

Midwest Symposium for Behavior Disorders Conference on Behavior Issues for School Leaders

October 4 & 5, 2012

University of Kansas Edwards Campus, Overland Park, KS



Intended Audience

This conference is designed for Principals, Assistant or Associate Principals, Deans of Students, Lead Teachers, Behavior Teams, Special Education Directors or Coordinators, and other building leaders.

Conference Goal

The conference will provide evidence-based information and practices to effectively work with behaviorally challenged students and their families. Sessions will be tailored specifically for the needs of building leadership teams working to support positive student behavior, and meet the needs of students with behavioral challenges in their schools.

Why a Conference for School Leaders on “Behavior”?

Research is clear that the prevention of problem behavior and a positive school climate enhance the students' ability to learn. The contributions and support of principals and their leadership teams are crucial to establishing and maintaining a safe and orderly learning environment. School leadership teams need the knowledge and skills to support staff and students in behavior and discipline issues. To meet academic goals for our students and for our schools, improving and supporting the behavior of students in school is essential.

Keynote Presentations

The Cycle of Tantrums, Rage, and Meltdowns: Prevention and Intervention

Brenda Smith Myles, Ph.D., International Speaker and Consultant for the Ohio Center for Autism and Low Incidence

Stress and anxiety are common in children and youth with high functioning autism and Asperger Syndrome and are some of the most frequently observed symptoms in these individuals. The stress experienced by individuals with ASD may manifest itself in many ways, but it sometimes leads to tantrums, rage, and meltdowns. This escalating sequence seems to follow a three-stage cycle: (a) rumbling, (b) rage, and (c) recovery. This sequence can be problematic as many children and youth with ASD often endure the cycle unaware that they are under stress. This session will overview the cycle and discuss strategies that can be used at each stage. In addition, prevention strategies will be discussed because of the combination of innate stress and anxiety and the difficulty that children and youth with ASD have in understanding how they feel, it is important that those who work and live with them understand the cycle of tantrums, rage, and meltdowns as well as interventions that can be used during this cycle.

Moving from Awareness to Sustainable Implementation of School-wide and Classroom Behavior Support

Randy Sprick, Ph.D., Director, Lead Consultant with Safe & Civil Schools

Conceptually, universal behavior support is relatively simple, but getting all staff members in a school to implement with fidelity is extremely challenging. Be sure that your leadership teams learn to address three areas: 1) **processes**—imbed a data-driven continuous-improvement cycle, 2) **politics**—involve the entire staff in choosing priorities for improvement, and 3) **procedures**—arm staff with more and more non-punitive intervention strategies to address identified priorities. Effective implementation can create a self-sustaining cycle: as the staff feels empowered with successful procedures it is increasingly easier to involve staff in the politics and processes of PBIS as a continuous cycle. Participants will leave with specific strategies for establishing or enhancing current Tier 1 implementation to improve school climate, increase student engagement, and reduce misbehavior. John Foster Dulles once said, “The measure of success is not whether you have a tough problem to deal with, but whether it is the same problem you had last year.” This session will focus on what is required to REALLY change the behavioral practices implemented by the entire staff.

Receive
top-quality,
research-
grounded
information
and practices
tailored
specifically
to the needs
of building
leaders who
are
working to
improve the
behavior of
students in
their schools.

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www.mslbd.org/school_leaders_conference.htm

Preconference Workshops

Thursday Morning 9:00 AM–Noon; Additional Fee Applies

Participants may choose to attend one of three sessions. Refreshments and Box Lunch included.

1. Avoiding Errors in IEP Development: What School Leaders Need to Know

Mitchell Yell, Ph.D., University of South Carolina, Columbia

Approximately 80% to 90% of all due process hearings involve issues of free appropriate public education (FAPE). Because students' IEPs are the blueprint of their FAPE, it is critical that school leaders understand the most serious errors that IEP teams make that can lead to violations of IDEA. A procedurally and substantively correct IEP ensures that a student receives a FAPE. On the other hand a procedurally and substantively flawed IEP can deny a student a FAPE, which may be found to be a violation of the IDEA. The purpose of this workshop is to examine the most common errors made by teams when developing students' special education programs and discuss ways to ensure that IEPs are both educationally meaningful and legally sound, this ensuring the provision of FAPE.

