

Midwest Symposium for Leadership in Behavior Disorders 2017 Conference on Behavior Issues for School Leaders October 12 & 13, 2017



BEST Conference Center on the KU Edwards Campus | 12604 Quivira Road, Overland Park, Kansas

Visit our new website www.mslbd.org and register today!

Building Leaders and their teams will not want to miss this year's Conference on Behavior Issues presented by Midwest Symposium for Leadership in Behavior Disorders. The program includes two exciting keynote addresses, choice of one three-hour pre-conference workshop, breakout sessions, special lunch session, as well as networking opportunities. Don't miss attending sessions from the special strand focused on special education legal issues related to student behavior.

AUDIENCE AND CONFERENCE GOALS

Intended Audience: This conference is designed specifically 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 practical evidence-based information and practices to effectively improve student behavior and work effectively with students with behavioral challenges and their families.

Focus of Sessions: Sessions will be tailored specifically for the needs of building leadership teams who are working to build positive student behavior, reform disciplinary procedures, improve school climate and meet the needs of students with behavioral needs in the schools.

KEYNOTE PRESENTATIONS

THURSDAY, OCTOBER 12, 2017 | 1:00 PM – 2:30 PM

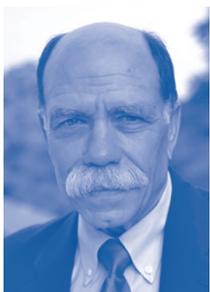


Life's a Pitch! Distinguishing Between Evidence-Based, Unproven, and Pseudoscientific Interventions in Special Education

Jason Travers, Ph.D., BCBA-D, Associate Professor, University of Kansas, Lawrence, Kansas

Education is rife with controversial, unproven, and pseudoscientific interventions. Initiatives often are undertaken based on information provided by publishers that reflect current fads that have limited or unreliable evidence. Unfortunately, providing lists of questionable, ineffective, and evidence-based practices is an ineffective deterrent because fads emerge with astonishing speed and confusion abounds about the meaning of "evidence-based practice." These issues are compounded by slick advertising, enticing testimonials, and bad science and are used to promote sensory integration treatments, balanced literacy, and full inclusion, to name a few. This session will provide attendees with tools to evaluate claims of intervention and program efficacy in order to avoid pseudoscientific and unproven initiatives and interventions. Prominent myths about teaching and learning will be shared along with ways to distinguish between high and low-quality evidence and reliable sources when making decisions about an intervention or initiative. A question and answer session will follow to allow attendees to share experiences, explore issues, and seek solutions to this complex and important problem.

FRIDAY, OCTOBER 13, 2017 | 8:15 AM – 9:30 AM



A Different Perspective, Some Effective Strategies, and a Few Useful Hints for Working with Students Having Behavior Problems

Michael George, Ed.D., Director Centennial School of Lehigh University, Bethlehem, Pennsylvania

This presentation focuses on children and youth experiencing emotional and behavioral problems in schools and how school leaders can help them and their families achieve success. The speaker will illustrate how the beliefs, values, and assumptions that define a school's culture guide the goals we establish for children, the curriculum and interventions we provide them, and the eventual outcomes we will help them achieve. Some common sense strategies will be shared for working with children and youth with emotional and behavioral problems in schools, along with some counter-intuitive but nonetheless effective strategies for facilitating learning and promoting school success.

THREE-HOUR PRE-CONFERENCE WORKSHOPS

THURSDAY, OCTOBER 12, 2017 | 9:00 AM – 12:00 PM | *Extra fee applies; choose one session to attend, lunch included in fee.*

1. Free Appropriate Public Education from Rowley, Van Duyn, to Endrew: Implications for School Leaders

One of the greatest challenges facing leaders in special education is ensuring that students with disabilities who are eligible to receive services under the Individuals with Disabilities Education Act are provided a free appropriate public education (FAPE). The blueprint of a student's FAPE is his or her individualized education program (IEP). Two cases out of the U.S. Supreme Court, Board of Education v. Rowley (1982) and Endrew F. v. Douglas County School District (2017) addressed the procedural and substantive requirements that schools must follow when developing IEPs for students with disabilities. Another important series of FAPE cases, such as Van Duyn v. Baker School District (2007), have addressed another aspect of FAPE, the failure to implement a student's IEP. The purpose of this presentation is to examine school leaders responsibilities in ensuring that students' IEPs meet the procedural and substantive requirements of the IDEA and are implemented with fidelity. The attendees will also discuss procedures that can be used to ensure that IEPs meet these important standards.

