



**Midwest Symposium for Leadership  
in Behavior Disorders**

**Conference on Behavior Issues  
for School Leaders**

**October 9 & 10, 2014**

**Hosted at  
University of Kansas Edwards Campus  
B.E.S.T. Conference Center  
Overland Park, KS**

Midwest Symposium for Leadership in Behavior Disorders &  
Conference on Behavior Issues for School Leaders  
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for Leadership  
in Behavior Disorders**

P.O. Box 202  
Hickman, Nebraska 68372  
www.MSLBD.org

## **WELCOME**

On behalf of the Planning Committee of the Midwest Symposium for Leadership in Behavior Disorders we welcome you to the 2014 Conference on Behavior Issues for School Leaders. In planning this meeting, we recognize the critical role that competent and caring school leaders play in addressing the issues related to student behavior in schools. We hope to share with you information and effective practices across a wide range of issues and topics, and offer opportunities to network with your colleagues on these topics.

As with our earlier conferences we chose the specific topics for this conference based on a survey of building leaders - your peers - across our states. Based on that feedback, we have included a discussion session with the keynote speakers and continued the pre-conference workshops. We look forward to socializing with you at "A Night on the Town," we are offering transportation from the Hawthorn Suites by Wyndham Overland Park to *Prairiefire & Corbin Park* shopping and entertainment district, 135<sup>th</sup> Street between Lamar Ave and Nall Ave. Participants will enjoy the engaging places to shop, dine, and be entertained. The shuttle is complementary, there are no hosted activities, and participants are free to explore their choice of dining and activities within the area.

We hope this format meets your needs. Make sure you let us know whether we have hit the mark by filling out the Conference Evaluation Form. We also invite you to assist us in planning future meetings like this one by completing the Topic Survey Form. This form gives us valuable information as we seek to plan topics and sessions that speak to your greatest area of need. If you are interested in becoming part of our advisory board that will give direct input to the planning committee, please visit with one of our committee members. Attendees may request a letter verifying attendance at the conference registration desk for submission of continuing education credit.

As you may know, the planning committee also offers a large national conference in February for a wide range of professionals who serve students with significant social, emotional or behavioral needs. We hope that you will provide information about that conference to your staff.

Think, share, discuss and enjoy!

The Planning Committee

## **2014 School Leaders Conference Planning Committee**

**Linda Geier**, Co-Chair, Positive Behavior Supports Coordinator, Tulsa, Oklahoma  
**Marc Benedetto**, Co-Chair, Westside Community Middle School, Omaha, Nebraska  
**Terry Bigby**, Kansas City Kansas Public School District  
**Joyce Downing**, University of Central Missouri, Warrensburg, Missouri  
**Lisa Bowman-Perrott**, Texas A & M University, College Station, Texas  
**Catherine DeSalvo**, Wagner Middle School, Boys Town, Nebraska  
**Susan Dillinger**, Kansas State University, Manhattan, Kansas  
**Doug Eicher**, Missouri Western State University, St. Joseph, Missouri  
**Deb Griswold**, University of Kansas, Lawrence, Kansas  
**Joan Johnson**, Lee's Summit School District, Lee's Summit, Missouri  
**Reece Peterson**, University of Nebraska-Lincoln, Nebraska  
**Cindy Scarbrough**, Marysville Junior High, Marysville, Kansas  
**Carl Smith**, Iowa State University, Ames, Iowa  
**Cheryl Young**, Montana State University, Billings, Montana  
**Keri Frey**, MSLBD Manager, Hickman, Nebraska

## **2014 Advisory Board Members**

*A special thank you to several individuals who helped provide input regarding issues, trends, and topics that they see as being the most relevant to school leaders and their behavior management teams for this conference.*

**Sherry Dumolien**, USD 232-DeSoto, Kansas  
**SuAnn Grant**, Fort Leavenworth & Easton, Kansas  
**Kevin Miles**, Bellevue Public Schools, Bellevue, Nebraska  
**David Sheppard**, Marion County SPED Coop #617, Kansas  
**Richard Talbott**, Lebanon High School, Missouri  
**Karen Westhoff**, Cooperating School District, St. Louis, Missouri