2. Providing Students with Significant Behavior a Means to Escape

Jennie Long, Ph.D., University of Kansas, Lawrence

The purpose of this presentation is to provide information to help educators delineate between behaviors. It has been assumed that children labeled "emotionally/behaviorally disordered" have used behavior to acquire attention or escape from tasks, with the "antecedent-behavior-consequence" documentation used to describe the behavioral interactions. Using a model developed by Bruce Perry, MD, Ph.D., the presenter will explain the neurobiological processes at work which may explain another form of behavioral representation known as "stimulus-response" which may explain the behavioral interactions in a way that can help staff align responses with the purpose of the individual. Strategies will be discussed to help empower educators to respond in a manner, which aligns with outcomes to increase the safety of students and educators alike.

3. Electronic Progress Monitoring and Determining Effects of Intervention

Kimberly Vannest, Ph.D., Texas A&M University, College Station

Progress monitoring is an effective intervention, data collection tool, home-school communication, and an opportunity to measure response to intervention programs. This session will review the literature on Daily Behavior Report Cards (DBRC) and demonstrate the use of free and commercial Electronic Daily Behavior Report Cards and progress monitoring systems. A brief overview of Effect Size calculations for determining the magnitude of the behavior change will also be presented.

Special Session Friday Afternoon

Understanding Bullying to Create Systems of Prevention, Intervention, and Support

Timothy J. Lewis, Ph.D., Professor of Special Education, University of Missouri, Columbia, Missouri

Unfortunately bullying is a common problem found in all schools. This session will provide an overview of why students bully and evidence-based interventions to prevent and intervene to reduce the negative outcomes associated with bullying. Particular emphasis will be placed on school-wide systems to create safe learning environments.

Breakout Sessions

Explore, inform, and challenge the issue of behavior from a variety of topics and perspectives
What Every School Leader Needs to Know About...

Thursday

A Discussion and Interaction Session with the Keynote

Brenda Smith Myles, Ph.D., International Speaker and Consultant for the Ohio Center for Autism and Low Incidence

This session will feature Dr. Smith Myles presenting specific intervention to address the prevention and intervention of the tantrum cycle. There will be time set aside for dialog, discussion, and audience questions.

Our Students. . . A Fun Way of Taking an Important "Second Look" . . . That Look Will Surprise You!

David L. Griffin, Sr., Ed.D., Associate Professor and Assistant Dean for Diversity, Kansas State University, Manhattan

This session will actively engage the participants in ways that will cause them to rethink how we treat, teach, encourage, and help students succeed in school. It all depends on whether we as educators are willing to take that "Second Look," understand student's "Culture," and accept the "Ten Tiny Words Of Power"!

A "Restorative Practices Framework" for Developing Alternatives to Suspension and Expulsion

Reece L. Peterson, Ph.D., Professor of Special Education, University of Nebraska – Lincoln

This session will identify an alternative framework for thinking about discipline, which employs the concept of "restorative justice." The session will suggest how schools might employ this framework to modify school discipline practices in order to move away from a dysfunctional, punitive model to one which is more likely to result in changed behavior in students. It also may assist schools to diminish the negative side effects of disciplinary action, which have included minority over representation and students dropping out. The model is also compatible with the principles of PBIS.

Family Engagement: Beyond Random Acts

Jane Groff, Director, Kansas Parent Information Resource Center, Topeka, Kansas

Family engagement, an often overlooked strategy for educational reform, must go beyond random acts and become systemic with sustained approaches that engage families. Effective family engagement strategies can leverage improvements in student learning and promote student success. This session will outline the necessary steps for educators to begin to engage families in the school's learning environment and build strong partnerships to ensure successful outcomes for all children.

