

MIDWEST SYMPOSIUM FOR LEADERSHIP IN BEHAVIOR DISORDERS

SYMPOSIUM



2009:

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

February 26-28, 2009

Hyatt Regency Crown Center • Kansas City, Missouri

For the 27th year, the 2009 Midwest Symposium for Leadership in Behavior Disorders will address cutting-edge issues of interest to anybody working with students with emotional/behavioral disorders and autism spectrum disorders. This year's title reflects the issues imperative to meeting the ever-changing and challenging practice for improving the lives of students with EBD and ASD. Our comprehensive three-day program starts with workshops on Thursday, followed by keynote, breakouts, posters, exhibits and more.

The 2009 Midwest Symposium for Leadership in Behavior Disorders Is a CCBP-Approved Regional Activity

Friday, February 27

KEYNOTE

8:30-10:00 a.m.

Looking Back: Looking Forward: Renewing our Commitment

Those involved with the Columbine tragedy learned valuable lessons that point to new directions for those of us dealing with behavior in schools. Fortunately, the pioneers in our field have provided the necessary strong foundation required for this move. Combining the "essentials from the past" with the "comprehensiveness of the future" creates a compelling invitation to renew our commitment to students with behavioral disorders. **Kay Cessna**, Educational Consultant, Centennial, Colorado

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 26

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 27

7:30 a.m. – Registration Opens
8:00 a.m.-5:00 p.m. – Exhibits
8:30-10:00 a.m. – Keynote, *Looking Back: Looking Forward:
Renewing our Commitment*
10:20 a.m.-11:20 a.m. – Concurrent Sessions
11:30 a.m.-12:30 p.m. – Concurrent Sessions
12:30-2:00 p.m. – Lunch (on your own)
2:00-3:00 p.m. – Concurrent Sessions
3:15-4:15 p.m. – Concurrent Sessions
4:15-6:30 p.m. – Poster Session: Cash Bar and
Complimentary Hors d'Oeuvres

Saturday, February 28

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

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

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

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

Presymposium WORKSHOPS

Thursday, February 26 – 9:00 a.m.-4:00 p.m.

HALF-DAY

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

1. Reclaiming Opportunities and Realizing Dreams: Facilitating the Self-Righting Potential of Youth

The young person with multiple risk factors today may, with the application of research-based best practices, blossom into one who moves beyond mere survival to live a full and productive life. This session provides a brief overview of the research on resilience, suggestions for applying lessons learned from research to facilitate the self-righting potential of youth, examples from the literature and the presenter's professional experiences, and additional resources.

Sylvia Rockwell, behavior coach, B.T. Washington Elementary School, Tampa, Florida

2. Planning for the Transition to Adulthood for Youth with Emotional and Behavioral Disabilities: Moving from Compliance to Best Practices

This session will focus on improving post-school outcomes for youth with emotional and behavioral disabilities (ED/BD). Participants will learn about the transition requirements of IDEA 2004 and how to incorporate effective transition planning during IEP and other student planning activities. In addition, models of effective services specifically for youth with ED/BD will be presented. Participants will leave with current information about how to comply with IDEA and an introductory overview of effective practices.

Mary Morningstar and **Juliet Hart**, University of Kansas, Lawrence, Kansas

3. Research-based Practices for Students with Autism Spectrum Disorders

The profusion of "fad" interventions creates challenges for practitioners who are mandated to use empirically-validated interventions for students with ASD. In this session, strategies and interventions with scientific merit for promoting skill acquisition and enhanced functioning for students with ASD will be discussed to enable practitioners to make informed decisions.

Juane Heflin, Georgia State University, Decatur, Georgia

4. Managing Non-Compliance and Defiance in the Classroom

Research data show that non-compliance and defiance are ranked as the most frequent reason for Office Referrals across all grade levels, and teachers have reported that cooperation and following directions are critical skills for student success in schools. In this workshop, participants will receive information and training on understanding non-compliance and defiance, designing intervention plans, and applying a basic approach to various classroom situations.

Geoff Colvin, Behavior Associates, Eugene, Oregon

5. Progress Monitoring and RTI: A Model for Data-Based Decisions

Participants in this session will be introduced to progress monitoring measures used in the basic skills areas of reading, mathematics, and written expression. Use of these measures for data-based decision making in a three-tiered RTI model will be demonstrated and data from schools using this model will be presented.