## THURSDAY, OCTOBER 9, 2014

8:00 a.m. – 5:15 p.m. **Registration/Information Desk Open** BEST BUILDING LOBBY

9:00 a.m. – 12:00 p.m. **PRE-CONFERENCE WORKSHOP** 1<sup>ST</sup> FLOOR BEST BUILDING

**Workshop #1** **Empowering Teachers to Prevent and Manage Problem Behavior: Putting Theory into Practice** BEST ROOM 130

The focus of this presentation is putting theory into practice. This presentation will explain the theory behind effective principles of behavior management and then explain how those principles work in practice. These principles will include effective strategies for school-wide positive behavioral supports and how to empower teachers to prevent and manage problem behaviors within their own classrooms.

**Philip Nordness, Ph.D.**, Associate Professor of Special Education, University of Nebraska at Omaha and **John Cannon**, Principal, USD 405, Lyons, Kansas

**Workshop #2** **Forty Intervention Strategies for Building Student Engagement to Reduce Disciplinary Exclusion and Dropout** BEST ROOM 135

Reducing the use of exclusionary discipline consequences (suspension and expulsion), and reducing student dropout are national goals and are related! This session suggests over 40 strategies, which schools can use as part of a school improvement planning process for both goals. “Strategy briefs” describe each intervention strategy, identify how the strategy fits a three-tiered model of intervention, and describes evidence regarding effectiveness. Strategies describe many interventions related to improving student behavior and graduation rates.

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

**Workshop #3** **Putting the Pieces Together: Promoting Academic, Behavior, and Social Success for Students with Autism** BEST ROOM 125

As the prevalence of individuals diagnosed with Autism continues to rise, school leaders need to be equipped to respond to student, staff, and parent needs. This session will cover the social, communication and behavioral needs of students with Autism, as well as how these impact their academic progress. The session will also include effective, research-based practices for educating students with Autism. Community resources available to staff and parents will be explored. The importance and power of having open, honest, and respectful relationships with parents will be discussed. Finally, a variety of legal and ethical issues that exist regarding the education of students with Autism will be presented.

**Shari Hardinger, M.S.Ed., MSSL**, Autism Behavior Specialist, Shawnee Mission Kansas School District

12:00 – 1:00 p.m. **Lunch provided for Workshop Participants** BEST CONFERENCE CENTER

## THURSDAY AFTERNOON, OCTOBER 9, 2014 CONFERENCE BEGINS

8:00 a.m. – 5:15 p.m. **Registration/Information Desk Open** BEST BUILDING LOBBY

1:00 – 2:30 p.m. **KEYNOTE SESSION 1** BEST CONFERENCE CENTER

### ***How to Coach Teachers to Improve Classroom Management***

Success for students with behavior challenges does not happen by accident, it requires intentional efforts by school personnel beginning with the school leaders. Leaders need to provide meaningful coaching for teachers that is individualized to the teacher's strengths and weaknesses. Dr. Van Acker will discuss key ideas on coaching teachers to improve classroom management based on his 40 years of experience as an educator, researcher, advocate, and consultant.

**Richard Van Acker, Ed.D.**, Emeritus Professor of Special Education University of Illinois at Chicago

2:45 – 3:45 p.m. **SET I - CONCURRENT BREAKOUT SESSIONS**

TOPIC A ***A Discussion and Interaction Session*** BEST CONFERENCE CENTER

***with the Keynote***, Not Repeated

This session will feature Dr. Van Acker and is set aside for dialog, discussion, and audience questions.

TOPIC B **Innovations = Meaningful Outcomes** BEST RM 130

Technology innovations increasingly are viewed as the critical tool for student success from everything to the Common Core to state assessment. This session will focus on innovations (including Apps, mobile devices) that increasingly alter student outcomes in behavior, social emotional development, adaptive skills, and of course, academic achievement. Participants will explore how frameworks like Universal Design for Learning, when aligned with innovative solutions, can alter meaningful inclusion for struggling learners and those with disabilities. Participants will leave with a list of innovative solutions, ideas to embed them in educational interventions, and ways to further evaluate learner outcomes as a result of the technology tools.

