

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

Once again, the 2008 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 somewhat untraditional title reflects the issues surrounding evidence-based interventions and practices for students with EDD versus personal/professional judgment, or truthiness. Our comprehensive three-day program starts with workshops on Thursday, followed by breakouts, keynote, posters, exhibits and more.

*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.

The 2008 Midwest Symposium for Leadership in Behavior Disorders Is a CCBD-Approved Regional Activity

Friday, February 22

KEYNOTE

8:30-10:00 a.m.

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 governmental 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, Geneseo, New York; **Barb Huff**, Wichita, Kansas (former executive director with the Federation of Families for Children's Mental Health, Washington, DC); **Rozy Warder**, South Sioux City Community Schools, South Sioux City, Nebraska; **Kaye Otten**, Lee's Summit Public Schools, Lee's Summit, Missouri; and **Linda Geier**, Kansas State Department of Education, Garden City, Kansas

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 21

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 22

7:30 a.m. – Registration Opens

8:00 a.m.-5:00 p.m. – Exhibits

8:30-10:00 a.m. – Keynote, *Getting Beyond Truthiness in the Use of Physical Restraint and Seclusion Timeout*

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 23

8:00 a.m. – Registration Opens

9:00-11:15 a.m. – Concurrent Sessions

11:15 a.m. – Adjournment

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

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

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

Presymposium WORKSHOPS

Thursday, February 21 – 9:00 a.m.-4:00 p.m.

HALF-DAY

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

1. Truth vs. Truthiness: Whom and What Should We Believe?

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

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

This workshop has 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

This workshop addresses 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

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 placed 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

For program updates, go to www.mslbd.org

Advance registration for all presymposium workshops is required

Note: Please select TWO half-day workshops; please also provide a second choice for each in case your first choice is full.



WORKSHOPS

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 Behavioral Disorders

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 in 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

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

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?

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. Participants will learn different intervention options with rationales or research support to back them up.

Sharon Ishii-Jordan, Creighton University, Omaha, Nebraska

10. Opening Doors to Systematic Change

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

CONCURRENT SESSIONS – FRIDAY

Teaching Effective Alternative Methods

Cheryl Heimes and Carmen Worick, Omaha, Nebraska

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

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

Getting It Right: Screening and Identifying Students with Emotional Disturbance

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

Paraprofessionals in Classrooms for Students with EBD

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

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

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

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

Phillip Nordness, University of Nebraska, Lincoln, Nebraska

Choice as an Intervention for Female Residents of a Juvenile Home

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

Thinking About Behavior: Linking Cognitive Assessment Information to Behavioral Interventions

Edward Schultz, Midwestern State University, Wichita Falls, Texas

Autism Spectrum Disorders: Understanding Behavior

Terri Cooper Swanson, University of Kansas, Lawrence, Kansas

Using Opportunities to Respond to Increase Students' Academic and Social Behaviors

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

Social Skills Instruction as a Targeted Group Intervention

Terry Scott, University of Oregon, Eugene, Oregon

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

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

Educational Leaders' Attitudes Regarding Physical Restraint in Educational Settings

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

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

Christopher Van Loan, University of Florida, Gainesville, Florida

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

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

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

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

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

Kathleen Lane, Vanderbilt University, Nashville, Tennessee

A Comparison of Traditional and a Function-Based Token Economy

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

Collecting Districtwide Evidence to Implement Effective Practices for Students with Autism Spectrum Disorders

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

Looking Back to Move the Field Forward: 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

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

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

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

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

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

Mallory Becker, University of Florida, Gainesville, Florida

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

Jim Teagarden, Kansas State University, Manhattan, Kansas

Behavioral Foundations of Classroom Management and Effective Instruction

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

Teacher Praise: From Suggested Practice to Research and Back

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

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

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

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

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

Accommodation Decisions for Students with EBD: Issues and Future Directions

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

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

Jodie Tuttle, Millard Public Schools, Omaha, Nebraska

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

Janine Dorr, Flint Hills Special Education Cooperative, Lebo, Kansas

Oh Rats! Using Rats for Behavior Modification

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

Functional Assessment and Behavior Support for Three Children with Autism

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

Other Health Impaired (OHI) Verification and Behavior Intervention Plans

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

Addressing Driving Safety Concerns in Adolescents with ADHD

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

Defusing Explosive Children: A Collaborative Problem-Solving Approach

Thomas Thirkele, Lenexa, Kansas

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

Maureen Conroy and Kevin Sutherland, Virginia Commonwealth University, Richmond, Virginia; Tod Haydon, University of Florida, Gainesville, Florida

Practical Strategies and Resources to Encourage Growth in the Social, Life, and Organizational Skills of Youth with Autism Spectrum Disorders

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

Strategies to Increase School Completion Rates Among Students with Disabilities

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

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

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

Incidental Teaching of Social Skills: Concrete Strategies for Successful Generalization

Tricia Wells, Creating Student Success, Longmont, Colorado

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

Kimberly Harrison, Washburn University, Topeka, Kansas

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

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

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

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

NOTE: In addition, there will be multiple keynote followup discussion groups.

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

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

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

Legal Developments in General and Special Education

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

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

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*

Behavioral Strategies for Effective Instruction and Classroom Management

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

For program updates, go to www.msibd.org

Hotel RESERVATIONS

Hyatt Regency Crown Center

2345 McGee St
Kansas City, MO 64108

\$123.00 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, and Old Westport.

You're also within easy driving distance of Kemper Arena,
Sprint Arena and new downtown restaurants and develop-
ments, 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 18, 2008.

SPECIAL ACCOMMODATIONS

Sign language interpreters provided with advance arrange-
ment. 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 RESERVATION

Name _____

Address _____

City _____

State _____ Zip _____

Daytime Telephone (_____) _____

E-mail _____

Position _____

Cancellations received before January 18
are subject to a \$35 administrative fee.
No refunds will be issued after January 18.

REGISTRATION OPTIONS

Please indicate which you will attend:

		Postmarked after Jan. 18
_____ Presymposium Workshop and Symposium (Thursday, Friday, & Saturday)	\$115	\$135
_____ Symposium (Friday & Saturday only)	\$100	\$120
_____ Presymposium Workshop (Thursday only)	\$85	\$100

CHOICE OF PRESYMPOSIUM WORKSHOP ON THURSDAY

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

HALF-DAY WORKSHOPS ON THURSDAY

Morning

- _____ 1. Truth vs. Truthiness
- _____ 2. Derailments for Resistance
- _____ 3. Training of Paraprofessionals
- _____ 4. Treatment Options and Medications
- _____ 5. Life with Asperger Syndrome

Afternoon

- _____ 6. Beyond Behavior Management
- _____ 7. RTI for Academics and Behavior
- _____ 8. Functional Behavioral Assessment
- _____ 9. Intervention and Treatment in a Cultural Context
- _____ 10. Systematic Change

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, 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
Truthiness,* Evidence,
and Practices in E/BD
See You February 21-23**

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