Todd Busch, University of St. Thomas, Minneapolis, Minnesota; **Erica Lembke**, University of Missouri, Columbia, Missouri; and **Carol Garman**, Columbia Public Schools, Columbia, Missouri

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

6. Understanding the Anxious, Angry and Defiant Student: What Every Educator Needs to Know About Anxiety in Children and Adolescents

Anxiety is the most common mental health problem children and adolescents experience. Unable to soothe or regulate their increased arousal, anxious children are far too commonly misunderstood and misinterpreted in the classroom and at home. Participants will learn to easily recognize signs of anxiety and understand how the arousal of anxiety contributes to many of the behavior problems that they may see in students. Ten essentials to help students improve self-awareness, self-soothing skills and stress tolerance will be presented.

L. Read Sulik, Assistant Commissioner for Chemical and Mental Health Services for the Minnesota Department of Human Services, St. Paul, Minnesota

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

7. Improving Instructional and Behavioral Outcomes for Students with EBD: Classroom Management Practices that Work!

This session will present evidence-based instructional and behavioral practices. The emphasis will be placed on 1) strategies that can be used to prevent challenging behaviors, 2) techniques to employ that address challenging behaviors once they occur, and 3) methods for improving the teacher-student relationships and classroom atmosphere.

Maureen A. Conroy, Virginia Commonwealth University, Richmond, Virginia; and **Peter J. Alter**, University of Louisville, Louisville, Kentucky

8. Dropout Prevention for Students with Disabilities: Addressing Dropout Related Factors at the Local Level

Certain groups of students are at greater risk of dropping out of school as compared to their peers. Students with disabilities are twice as likely to drop out as compared to their non-disabled peers. The highest dropout rates for students with disabilities exist among students with learning disabilities and emotional disturbance. Teachers' roles in dropout prevention are critical. This session will (1) increase participants' understanding of dropout and its effect on students with disabilities, (2) increase participants' understanding of the variables within classroom systems that impact the correlates of dropout, and (3) provide participants with an overview of effective teaching principles and how they relate to academic success for students with disabilities who are at risk of dropping out.

Sandra Covington Smith, Clemson University, Clemson, South Carolina

9. Working out the Wrinkles: A Collaborative Session Geared to Problem Solve Challenging Cases

A panel consisting of a Mediator, Parent Advocate, Administrator, Principal, Teacher, and Parents; through a collaborative effort, will address and offer suggestions for seemingly insurmountable challenges the students are facing or have solved. This workshop will be open for audience participation in the sharing of ideas

or suggestions. The panel will be available to brainstorm cases/questions from the audience. This workshop will benefit parents, teachers, administrators, and advocates.

Richard Whelan, Blue Valley Public Schools, Leawood, Kansas; **Rich Simpson**, University of Kansas, Lawrence, Kansas; **Jane Groff**, Director, KPIRC, Topeka, Kansas; **Doug Eicher**, Missouri Western State University, St. Joseph, Missouri; **Deb Griswold**, University of Kansas, Lawrence, Kansas; and **Kari Ramos**, parent, Topeka, Kansas

10. Promoting Successful Outcomes for Learners with Asperger Disorders and Higher-Functioning Autism Spectrum Disorders: Keys for Effective Practice

This workshop will focus on assisting educators and related service professionals understand and plan for learners with Asperger Disorder and high-functioning autism spectrum disorders. The overall theme of the workshop will be indentifying and correctly using maximally-effective supports and intervention strategies that are most apt to yield positive outcomes. Significant elements of the workshop will include: (a) understanding the nature of Asperger Disorder and higher-functioning autism and the needs of students with these diagnoses; (b) social and behavioral supports for learners with Asperger Disorder and higher-functioning autism; (c) environmental and systems-wide supports and intervention strategies; and (d) teaching academic content to learners with Asperger Disorder and higher-functioning autism. Practical and utilitarian program guidelines and methods will be the primary focus of this workshop.