Mitchell Yell, Ph.D., Fred and Francis Lester Palmetto Chair of Teacher Education, University of South Carolina, Columbia, South Carolina

2. The Administrator's Role in Positive Behavioral Interventions and Supports

The implementation of Positive Behavioral Interventions and Supports is successful when administrators, both at the building and district level, apply the practices, tools, and framework of PBIS into their daily operations and tasks. This three-hour workshop will review the administrator's role within PBIS. With an emphasis on how to ensure effective, efficient implementation while providing scheduled time to create and collaborate on the session outcomes.

Trisha Guffey, Ed.D., Senior Research Associate, University of Missouri-Columbia, Columbia, Missouri

3. Building and Sustaining Behavioral Support: A Tiered Systems Framework

Research suggests that schools can effectively address problem behavior school wide using tiered systems of prevention and intervention. This session will provide a theoretical rationale for the tiered systems framework, namely, school-wide positive behavior support and describe evidence-based interventions across all tiers: universal (school-wide and classroom), secondary, and tertiary. Attendees will receive resources they can take back to their schools and districts for building and sustaining tiered behavioral supports.

Nicholas Gage, Ph.D., Assistant Professor of Special Education, University of Florida, Gainesville, Florida

Conference Sponsor

The Midwest Symposium for Leadership in Behavior Disorders (MSLBD) is a non-profit organization that hosted its 35th Annual Symposium this past February. MSLBD is proud to sponsor this unique conference for school leaders and their behavior management teams. The upcoming Symposium will be held, February 22, 23, 24, 2018 at the Sheraton Kansas City Hotel at Crown Center. Nominate one of your teachers for the Outstanding Educator Award. Nominations are due November 1. Information about the 2018 Symposium and Awards and Stipends can be found online www.mslbd.org.

BREAKOUT SESSIONS

THURSDAY, OCTOBER 12, 2017 | 2:45 PM - 3:45 PM & 4:00 PM - 5:00 PM

Discussion Sessions with the Keynote Presenter

This session will feature Dr. Jason Travers and allow time for dialog, discussion, and audience questions.

Truancy Diversion: A Cooperative Effort Between the Schools, the County Attorney, and the Juvenile Court

Lincoln Public School students who are “habitually truant” from school may be Petitioned to Juvenile Court to answer a truancy allegation. In three middle schools and four high schools where students experience the highest number of truancy referrals to the County Attorney, the County Attorney offers a voluntary opportunity to divert the truancy filing from Court, complete an in-school diversion program, and have their record sealed upon successful completion of the program. Each of the seven participating schools has a truancy diversion coordinator who works closely with participating students and their families to address truancy issues and academic performance. Each participating student also receives an opportunity to work with an in-home family therapist to address individual needs. If a student improves attendance, achieves passing grades, and participates in therapeutic services, the student graduates the program successfully. If not, the case is referred back to court as a traditional court filing.

Mike Renn, M.A., LMHP, CPC, Truancy Diversion Coordinator, Lincoln Public Schools and **Bruce J. Prenda, J.D.**, Chief Deputy County Attorney, Lancaster County Attorney’s Office, Lincoln, Nebraska with cooperation from the Separate Juvenile Court for Lancaster County, Nebraska

Same Story Different Story: Reducing Disproportionate Discipline Referrals Through Relationship Building

There is a danger in a dominant and single narrative. I have a story. You have a story. Our lives and our cultures are composed of many overlapping stories. How do we learn to see through the vision of our children’s hearts? As we seek to increase time in instruction rather than loss due to disciplinary infractions, we must strive to know what motivates or fails to motivate our student scholars. How do we learn this? We do this through a proactive search for absent narratives—those voices or stories often left out or marginalized. Our approach accepts that there is an achievement gap that is based on a relationship gap of human understanding and meaning.

Sharif Z. Liwaru, M.P.A., Director of the Office of Equity and Diversity, Omaha Public Schools, Omaha, Nebraska

Social Skill Support Strategies for Learners with High-Functioning Autism (Presented Thursday and Friday)

Social skill and social interaction problems, including social excesses, deficits, and failure to understand social situations and expectations, are defining characteristics of High-Functioning Autism Spectrum Disorders (HFASD). Students with HFASD experience significant difficulty interacting with others and forming and maintaining age-appropriate adult and peer relationships; abiding by traditional classroom routines and accepted conduct; and learning and using age-expected personal responsibility and self-management behaviors. These challenges demand that learners with HFASD receive instruction and support in learning and putting into practice age-appropriate social skills. Related to this need this presentation will focus on evidence-based methods that support children and youth with HFASD learning and using appropriate social behaviors in a variety of settings, including school.