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

TOPIC C **The Effect of Disability, Race, and SES on the Length of Time Until Suspension, and What To Do About It** BEST RM 135

### **The Effect of Disability, Race, and SES on the Length of Time Until Suspension, and What To Do About It**

This presentation presents survival, and hazard rates of disciplinary exclusions of students with and without disabilities. These results provide information on the amount of time that passes within a school year for certain groups to receive a suspension. These results are then used to inform times necessary to screen students within a multi-tiered system and planning interventions.

**Mickey Losinski, Ph.D.**, Assistant Professor, Kansas State University, Manhattan, KS

*SET I Concurrent Breakout Sessions continued on next page*

<b>TOPIC D</b>	<b>LEGAL STRAND</b> , Not Repeated <b>The Legal Consequences of Clicking “Send”.</b>	BEST CONFERENCE CENTER
	Although intended to make life easier, emails, text messages, tweets, social networking posts and other forms of electronic communication have potential legal implications. Electronic communication can be considered a business record, a public record, and education record, a special education record or a hearing exhibit. Before clicking “send,” you should consider which category the communication falls into and the implications of that classification. Attorney Karen Hasse will help you make that determination through a review of recent special education cases that address the five categories and their legal significance. You’ll get practical suggestions on how to continue to use these technologies to serve students without jeopardizing your legal position.	
	<b>Karen Haase, Esq.</b> , Harding & Shultz, P.C., L.L.O., Lincoln, NE	
<b>3:45 – 4:00 p.m.</b>	<b>Break with Refreshments</b>	BEST BUILDING LOBBY
<b>4:00 – 5:00 p.m.</b>	<b>SET II – CONCURRENT BREAKOUT SESSIONS</b>	
<b>TOPIC B</b>	<b>Innovations = Meaningful Outcomes</b>	BEST RM 130
	Technology innovations increasingly are viewed as the critical tool for student success from everything to the Common Core to state assessment. This session will focus on innovations (including Apps, mobile devices) that increasingly alter student outcomes in behavior, social emotional development, adaptive skills, and of course, academic achievement. Participants will explore how frameworks like Universal Design for Learning, when aligned with innovative solutions, can alter meaningful inclusion for struggling learners and those with disabilities. Participants will leave with a list of innovative solutions, ideas to embed them in educational interventions, and ways to further evaluate learner outcomes as a result of the technology tools.	
	<b>Sean Smith, Ph.D.</b> , Associate Professor of Special Education, University of Kansas, Lawrence	
<b>TOPIC C</b>	<b>The Effect of Disability, Race, and SES on the Length of Time Until Suspension, and What To Do About It.</b>	BEST RM 135
	This presentation presents survival, and hazard rates of disciplinary exclusions of students with and without disabilities. These results provide information on the amount of time that passes within a school year for certain groups to receive a suspension. These results are then used to inform times necessary to screen students within a multi-tiered system and planning interventions.	
	<b>Mickey Losinski, Ph.D.</b> , Assistant Professor, Kansas State University, Manhattan, KS	
<b>TOPIC E</b>	<b>LEGAL STRAND</b> , Not Repeated <b>Understanding the Legal Implications for Students with Disabilities Related to Bullying and Harassment.</b>	BEST CONFERENCE CENTER
	This interactive session will provide a review including examples from legal cases involving bullying and/or harassment of students with disabilities. Guidance and risk management strategies for the prevention of such situations will be included in the session.	
	<b>Michael G. Norris, Esq.</b> , Norris & Keplinger LLC, Kansas City, MO area and <b>Erin Dugan, Ph.D.</b> , Assistant Superintendent, Olathe Public Schools, Olathe, KS	
<b>6:00 – 9:30 p.m.</b>	<b>Social Event – “A Night on the Town”</b> See Conference Registration/Information Desk for details and complementary transportation from the hotel.	