Rich Simpson, University of Kansas, Lawrence, Kansas; **Kaye Otten** and **Stacey Martin**, Lee's Summit School District, Lee's Summit, Missouri

For program updates, go to www.mslbd.org

Hotel RESERVATIONS

Hyatt Regency Crown Center

2345 McGee St
Kansas City, MO 64108

\$124.00 double/single per night + tax
\$149.00 triple + 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.

Cutoff dates for room reservations: January 19, 2009.

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

SPECIAL ACCOMMODATIONS

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

Register Today and Save!!

Symposium REGISTRATION

Name _____

Address _____

City _____

State _____ Zip _____

Daytime Telephone (_____) _____

E-mail _____

Position _____

Cancellations received before January 16
are subject to a \$35 administrative fee.
No refunds will be issued after January 16.

REGISTRATION OPTIONS

Please indicate which you will attend:

_____	Presymposium Workshop and Symposium <i>(Thursday, Friday, & Saturday)</i>	\$115	Postmarked after Jan. 19 \$135
_____	Symposium <i>(Friday & Saturday only)</i>	\$100	\$120
_____	Pre-symposium Workshop <i>(Thursday only)</i>	\$85	\$100

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. Reclaiming Opportunities and Realizing Dreams
- _____ 2. Planning for the Transition to Adulthood
- _____ 3. Research-based Practices for Students with Autism Spectrum Disorders
- _____ 4. Managing Non-Compliance and Defiance in the Classroom
- _____ 5. Progress Monitoring and RTI

Afternoon

- _____ 6. Understanding the Anxious and Defiant Student
- _____ 7. Improving Instructional and Behavioral Outcomes for Students with EBD
- _____ 8. Dropout Prevention for Students with Disabilities
- _____ 9. Working out the Wrinkles: Problem Solve Challenging Cases
- _____ 10. Outcomes for Learners with Asperger and Autism Spectrum Disorders

PAYMENT

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

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

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

RETURN YOUR REGISTRATION TO:

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

CONCURRENT SESSIONS – FRIDAY

*Logical Consequences: What If They Don't

Jodie Tuttle, Special Ed Consultant/AEA #13, Council Bluffs, Iowa

*Working Effectively with Paraeducators

Sandy Smith, Lee's Summit School District, Lee's Summit, Missouri

*With Open Arms: Creating Supportive School Communities for Socially Challenged Kids

Mary Schlieder, Norris School District, Holland, Nebraska

*Gotta Know, Have to Know, Need to Know

Michalla Schartz, Lincoln School District, Lincoln, Nebraska

*Functional Behavioral Assessment: Focusing on Practical Application

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

*What's In It For Me? Reinforcement Strategies that Work

Matthew McNiff, Behavior Consultant, Educational Service Unit #5, Beatrice, Nebraska

*Reducing the Use of Seclusion Timeout: One District's Story

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

**Indicates Master Teacher Strand*

Improving the Writing Skills and Reading Comprehension of Students with Behavior Problems Using Web-Based Publishing

Melissa Miller, Beverly Shieman, Lara Costa, and Adam Jordan, University of North Carolina, Chapel Hill, North Carolina

Self-Regulated Strategies Development for Improving the Writing Skills of Students At-Risk for Behavior Disorders and Writing Concerns

Kathleen Lynne Lane, Karen Harris, and Steve Graham, Vanderbilt University, Nashville, Tennessee

Using Two Evidence-Based Practices to Decrease Disruptive Behavior and Increase Student Learning During Large Group Instruction

Todd Haydon, University of Cincinnati, Cincinnati, Ohio; and Brian R. Barber, University of Florida, Gainesville, Florida

Enhancing the Efficiency of Paraeducators Through Professional Development of Certified Teachers

Claudia Reinfelds, Olathe District Schools, Olathe, Kansas

When School Rules are Not Enough: Developing Individualized Interventions for Problem Behaviors

Kelly Price and Michael Makhoul, Centennial School of Lehigh University, Bethlehem, Pennsylvania

A Functional Approach to Child Study Teams: Understanding and Solving Problem Behavior

Philip Nordness, University of Nebraska, Lincoln, Nebraska; and Jenni Allen and Nicole Kerst, Alpha School, Omaha, Nebraska