Defensibility in Progress Monitoring for Low and High-stakes Decision Making: Selecting, Scaling, and Recording of Behaviors

Kimberly Vannest, Ph.D., Texas A&M University, College Station

Progress monitoring data is useful for accountability and intervention. This one hour session is a more advanced discussion of issues in the defensibility of progress monitoring data for accountability, instructional decision making, and determining response to intervention. We will discuss scaling methods, reliability of intervals (one hour vs. a full day retrospective rating), use of school wide expectations vs. behavioral constructs and measurement of change particularly with variable or "messy" data.

Sponsor

The Midwest Symposium for Leadership in Behavior Disorders (MSLBD) is a non-profit organization that celebrated its 30th Anniversary in February of 2012. MSLBD is proud to sponsor this unique conference for school leaders and their behavior management teams. Upcoming Symposium February 21, 22, & 23, 2013 at the Sheraton Kansas City Hotel at Crown Center. More information at www.mslbd.org/conference.htm

Friday

A Discussion and Interaction Session with the Keynote

Randy Sprick, Ph.D., Director, Lead Consultant with Safe & Civil Schools

This session will feature Dr. Sprick presenting specific details to help leaders sustain change. There will be time set aside for dialog, discussion, and audience questions.

Tips, Tools, & Technologies: Solutions for Individuals with Autism and/or Emotional Behavioral Disorders

Sean Smith, Ph.D., Associate Professor of Special Education, University of Kansas, Lawrence

This session provides interactive, innovative and practical technology-based solutions for the student with Emotional/Behavioral Disorders and/or students with Autism Spectrum Disorder. Participants will learn about: 1) App-based solutions; 2) specific solutions for common challenges; and 3) ways others are integrating technology into the lives of those with EBD and ASD.

What School Leaders Need to Know About the Powerful Impact of a Positive School Climate: Adjusting the Thermostat to Raise Student Performance

Linda Geier, District PBIS Coordinator, Tulsa Public Schools, Oklahoma; Cindy Scarbrough, Principal, Marysville Junior High School, Kansas

Are you aware of what a positive school climate has to offer? Does the climate within the walls of your building feel a bit chilly to newcomers, parents, or groups of students who don't 'fit the mold'? Have you struggled to warm the hearts of staff members and, thus, fallen short of providing a truly supportive environment where diverse populations and/or ideas are welcomed or dealt with in a supportive way? This workshop will connect research to practice by highlighting the critical features of a supportive and empowering school climate. Participants will be provided concrete ideas for adjusting the attitudes and practices of all staff members to become partners in creating a warm and supportive school environment that will nurture students to grow and learn to their highest potential.

Functional Behavior Assessment (FBA) What are the Components Necessary to Create a Meaningful Behavior Intervention Plan (BIP)

Lindsay McKanna, Educational Behavioral Consultant, Project STAY, Topeka, Kansas

Participants will take part in a group activity using real-world student cases and problem solving techniques. Through this participants will learn how to map out the necessary components needed to complete a FBA and then apply that into a data-driven BIP.

The Schedule

Thursday, October 4

- 9:00 – 12:00 **Concurrent Preconference Workshops**
(optional; additional fee applies)
- 12:00 Box Lunch Provided to Workshop Participants
- 1:00 – 2:30 **Conference Begins**
Keynote Presentation – Brenda Smith Myles
- 2:45 – 3:45 Concurrent Breakout Sessions – I
- 4:00 – 5:00 Concurrent Breakout Sessions – II
- 6:00 – 9:30 Evening Social Event!

Friday, October 5 – Conference Continues

- 8:15 – 9:30 Keynote Presentation – Randy Sprick
- 9:45 – 10:45 Concurrent Breakout Sessions – III
- 11:00 – 12:00 Concurrent Breakout Sessions – IV
- 12:00 – 12:30 Box Lunch (provided)
- 12:30 – 2:30 Closing Session – Tim Lewis
- 2:30 Conference Adjourns

Registration Fees

Conference Only: \$255.00, starts Thursday at 1 PM; includes a box lunch on Friday, refreshments and materials

Preconference Workshop Only: \$145.00, choose one workshop, refreshments, box lunch and materials

Preconference Workshop & Conference: \$295.00, all of the above

Online Registration & Credit Card Payment Available from http://www.mslbd.org/school_leaders_conference.htm
15 % discounts available for groups of three or more. Please use the Group Registration form found on the website.

