-25

Hyatt Regency Crown Center • Kansas City, Missouri

As always, the 2006 Midwest Symposium for Leadership in Behavior Disorders will address cutting-edge issues of interest to anybody working with students with emotional/behavioral disorders. This year's theme reflects the emphasis of recent federal legislation on improved achievement and academic success of all students, including those with emotional/behavioral disorders. Our comprehensive three-day program starts with full- and half-day workshops on Thursday, followed by breakouts, keynote, posters, exhibits and more.

The 2006 Midwest Symposium for Leadership in Behavior Disorders Is a CCBD-Approved Regional Activity

Friday, February 24

KEYNOTE

8:30-10:00 a.m.

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

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

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

Recipient of MSLBD's 2003 Outstanding Leadership Award

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 23

7:30 a.m. – Registration Opens
9:00 a.m.-4:00 p.m. – Presymposium Workshops
(lunch on your own)
11:30 a.m.-4:30 p.m. – Exhibits

Friday, February 24

7:30 a.m. – Registration Opens
8:00 a.m.-5:00 p.m. – Exhibits
8:30-10:00 a.m. – Keynote, *Hill M. Walker:
Evidence-Based Behavioral Interventions
in Schools: Where We've Been, Where We Are,
and Where We Need to Go*
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. – Posters: Cash Bar and
Complimentary Hors d'Oeuvres

Saturday, February 25

8:00 a.m. – Registration Opens
9:00-10:00 a.m. – Concurrent Sessions
10:15-11:15 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.

REGISTER EARLY – THERE WILL BE NO WALK-IN REGISTRATION.

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

CONCURRENT SESSIONS – FRIDAY

Simplifying Performance Assessment Measures

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

Sensory Integration Ideas and Activities for the Classroom

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

Working with Aggressive and Oppositional Students

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

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

Theresa Earles-Vollrath, Central Missouri State University, Warrensburg, Missouri
Katie Cook, University of Missouri, Kansas City, Missouri
Jeni Ganz, University of Texas, San Antonio, Texas

Does “Highly Qualified” Mean Highly Qualified? The State of NCLB and IDEA 2004 Requirements

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

Who Gets Identified for Special Education? Differences Among Adjudicated Females

Devery Mock, University of Iowa, Iowa City, Iowa

Ten Habits of Highly Effective Teachers of Social Competence

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

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

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

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

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

Writing Strategies for Students with ADHD

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

Modifications and Accommodations for Students with Severe Autism

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

PBIS: Going to Scale in Maryland

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

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

Leslie Byers, Byers Consulting, Ft. Calhoun, Nebraska

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

Christine A. Christie, University of South Carolina, Columbia, South Carolina

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

Brent Daigle, Louisiana State University, Baton Rouge, Louisiana

Integrating Social Skills Instruction into a Guided Reading Curriculum

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

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

Sheila Smith, University of Kansas, Lawrence, Kansas

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

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

Outcomes of Positive Behavior Support Programs at the High School Level

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

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

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

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

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

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

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

Implementing Schoolwide Positive Behavior Supports in Rural Communities

DeAnn Lechtenberger, Texas Tech, Lubbock, Texas
Frank Mullins, Emporia State University, Emporia, Kansas

Functional Communication Training: Fostering Communication in the Natural Environment

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

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

Matthew McNiff and Peggy Snurr, Beatrice Public Schools, Beatrice, Nebraska

IEPs for Kids with ASD: What Should They Look Like?

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

Taking Ownership Through Collaboration

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

Preventing Behavioral Earthquakes

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

Reading Strategies for Secondary-Level Students

Donna Nims, Urbandale, Iowa

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

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

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

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

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

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

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

Karen Pukys, Sopris West Educational Services, Longmont, Colorado

Student Medication: A Prescription for Knowledge and Change

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

Unraveling the Mystery of Interagency Reports: A Primer for Practitioners

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

Sensation Station: Getting on the Right Track

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

Prevalence Study of Psychotropic Medications Prescribed for Children with EBD

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

Developing Function-Based Interventions for Problem Behaviors in the Classroom

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

Continuing ABA Application in the Classroom

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

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

Robert Russell, Janine Stichter, and Connie Divine, University of Missouri, Columbia, Missouri

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

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

Fluency – A Necessary Component of Learning

Judy Wolberg, Sopris West Educational Services, Longmont, Colorado

ADHD Symptoms in Adolescent Spit Tobacco Users and Nonusers

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

Family Violence and Its Impact on Schools

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

Utilizing Therapy Dogs with Students in the Educational Environment

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

Classroom Conditions and Considerations for Managing Behavior

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

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

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

Science and Math Strategies for Middle and High School Students

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

CONCURRENT SESSIONS – SATURDAY

Assistive Technology and Students with EBD

Michael Kallam, Midwestern State College, Wichita Falls, Texas

EBD and Comorbid Conditions

Polly Nichols, University of Iowa, Iowa City, Iowa
Double Sessions

Can Making Friends Be Evidence-Based?

Sharon Maroney, Western Illinois University, Moline, Illinois
Sheri Overton, Driftwood, Texas

Bridging Home and School Interventions – Strategies That Work

Sheila Smith, University of Kansas, Lawrence, Kansas

RIDE: Responding to Individual Differences in Education

Tricia Wells and Ray Beck, Sopris West Educational Services, Longmont, Colorado

Teaching for Generalization of Social Skills: The Secret to Success

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

For program updates, visit www.mslbd.org

Presymposium WORKSHOPS

Advance

Note: Please
please a

Thursday, February 23 – 9:00 a.m.-4:00 p.m.