# FRIDAY, OCTOBER 9, 2014

## CONFERENCE CONTINUES

7:45 a.m. – 2:00 p.m. **Registration/Information Desk Open** BEST BUILDING LOBBY

7:45 a.m. – 8:15 a.m. **Continental Breakfast** BEST CONFERENCE CENTER

8:15 – 9:30 a.m. **KEYNOTE SESSION 2** BEST CONFERENCE CENTER  
**It's Bigger Than That: A District Leader's Perspective on Inclusion**

Dr. Weast has spent 35 years as a school superintendent in districts small and large. His perspective on meeting the needs of students with behavior disorders is not based on direct classroom experience and admits that the horizon looks different from that vantage point than it does at the schoolhouse level. "What I hope you will take away from our time together is a fuller understanding of the complexities and competition inherent in meeting the needs of every child, and potential solutions to the structural and cultural obstacles to the singular challenges of delivering on that promise for children with special needs, from preschool to high school."

**Jerry D. Weast, Ed.D.**, Founder and CEO Partnership for Deliberate Excellence, LLC, North Potomac, Maryland

9:30 – 9:45 p.m. **Break** BEST BUILDING LOBBY

9:45 – 10:45 a.m. **SET III - CONCURRENT BREAKOUT SESSIONS**

TOPIC F ***A Discussion and Interaction Session*** BEST CONFERENCE CENTER  
***with the Keynote***, Not Repeated

This session will feature Dr. Weast and is set aside for dialog, discussion, and audience questions.

TOPIC G **Integrating Reading, Math, Behavior and Social Domains to Achieve Positive Student Outcomes** BEST RM 135

Comprehensive, Integrated, Three-tiered (CI3T) models of prevention address academic, behavioral, and social supports and interventions. When designed, implemented, and evaluated with high fidelity, CI3T models are associated with positive student outcomes. Schools that embrace academic, behavioral, and social supports on a continuum within prevention-based models benefit from general and special education collaboration, universal screening of academics and behavior, data-based decision making, and professional development opportunities.

**Linda Wilkerson, M.S.Ed.** Tertiary Behavior Support Coordinator TASN and  
**Kelcey Schmitz, M.S.Ed.**, Behavior Specialist, TASN, Lawrence, KS

*SET III Concurrent Breakout Sessions continued on next page*

TOPIC H

**Obesity and Asthma and Headaches, Oh My!"  
Physical Health Problems of Youth with Behavioral  
and Emotional Difficulties**

BEST RM 125

The psychosocial challenges facing youth with behavioral and emotional issues are well-documented; however, the physical health of these youth has been largely overlooked. This session will describe the complex interplay between behavior, emotion, and physical health. We will review recent research examining physical health problems among youth with emotional and behavioral difficulties and consider the possible implications of comorbid mental and physical health problems in school settings. Recommendations for working with youth with both behavioral and medical issues will be provided, including practical suggestions for collaborating with medical professionals; incorporating physical health problems into individualized education plans; and educating administrators, teachers, and families on how to address physical health problems within an educational setting.

**Tori Van Dyk, M.A.**, Doctoral Candidate, University of Nebraska-Lincoln

TOPIC I

**LEGAL STRAND**

BEST RM 130

**Behavior Intervention Plans: A Legal Analysis of Issues**

This session will present the IDEA 2004 requirements for Behavior Intervention Plans (BIPs) and provide a review of the case law pertaining to BIPs. The case law on seclusion and restraint will also be overviewed, with a discussion of the presenter's recent manuscript, *Seclusion and Restraint Practices with Students with Disabilities: A Legal Analysis of Issues & Recommendations for Professional Practice*. A specific case involving seclusion and restraint – for which the presenter served as the Administrative Law Judge – will be highlighted.

**Susan Larson Etscheidt, Ph.D.**, Professor of Special Education at the University of Northern Iowa and served as an administrative law judge for special education appeals in Iowa from 1991 to 2010, Cedar Falls, IA

10:45 – 11:00 p.m.