Seclusion and Restraint in Kansas, The Lessons We've Learned

Rocky Nichols, Disability Rights Center of Kansas, Topeka, Kansas

Differentiated Classrooms: Strategies for Effective Teachers Designed to Meet the Needs of "ALL" Students

Frank Mullins, Mei-Ling Li and Melissa Jones, Eastern Illinois University, Charleston, Illinois; and Diane Miller, Emporia State University, Emporia, Kansas

Starting at the Bottom – Tier I Interventions for Students with Special Needs

Molly Ryan, Marysville Junior High School, Marysville, Kansas

Assessment and Intervention for Feeding and Eating Disorders in Youth

Felipa Mersan Riera, Pittsburg State University, Pittsburg, Kansas

Changing Challenging Behaviors Through the Targeted Intervention with Praise (TIP)

Howard Wills and Maura Linas, Juniper Gardens Children's Project, Kansas City, Kansas

Class-Wide Function Based Intervention Teams

Howard Wills, Debra Kamps, and Blake Hansen, Juniper Gardens Children's Project, Kansas City, Kansas; and Skylar Bellinger, Desoto School District, Desoto, Kansas

Emotional and Instructional Supports for Increasing Cognitive Control of Students with Emotional and Behavioral Disorders

Christopher L. Van Loan and Brian R. Barber, University of Florida, Gainesville, Florida

On the Way Home: Academic Aftercare for Youth with Disabilities Departing from Out-of-Home Care

Alexandra Trout, University of Nebraska, Lincoln, Nebraska; and Patrick Tyler, Boys Town, Boys Town, Nebraska

The Response to Intervention Model for Students with Behavioral Disorders: Reports on a Study of Early Interventions

Carl L. Smith, Iowa State University, Ames, Iowa; Steve Blake and Kathy Utterback, Great Prairie Area Education Agency, Ottumwa, Iowa

Educational Programming for Students in Residential Care: The Boys Town Approach

Tanya Wright Sapone and Jacqueline Huscroft, Boys Town, Boys Town, Nebraska

What Do You Know About the Medications Your Students Are Taking?

Joseph B. Ryan, Clemson University, Clemson, South Carolina

Review of Seclusion and Restraint Procedures and Policies

Joseph B. Ryan, Clemson University, Clemson, South Carolina; Reece Peterson, University of Nebraska, Lincoln, Nebraska; Mike Rozalski, SUNY Genesee, Genesee, New York; and Michael Couvillon, Drake University, Des Moines, Iowa

Educating Students with Autism Spectrum Disorders in Inclusive Settings

G. Richmond Mancil, Western Kentucky University, Bowling Green, Kentucky; Maureen Conroy and Samantha Marsh, Virginia Commonwealth University, Richmond, Virginia

School-Wide Professional Development to Differentiate Instruction for All Learners

Kelley A. Lassman, Fordham University, New York, New York

Improving Your Skills in Behavior Management

Sharon Maroney, Western Illinois University, Moline, Illinois

Emotionally Disturbed or Socially Maladjusted: What's in a Name?

Rick Lindskog, Pittsburg State University, Pittsburg, Kansas

The JANUS Project: Judging Accounts of (I)nnovations for Underserved Students

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

Accessing and Implementing What is Known About Effective Practice

Melissa Jones, Frank Mullins and Mei-Ling Li, Eastern Illinois University, Charleston, Illinois

PBS at the Middle Level: Lessons Learned

Suzanne Johnson, Ritenour Middle School, St. Louis, Missouri

Minimizing the Observer Effect Through Video Conferencing Observations

Maya Israel, University of Kansas, Lawrence, Kansas; and Matt McNiff, Educational Service Unit #5, Beatrice, Nebraska

Improving the Emotional and Behavioral Functioning of Youth with In-Home Family Programs

Kristin Duppong Hurley, and Annette Griffith, University of Nebraska, Lincoln, Nebraska

Reaching for Success: Improving Academic Outcomes for Students with EBD

Maria Herbst, Terri Collins, and Julie Green, Clemson University, Clemson, South Carolina

Common Sense Parenting: Behavioral Parent Training as an Intervention for Youth with Problem Behavior

Annette Griffith, University of Nebraska, Lincoln, Nebraska

School-Wide PBIS and Family Involvement: Not a Lost Opportunity

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

Empirical Review of Behavior Intervention Research for Disruptive Behavior in Classroom Settings 1997-2007: A Follow Up Analysis to Stage & Quiroz