Conference Location

KU Edwards Campus, Regnier Hall, 12610 Quivira Road, Overland Park, KS 66213-2402. Wireless Internet will be available throughout the conference. Map & Directions available from edwards-campus.ku.edu see "Quick Links".

Hotel Information

The Hawthorn Suites by Wyndham Overland Park (approximately 2 miles north of the KU Edward Campus) has a conference rate for King Guest Room \$95.00/night or Double Guest Room \$109.00. Hot tub, pool, complimentary breakfast and many other amenities! 11400 College Blvd., Overland Park, KS 66210; Phone: 913/344-8100; Fax: 913/344-8200; <http://www.hawthorn.com>. **Cutoff date for special room rate: September 3, 2012.**

Flying In

To get to the KU Edwards Campus or Hawthorn Suites by Wyndham of Overland Park, auto rental is recommended. Detailed driving directions will be included in your confirmation letter.

Thursday Evening Social "A Night on the Town"

Join speakers, committee, and other conference participants for "A Night on the Town". Transportation will be provided to Town Center Plaza a shopping, dining, and entertainment district located in Leawood, Kansas. Meet in the hotel lobby at 6:00 to be transported to 119th and Nall Avenue. Participants are free to shop the many stores, catch a movie at the AMC Theatre, relax over a cup of coffee, or enjoy a meal at one of the many restaurants. Be sure to join the group for a time to network and socialize at our at a no-host social from 7:30-9:30 at Yia Yias European Bistro. Return transportation to The Hawthorn Suites by Wyndham Overland Park provided at 9:30 PM.

To Register or Review Breakout Sessions

Visit www.mslbd.org or contact Midwest Symposium for Leadership in Behavior Disorders, Keri Frey, P.O. Box 1683, Manhattan, KS 66505, 785-539-25252, fax 785-539-5232, manager@mslbd.org.

Register Online for 2012 Conference on Behavior Issues for School Leaders

Name _____
 Address _____
 City _____
 State _____ Zip _____
 Daytime Telephone (_____) _____
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 Position _____

Cancellations postmarked before September 20 are subject to a \$35 administrative fee. No refunds issued after September 20.

Choose one of the following registration options:

**Postmarked
After
Sept. 20**

- | | | |
|---|----------|----------|
| <input type="checkbox"/> Conference ONLY | \$255.00 | \$310.00 |
| <input type="checkbox"/> Preconference Workshop ONLY* | \$145.00 | \$200.00 |
| <input type="checkbox"/> Preconference Workshop & Conference* | \$295.00 | \$350.00 |

Group Discounts available:

15% discount for teams of three or more, must register together on group registration form. http://www.mslbd.org/school_leaders_conference.htm

***PRECONFERENCE WORKSHOPS**

If attending a pre-conference workshop, please indicate your 1st choice as well as an alternate choice.

- ___ 1. Avoiding Errors in IEP Development: What School Leaders Need to Know; Yell
- ___ 2. Providing Students with Significant Behavior a Means to Escape; Long
- ___ 3. Electronic Progress Monitoring and Determining Effects of Intervention; Vannest

**SOCIAL EVENT – Thursday 6:00-9:30 PM
“A Night on the Town”**

- I would like transportation to Town Center Plaza.

PAYMENT

Online Registration and Credit Card Payment available at mslbd.org
To process your registration, we require one of the following:

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

**Register Early for the Best Rate!!
No walk-in registration.**

RETURN YOUR REGISTRATION TO:

Midwest Symposium
 P.O. Box 1683
 Manhattan, KS 66505
 785-539-2028; fax: 785-539-5232; manager@mslbd.org



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