ALL-DAY WORKSHOP

9:00 a.m.-4:00 p.m.

(one hour for lunch; on your own)

1 Creating a Strategic Environment for Students with Learning and Behavior Problems

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

Victoria Cotsworth, Certified trainer, Strategic Instruction Model, Spring Hill, Kansas

Midwest Symposium
for Leadership in
Behavior Disorders . . .
Continuing to bring the
best to the Midwest

HALF-DAY

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

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

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

Mary Margaret Kerr, University of Pittsburgh
C. Michael Nelson, University of Kentucky (emeritus)

3 Mental Health Issues of Children and Adolescents with EBD

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

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

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

On December 3, 2005, President Bush signed the Individuals with Disabilities Education Improvement Act into law (IDEA 2004). The changes in this reauthorization are sweeping and important. The overarching implication is that special educators must address more than procedural compliance; they must also develop meaningful educational programs that are grounded in science and research-based practice. In this presentation, we briefly review the reauthorization process. Second, we consider two important influences on IDEA 2004. Third, we discuss major changes to the law. We conclude with an examination of how the law will directly affect how special education teachers will work with their students and the way principals direct their special education programs.

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

registration for all presymposium workshops is required

choose either ONE all-day workshop or TWO half-day workshops;
also provide a second choice in case your first choice is full.



WORKSHOPS

5 Environmental Structuring and Instructional Methods for Students with Autism Spectrum Disorders*

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

Katie Cook, University of Missouri, Kansas City, Missouri
Theresa Earles-Vollrath, Central Missouri State University, Warrensburg, Missouri
Jeni Ganz, University of Texas, San Antonio, Texas

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

6 Teaching Social Skills to Learners with Autism Spectrum Disorders*

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

Janine Stichter, University of Missouri, Columbia, Missouri
Maureen Conroy, University of Florida, Gainesville, Florida
NOTE: This session will start at 12:30 p.m. and end at 4:30 p.m.

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

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

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

8 Evidence-Based Strategies to Assist Readers with EBD

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

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

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

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

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

**The following will be a part of Workshops 5 and 6. No separate registration is available for this session:*

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

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

Nancy Mundschenk, University of Southern Illinois, Carbondale, Illinois

Hotel RESERVATIONS

Hyatt Regency Crown Center

2345 McGee St
Kansas City, MO 64108

\$121.00 double/single per night + tax
(No purchase orders, please)

Contact the Hyatt Regency Hotel directly for reservations (816/421-1234; 1-800-233-1234). Be sure to request the special Symposium rate! Accommodations for individuals with disabilities are available.

The Hyatt is centrally located within easy access of Crown Center, Downtown, the Country Club Plaza, the

Freighthouse Art District, and Old Westport. You're also within easy driving distance of Kemper Arena, Truman Sports Complex, and Kansas City International Airport. All-weather swimming, ice skating, gym, steam room, sauna and jacuzzi are available.

Cutoff dates for room reservations: January 20, 2006.

SPECIAL ACCOMMODATIONS

Sign language interpreters provided with advance arrangement. Contact Kirsten McBride at Midwest Symposium for Leadership in Behavior Disorders, P.O. Box 14813, Lenexa, KS 66285; 913/599-3311.

Register Today and \$ave!!

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

Symposium REGISTRATION

Name _____

PLEASE PRINT

Address _____

City _____

State _____ Zip _____

Daytime Telephone (_____) _____

E-mail _____

Position _____

Cancellations received before January 23
are subject to a \$35 administrative fee.

No refunds will be issued after January 23.

REGISTRATION OPTIONS

Please indicate which you will attend:

		After Jan. 23
_____ Presymposium Workshop and Symposium <i>(Thursday, Friday, & Saturday)</i>	\$100	\$120
_____ Symposium <i>(Friday & Saturday only)</i>	\$85	\$105
_____ Presymposium Workshop ONLY <i>(Thursday only)</i>	\$70	\$90

CHOICE OF PRESYMPOSIUM WORKSHOP ON THURSDAY

Note: Please choose either ONE all-day workshop or TWO half-day workshops, (morning and afternoon) as well as a second choice for each.

ALL-DAY WORKSHOP ON THURSDAY

_____ 1. Learning Strategies

HALF-DAY WORKSHOPS ON THURSDAY

Morning

_____ 2. Behavior Management

_____ 3. Mental Health

_____ 4. IDEA 2004: Opportunities and Challenges

_____ 5. Environmental Structuring and Instructional Methods
for Students with ASD

Afternoon

_____ 6. Teaching Social Skills to Learners with ASD

_____ 7. Academic and Social Success for Students with EBD

_____ 8. Evidence-Based Strategies to Assist Readers with EBD

_____ 9. Alternative Schools

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
P.O. Box 14813 • Lenexa, KS 66285 • 913/599-3311 • Fax 913/492-2546

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 \$13.00 for self-parking. For drive-ins, the rate is incremental after the first FREE 3 hours. For example, 2-3 hours: \$6.50; 4-5 hours: \$8.50 (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 KCI, locate the red "KCI Shuttle" golf cart near the baggage claim area or dial "5000" on any white airport courtesy telephone. The ticket agent will advise when the next shuttle departs. Shuttle service is every 30 minutes. Cost is \$15.00 one way; \$25.00 roundtrip. Cab fare is approximately \$45.00 one way.

ADDITIONAL INFORMATION

Kirsten McBride, Conference Coordinator
P.O. Box 14813
Lenexa, KS 66285
913/599-3311; FAX: 913/492-2546

*FOR THE LATEST ON
BEST PRACTICES IN E/BD
Linking Behavior to Academic Success
See You February 23-25
in Kansas City*

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