Richard Simpson, Ed.D., Professor Emeritus, University of Kansas, Lawrence, Kansas

LEGAL STRAND

Bullying and Harassment of Students with Disabilities: How Should Schools Respond

This session will look at recent case law and OCR guidance to help school personnel understand their responsibilities and potential liabilities when responding to acts of bullying and harassment. In addition to addressing the types of legal claims that acts of bullying or harassment may support, the session will also consider the role social media and electronic communication may play in this arena.

Cynthia Kelly, J.D., Retired General Counsel, Topeka Public Schools, Topeka, Kansas

Revisiting Services, Supports, and the IEP Team Decision-making Process for Students with Challenging Behaviors in Light of Endrew F.

This presentation will focus on the ways in which the U.S. Supreme Court’s 2017 decision in *Endrew F. v. Douglas County School District* will likely change the IEP team decision-making process and the decisions teams make about services, supports, and other issues relevant to students with challenging behaviors.

Andrea Kunkel, J.D., General Counsel, Cooperative Council for Oklahoma School Administration and Executive Director, Oklahoma Directors of Special Services, Tulsa, Oklahoma

FRIDAY, OCTOBER 13, 2017 | 9:45 AM - 10:45 AM & 11:00 AM - 12:00 PM

Discussion Sessions with the Keynote Presenter

This session will feature Dr. Michael George and allow time for dialog, discussion, and audience questions.

Exploring Positive Alternatives to Suspension

The screamers, fighters, pranksters, rabble-rousers and all-around troublemakers need instruction, not a vacation. Too many traditional out of school suspension programs actually reward antisocial behaviors, increase opportunities for misbehavior and deny students critical classroom instruction. The speakers will outline a different, more effective approach that focuses on teaching self-control, decision-making and necessary skills for classroom success.

Catherine DeSalvo, M.S., Supervisor of Multi-Tiered Systems of Support-Behavior, Omaha Public Schools, Omaha, Nebraska and **Mike Meeks, M.S.**, National Training Manager, Boys Town, Nebraska

Trauma Informed Care: Developing Student and Staff Resiliency Through Education and Mindfulness

Developing an understanding of the growing body of research in the area of Trauma Informed Care is essential in today's educational setting. Through this presentation participants will gain an understanding of what Trauma Informed Care is and the importance of applying this knowledge to the educational setting. This presentation provides a review of available research in the area from leading experts taken from a variety of sources as well as look at the impact this information and its application can have in the educational setting based on results at Summit Ridge Academy.

Andy Campbell, Principal, Summit Ridge Academy, Lee's Summit R-7 School District, Lee's Summit, Missouri

Social Skill Support Strategies for Learners with High-Functioning Autism (Presented Thursday and Friday)

Social skill and social interaction problems, including social excesses, deficits, and failure to understand social situations and expectations, are defining characteristics of High-Functioning Autism Spectrum Disorders (HFASD). Students with HFASD experience significant difficulty interacting with others and forming and maintaining age-appropriate adult and peer relationships; abiding by traditional classroom routines and accepted conduct; and learning and using age-expected personal responsibility and self-management behaviors. These challenges demand that learners with HFASD receive instruction and support in learning and putting into practice age-appropriate social skills. Related to this need this presentation will focus on evidence-based methods that support children and youth with HFASD learning and using appropriate social behaviors in a variety of settings, including school.

Richard Simpson, Ed.D., Professor Emeritus, University of Kansas, Lawrence, Kansas

LEGAL STRAND | Two-Part Session

Developing Educationally Appropriate and Legally Sound Behavioral IEPs: Federal Guidance and Litigation

On August 1, 2016, the Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education issued federal guidance to administrators of public schools that addressed developing IEPs for students with behavioral problems. Specifically, the purpose of the guidance letter was to (a) encourage school administrators to develop school environments that are safe, supportive, and conducive to teaching and learning; and (b) inform administrators and teachers of the importance of establishing predictable, consistent, and reinforcing classroom environments; and (c) apprising IEP team members of the content requirements related to developing special education programs that use positive behavioral supports and positive program modifications. The purpose of this presentation will review this important federal guidance document and related litigation that have addressed the necessity of writing educationally appropriate and legally sound IEPs for students with disabilities who exhibit problem behaviors.

Mitchell Yell, Ph.D., Fred and Francis Lester Palmetto Chair of Teacher Education, University of South Carolina, Columbia, South Carolina

SPECIAL FRIDAY LUNCH SESSION | 12:00 PM - 1:30 PM

Proactive Responses to Aggressive Behavior, from the Classroom, School and District Perspective

The panel will discuss the challenges in responding proactively to behavior that puts students, staff, schools and districts in jeopardy. Participants will discuss what structures and strategies are in place to protect the physical, emotional and professional safety of students and staff.

