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MIDWEST SYMPOSIUM FOR LEADERSHIP IN BEHAVIOR DISORDERS

SYMPOSIUM



2007:

*Work Smarter
Not Harder –
Do It With Data*

February 22-24, 2007

Hyatt Regency Crown Center • Kansas City, Missouri

As always, the 2007 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 recent emphasis on the use of Response-to-Intervention and evidence-based practices. Our comprehensive three-day program starts with workshops on Thursday, followed by breakouts, keynote, posters, exhibits and more.

The 2007 Midwest Symposium for Leadership in Behavior Disorders Is a CCBD-Approved Regional Activity

Friday, February 23

KEYNOTE

8:30-10:00 a.m.

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

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

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

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 22

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 23

7:30 a.m. – Registration Opens

8:00 a.m.-5:00 p.m. – Exhibits

8:30-10:00 a.m. – Keynote, *Dan Reschly,
Response-to-Intervention*

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 24

8:00 a.m. – Registration Opens

9:00-11:15 a.m. – Concurrent 2-Hour 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

Tracking Behavior Assessment Methodology and Support Strategies

Michael Couvillon, Drake University, Des Moines, Iowa
Lyndal Bullock, University of North Texas, Denton, Texas
Robert Gable, Old Dominion University, Norfolk, Virginia

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

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

The “Alternative” Alternative School

Larry Roth, *Teresa Baldwin*, and *Zelda Johnston*, USD 353, Wellington, Kansas

Advocacy – You CAN Make a Difference!

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

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

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

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

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

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

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

Addressing the Need for Social Competency for Students with ASD Through a Teacher Training Program

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

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

Carl R. Smith, Iowa State University, Ames, Iowa, and representatives from Southern Prairie Behavioral Team

Outcomes of Positive Behavior Support Programs at the High School Level

Kathleen Lane and *Robin J. Parks*, Vanderbilt University, Nashville, Tennessee

Bullying Among Students with Behavior Disorders and Their Peers

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

The Seclusion-Timeout Debate: What You Need to Know

Jodie Tuttle, Millard Public Schools, Omaha, Nebraska
Kaye Otten, Lee’s Summit Public Schools, Lee’s Summit, Missouri

How to Increase Compliance in Children Who Demonstrate Noncompliance

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

Conflict Resolution Skills and Collaboration

Frank Mullins, Eastern Illinois University, Charleston, Illinois
Diane Miller, Emporia State University, Emporia, Kansas

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

Gaelynn Wolf Bordonaro, Emporia State University, Emporia, Kansas
Frank Mullins, Eastern Illinois University, Charleston, Illinois

Implementing an Effective Districtwide Social Skills Program

Kelly Lee, *Stacey Martin*, *Cindi Barfield*, and *Kaye Otten*, Lee’s Summit Public Schools, Lee’s Summit, Missouri

Implementing Response to Intervention and Schoolwide Positive Behavior Support Within a District Leadership Team Model in Kansas

Rachel Freeman, University of Kansas, Lawrence, Kansas
Cindy Swarner and *Dawn Miller*, Kansas State Department of Education, Topeka, Kansas

Intensive, Individual Interventions Addressing the Behavior-Reading Link

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

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

Brad M. Uhing, Wichita State University, Wichita, Kansas
Paul Mooney, Louisiana State University, Baton Rouge, Louisiana
Michael Epstein, University of Nebraska, Lincoln, Nebraska

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

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

The Effect of Technology on Engagement and Reading Outcomes

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

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

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

Do Evidence-Based Practices for Students with Severe EBD Measure Up?

Michael Hazelkorn, University of West Georgia, Carrollton, Georgia
Bonnie McCarty, College of Charleston, Charleston, South Carolina

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

Sunyoung Ahn, University of Kansas, Lawrence, Kansas

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

Maya Israel, University of Kansas, Lawrence, Kansas

Using Commonsense in Common Settings: Utilizing Active Supervision and Pre-Correction in the “Morning Gym”

Todd Haydon, University of Florida, Gainesville, Florida

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

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

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

Matthew McNiff, Beatrice High School, Beatrice, Nebraska

Using Data to Drive the Use of Timeout and Seclusion Procedures

Staci Mathes and *Cindi Barfield*, Lee’s Summit Public Schools, Lee’s Summit, Missouri

Teaching Effective Alternative Methods

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

Individualized Social Studies: Preventing Problem Behaviors and Increasing Pro-Social Behaviors

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

Reading Strategies for Secondary-Level Students

Donna Nims, PCM High School, Urbandale, Iowa

Preventing Behavioral Earthquakes: The Think Time Strategy

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

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

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

Functional Assessment and Behavior Support for Three Children with Autism

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

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

Marilyn S. Kaff, *Jim Teagarden*, and *Christine Reyes*, Kansas State University, Manhattan, Kansas
Maura Linas, University of Missouri, Kansas City, Missouri

How to Use Timeout Effectively with Students with E/BD

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

The CORE Self-Contained Success Story

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

Assessment of Reading Difficulties Should Include Evaluation of ADHD

David P. Hurford, Pittsburg State University, Pittsburg, Kansas
James Lumley, Salina, Kansas

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

Terri Cooper Swanson, University of Kansas, Lawrence, Kansas
Ronda Schelvan, Washougal, Washington

Understanding the Sustainability of Evidence-Based Practices: Looking to the Evidence to Support What Works

Laura T. Zionts, Eastern Michigan University, Ypsilanti, Michigan
Tachelle I. Banks, Ashland University, Ashland, Ohio

Environmental Arrangement Strategies for Preventing Challenging Behavior in Young Children

Maureen Conroy, University of Florida, Gainesville, Florida

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

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

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

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

What Is the School’s Role in the Medication of Students with E/BD?