**Break**

BEST BUILDING LOBBY

11:00 a.m. – 12:00 p.m. **SET IV – CONCURRENT BREAKOUT SESSIONS**

TOPIC G

**Integrating Reading, Math, Behavior and Social  
Domains to Achieve Positive Student Outcomes**

BEST RM 135

Comprehensive, Integrated, Three-tiered (CI3T) models of prevention address academic, behavioral, and social supports and interventions. When designed, implemented, and evaluated with high fidelity, CI3T models are associated with positive student outcomes. Schools that embrace academic, behavioral, and social supports on a continuum within prevention-based models benefit from general and special education collaboration, universal screening of academics and behavior, data-based decision making, and professional development opportunities.

**Linda Wilkerson, M.S.Ed.** Tertiary Behavior Support Coordinator TASN and **Kelcey Schmitz, M.S.Ed.**, Behavior Specialist, TASN, Lawrence, KS

*SET IV Concurrent Breakout Sessions continued on next page*

<b>TOPIC H</b>	<p><b>Obesity and Asthma and Headaches, Oh My!” Physical Health Problems of Youth with Behavioral and Emotional Difficulties</b></p> <p>The psychosocial challenges facing youth with behavioral and emotional issues are well-documented; however, the physical health of these youth has been largely overlooked. This session will describe the complex interplay between behavior, emotion, and physical health. We will review recent research examining physical health problems among youth with emotional and behavioral difficulties and consider the possible implications of comorbid mental and physical health problems in school settings. Recommendations for working with youth with both behavioral and medical issues will be provided, including practical suggestions for collaborating with medical professionals; incorporating physical health problems into individualized education plans; and educating administrators, teachers, and families on how to address physical health problems within an educational setting.</p> <p><b>Tori Van Dyk, M.A.</b>, Doctoral Candidate, University of Nebraska-Lincoln</p>	BEST RM 125
<b>TOPIC J</b>	<p><b>LEGAL STRAND</b>, Not Repeated <b>What Color is Your Discipline?</b></p> <p>The U.S. departments of Education and Justice have joined forces to issue guidance on how school leaders can ensure that discipline policies are written and applied in a manner that does not discriminate against racial or ethnic groups. A “Dear Colleague Letter” issued in January, emphasized every school’s obligation to fair and nondiscriminatory discipline and pledged that the departments would continue to investigate all complaints received. This session will give participants a deeper understanding of the legal implications of the “Dear Colleague Letter” and provide suggestions on what schools and districts can do to ensure compliance with the law while maintaining safe and secure learning environments. In addition to legal standards for liability, participants will learn what to expect if a complaint is filed with OCR. Alternatives to suspension and expulsion will also be presented.</p> <p><b>Cynthia Lutz Kelly, Esq.</b>, Topeka Public School, House Counsel and <b>Linda J. Geier</b>, School-wide Positive Behavior Interventions and Supports Coordinator, Tulsa Public Schools</p>	BEST RM 130
<b>12:00 p.m.</b>	<b>Box Lunch</b>	BEST BUILDING LOBBY
<b>12:25 – 1:45 p.m.</b>	<p><b>PANEL SESSION</b> <b>Lunch and Learn: Alternatives to Disciplinary Consequences</b></p> <p>School leaders are charged with ensuring a safe learning environment for all students. At the same time, it is the responsibility of schools to reach and teach students who, sometimes, present extremely challenging behaviors. This discussion will allow participants To join in a “real” discussion centered on putting theory into practice: How do we put the alternatives demonstrated throughout the conference into place in our unique settings?</p> <p><b>Panel: Susan Larson Etscheidt, Cynthia Lutz Kelly, and Reece Peterson,</b> Moderator</p>	BEST CONFERENCE CENTER
<b>2:00 p.m.</b>	<b>Conference Adjourns</b>	

# 2014 Conference on Behavior for School Leaders

## List of Presenters

**John Cannon**  
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**Richard Van Acker**  
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**Jerry D. Weast**  
Founder and CEO Partnership for Deliberate  
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