Panel Members: **Kara Saldierna**, Omaha Public Schools, Omaha, NE; **Andy Campbell**, Lee's Summit R-7 Schools, Lee's Summit, MO; **Jodie Tagel**, Westside Community Schools, Omaha, NE; **Moderator:** **Joan Johnson**, MSLBD Planning Committee Member

THE SCHEDULE

Thursday, October 12

9:00 AM – 12:00 PM	Concurrent Preconference Workshops (optional; additional fee applies)
12:00 PM	Lunch Provided to Workshop Participants
1:00 PM – 2:30 PM	CONFERENCE BEGINS Keynote Presentation – Jason Travers
2:45 PM – 3:45 PM	Concurrent Breakout Sessions – I
4:00 PM – 5:00 PM	Concurrent Breakout Sessions – II
5:30 PM – 7:00 PM	Social Event

Friday, October 13

8:15 AM – 9:30 AM	Conference Continues Keynote Presentation – Michael George
9:45 AM – 10:45 AM	Concurrent Breakout Sessions – III
11:00 AM – 12:00 PM	Concurrent Breakout Sessions – IV
12:00 PM – 1:30 PM	Box Lunch (provided)
1:30 PM	Conference Adjourns

REGISTRATION (15% discount for teams of three or more will be automatically applied to your registration)

Register online from our website: www.mslbd.org

Choose one of the following registration options:		After Sept. 22
Preconference Workshop & Conference (Lunch & Refreshments Thursday & Friday)	\$295.00	\$350.00
Conference ONLY (begins Thursday at 1 PM; Lunch Friday Only & Refreshments)	\$255.00	\$310.00
Preconference Workshop ONLY (Includes Thursday Lunch)	\$145.00	\$200.00

CONFERENCE LOCATION

The Conference on Behavior Issues for School Leaders is a MSLBD programmed and sponsored event that is located at KU Edwards Campus - BEST Conference Center, 12604 Quivira Road, Overland Park, Kansas, located approximately two and a half miles south of Interstate 435 on the south side of Kansas City. Ample free parking is available on campus.

OVERNIGHT ACCOMMODATIONS

Hilton Garden Inn Olathe

12080 S. Strang Line Road, Olathe, KS 66062
913-815-2345, www.olathe.hgi.com

Cut-Off Date: September 20, 2017 - \$129.00 per night, plus taxes. Choose one king-sized bed or two double beds, this special rate includes a freshly prepared breakfast in the hotel restaurant. Please confirm your reservation in advance of the cut-off date as requests will be confirmed on a space-available basis. First night's deposit or credit card guarantee is required with each reservation. If a cancellation notice is received by our Reservations Department at least 24 hours in advance of scheduled arrival, a full refund will be made.

Check out time is 11:00 a.m. To minimize a check-in delay, we recommend arrival after 4:00 p.m.

The hotel is located approximately 3 3/4 miles northwest of the KU Edwards Campus/Conference Center near I-35 and 119th Street.

SOCIAL EVENT

5:30 – 7:00 PM, Thursday, October 12

Hilton Garden Inn Olathe – “Happy Hour” Complimentary Beverage and Appetizers sponsored by MSLBD.

Midwest Symposium for Leadership in Behavior Disorders

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2017 Conference on Behavior Issues for School Leaders

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Name: _____

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Receive immediate confirmation of your registration by using our Online Registration system. Secure payment with a credit card, purchase order, or by check.

PRECONFERENCE WORKSHOPS

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

- ___ 1. Free Appropriate Public Education from Rowley, Van Duyn, to Endrew: Implications for School Leaders
- ___ 2. The Administrator's Role in PBIS
- ___ 3. Building and Sustaining Behavioral Support: A Tiered Systems Framework

Register Online, Send Fax, or Mail

Choose one of the following registration options:

After Sept. 22

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

15% discount for teams of three or more will be automatically applied to your registration.

***Cancellations** postmarked on/before September 22 are subject to a \$35.00 administrative fee, no refunds will be given after September 22. Substitutions are permitted without penalty.*

DIETARY RESTRICTIONS

- I require an alternate choice for lunch. _____

PAYMENT

- Check payable to Midwest Symposium
- Agency purchase order enclosed
- Online Registration and Credit Card Payment available

Midwest Symposium
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HOTEL RESERVATIONS SHOULD BE MADE SEPARATELY