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

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

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

Current Trends in the Education of Children and Youth with EBD

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

SPECIAL 2-HOUR SESSIONS SATURDAY

9:00-11:15 a.m.

Effective Practices and Strategies for Children and Youth with Asperger Disorder

Richard Simpson, *Brooke Young*, and *Jennie Long*, University of Kansas, Lawrence, Kansas

IDEA Update

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

Implementing Research-Based Practices to Promote Success for Students with Behavior Disorders in Content-Area Classes

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

Behavioral Strategies for Effective Instruction and Classroom Management

Tim Landrum, University of Virginia, Charlottesville, Virginia
Melody Tankersley, Kent State University, Kent, Ohio

For program updates, visit www.mslbd.org

Presymposium WORKSHOPS

Advance

please al

Thursday, February 22 – 9:00 a.m.-4:00 p.m.

HALF-DAY

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

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

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

Erica Lembke, University of Missouri, Columbia, Missouri, and
Carol Garman, Eugene Field Elementary, Columbia Public Schools, Columbia, Missouri

2 Working with Aggressive and Oppositional Students

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

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

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

3 Addressing Challenging Behavior in Early Childhood: Strategies for Teachers and Trainers

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

Maureen Conroy, University of Florida, Gainesville, Florida

4 Designing Positive Behavior Support Plans for Students with Behavioral Disorders

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

Tim Lewis and **Lori Newcomer**, University of Missouri, Columbia, Missouri

5 Improving Classrooms for Students with Emotional and Behavioral Disorders

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

Joseph H. Wehby, **Daniel Maggin**, **Tara Partin**, and **Rachel Robertson**, Peabody College of Vanderbilt University, Nashville, Tennessee

registration for all presymposium workshops is required

Note: Please select TWO half-day workshops; so provide a second choice in case your first selection is full.



WORKSHOPS

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

6 Smart Teachers, Smart Instruction

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

Sharon Maroney, Western Illinois University-Quad Cities, Moline, Illinois

7 Response to Intervention (RtI): Improving Learning Outcomes for All Students

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

Steven Beldin, Charlotte Smith, and Beth Wood, North Kansas City Schools, Kansas City, Missouri

8 Developing Social Competence: Assessing and Addressing Social Skill Deficits for Students with Autism Spectrum Disorders

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

Janine Stichter, University of Missouri, Columbia, Missouri

9 Running Right Past Ritalin: Non-stimulant Psychopharma- cological Treatment of ADHD

This workshop presents evidence on the effectiveness of non-stimulant medications for youth with ADHD. Although the success of stimulants is well documented, several different classes of new medications have shown promise in treatment of ADHD. Many of the newer medications were FDA approved for other conditions but are now being demonstrated as successful non-stimulant ADHD treatments. This session reviews each of these alternative classes of medications as well as the possibilities developing in the next three to five years. Participants will receive side-effect rating scales for classroom use, brochures describing the newer medications suitable for parent dissemination, and handouts useful for inservice training in their respective districts. Your students' physicians may lack this expertise, but you won't!

Jamie Wood, Pittsburg State University, Pittsburg, Kansas

10 Managing the Cycle of Acting-Out Behavior

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

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

Hotel RESERVATIONS

Hyatt Regency Crown Center

2345 McGee St
Kansas City, MO 64108

\$122.00 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, 2007.

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 22
are subject to a \$35 administrative fee.
No refunds will be issued after January 22.

REGISTRATION OPTIONS

Please indicate which you will attend:

		After Jan. 22
_____ Presymposium Workshop and Symposium <i>(Thursday, Friday, & Saturday)</i>	\$115	\$135
_____ Symposium <i>(Friday & Saturday only)</i>	\$100	\$120
_____ Presymposium Workshop ONLY <i>(Thursday only)</i>	\$85	\$105

CHOICE OF PRESYMPOSIUM WORKSHOP ON THURSDAY

*Note: Please choose TWO half-day workshops (morning and afternoon),
as well as a second choice for each.*

HALF-DAY WORKSHOPS ON THURSDAY

Morning

- _____ 1. Reading – System of Screening and Progress
Monitoring
_____ 2. Aggressive and Oppositional Students
_____ 3. Challenging Behavior in Early Childhood
_____ 4. Positive Behavior Support Plans
_____ 3. Improving Classrooms

Afternoon

- _____ 6. Smart Instruction
_____ 7. RtI: Improving Learning Outcomes for All Students
_____ 8. Social Competence and Students with ASD
_____ 9. Non-stimulant Psychopharmacological Treatment
of ADHD
_____ 10. Managing the Cycle of Acting-Out Behavior

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
Work Smarter Not Harder -
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