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

What Works Clearing House: Reducing Behavior Problems in the Elementary School Classroom

Michael H. Epstein, University of Nebraska, Lincoln, Nebraska

Cultivating Intrinsic Motivation and Reducing Challenging Behavior

Rebecca J. Cook, Eastern Illinois University, Charleston, Illinois

Self-Determination Can Benefit Individuals with Asperger Syndrome

Beth Clavenna-Deane, University of Kansas, Lawrence, Kansas

Direct Instruction Techniques for Creating Positive Learning Environments

M. Susan Clafin and Doug Eicher, Missouri Western University, St. Joseph, Missouri

Teacher Interactions with Students with Behavior/Learning Problems in Inclusive Classrooms

Erik Bentsen, Susan Kingsley, Laurie Ray, and Melissa Miller, University of North Carolina, Chapel Hill, North Carolina

Executive Functioning Deficits of Children with Autism: Classroom Supports and Strategies for Improving Self-Regulation and Social Interactions

Brian R. Barber and Christopher L. Van Loan, University of Florida, Gainesville, Florida; and G. Richmond Mancil, Western Kentucky University, Bowling Green, Kentucky

Functional Behavioral Assessment and Students with Emotional/Behavior Disorders

Peter Alter and Terry Scott, University of Louisville, Louisville, Kentucky; and Maureen Conroy, Virginia Commonwealth University, Richmond, Virginia

Impact and Effectiveness of a State's Implementation of the Safe Schools Initiatives

Sunyoung Ahn, University of Kansas, Lawrence, Kansas

Teaching All Children to Read: The Case for Linguistic Phonics

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

Identifying and Using Effective Methods with Children and Youth with Autism Spectrum Disorders

Richard Simpson, University of Kansas, Lawrence, Kansas

Note: More than 20 poster presentations will be on display at 4:15.

SPECIAL 2-HOUR SESSIONS SATURDAY

9:00-11:15 a.m.

Incorporating Systematic Screening Tools into Three-Tiered Models of Prevention: Identifying and Supporting Students with Behavior Challenges Across the K-12 Continuum

Kathleen Lane, Allison L. Bruhn, and Mary C. Crnabori, Vanderbilt University, Nashville, Tennessee

Legal Developments in Special Education and Students with E/BD

Mitchell Yell, University of South Carolina, Columbia, South Carolina; Antonis Katsiyannis, Clemson University, Clemson, South Carolina; Carl Smith, Iowa State University, Ames, Iowa; and Susan Etscheidt, University of Northern Iowa, Cedar Falls, Iowa

Using Effective Academic Instruction to Improve Learning and Behavior of Students with Emotional/Behavioral Disorders: What We Know and What We Should Know

Kevin Sutherland and Stephen Wright, Virginia Commonwealth University, Richmond, Virginia

Supports and Interventions for Students on the Autism Continuum in the Classroom, at Home, and in the Community: An Interactive Session

Shari L. Hardinger, Shawnee Mission Public Schools, Shawnee Mission, Kansas; Cindy Van Horn, Blue Valley Public Schools, Leawood, Kansas; and Deb Griswold, University of Kansas, Lawrence, Kansas

For program updates, go to www.msibd.org

How to GET THERE

DRIVING IN:

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

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

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

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

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

PARKING:

Parking may be found in the parking facility immediately to the north of the Hyatt. Cost per day for guests staying at the hotel is \$13.50 for self-parking. For drive-ins, the rate is incremental after the first FREE 3 hours. Be sure to get your ticket validated at Guest Services in the lobby. Additional parking is available in the Crown Center complex.

FLYING IN:

To get to the Hyatt from MCI, go to the Super Shuttle Booth in the terminal and state that you "want transportation to Hyatt Regency, Crown Center." Cost is \$17.00 one way; \$27.00 roundtrip. Cab fare is approximately \$50.00 one way.

ADDITIONAL INFORMATION:

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

See You February 26-28, 2009
Lessons Learned... Dreams Achieved... Opportunities Lost...
**FOR THE LATEST ON
BEST PRACTICES IN E/BD**

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

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