**Midwest Symposium for Leadership in Behavior Disorders**

**Conference on Behavior Issues for School Leaders**

October 8 & 9, 2015

**BEST Conference Center • 12604 Quivira Road, Overland Park, Kansas**

Visit our 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 conference includes two outstanding keynote addresses, two outstanding pre-conference workshops, 11 breakout sessions, lunch and learn, 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 in 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 student 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 8 | 1:00 PM – 2:30 PM**

Supports for Students Experiencing Ongoing Struggles with School Behavioral Success

This keynote will share a comprehensive approach to supporting schools whose behavior programs help them with experiencing school success. Both school and classroom leaders will be presented, and an emphasis will be placed on supporting teachers in implementing effective supports.

**Von Jones, Ph.D., Professor Emeritus, Grad School of Education and Counseling, Lewis & Clark College, Salisbury, Oregon**

**FRIDAY, OCTOBER 9 | 8:15 AM – 9:30 AM**

Whole School Responsibility for Ensuring FAPE: What Special Education Teachers Want Their School Leaders to Know

This keynote will focus on the principal as the leader of the whole school. General and special education teachers have specific needs relating to special education. The more a principal knows, the more supportive the role will be – and the better the overall services will be for children with disabilities.

**David Bateman, Ph.D., Professor, Educational Leadership & Special Education, Shippensburg University, Shippensburg, Pennsylvania**

**REGISTER ONLINE FOR 2015 Conference on Behavior Issues for School Leaders**

Name
Address
City
State Zip
Daytime Telephone (________)
E-mail
Position

Choose one of the following registration options:

- Conference ONLY
  - $255.00
  - $200.00

- Conference and Workshop
  - $350.00
  - $300.00

- Conference and Workshop with Conference
  - $450.00
  - $400.00

**PRE-CONFERENCE WORKSHOPS SESSION**

**THURSDAY, OCTOBER 8 | 9:00 AM – 12:00 PM**

Extra fee applies; participants choose one session to attend 9:00 AM – 12:00 PM Thursday. Lunch included in fee.

1. Effective Set-Up and Operation of a Self-contained or Resource Classroom Serving Students with EBD and/or Mental Health Disorders

   Given the rise in the number of students and the severity of their disorder, more and more schools are finding the need to operate specialized cross-categorical, specialized classrooms and/or alternative settings to serve children and youth whose behavior makes education within the general education classroom inappropriate. Efforts to prevent inclusion have reduced the full continuum of services available within many school districts. Given larger class sizes and increased pressures to meet higher and higher academic standards, the school simply does not have the ability to meet the emotional and behavioral needs of these students making their classroom less likely to meet IDEA and FAPE requirements. Students with emotional, behavioral, and mental health disorders frequently display both significant learning problems and challenging behavioral characteristics that must be addressed proactively across the instructional day. This workshop will explore critical features needed for an evidence-based classroom instructional program reasonably suited to meet the diverse needs of a multi-exceptional/disabled classroom. Participants may wish to bring information related to the student population they serve in order to attend and participate.

   **Andrea Kunkel, Esq., Assistant Professor, Special Education, University of Illinois – Chicago, Chicago, Illinois**

2. What Principals Need to Know About 504 and Other Tips to Prevent Litigation

   504 is not just IDEA light. There are very important points school leaders must understand when working with students with disabilities. Additionally, this session will also include strategies to prevent litigation related to students with disabilities and provide tips for working with special parents.

   **David Bateman, Ph.D., Professor, Special Education, Shippensburg University, Shippensburg, Pennsylvania**

3. You’re Not Screwing The Nuts and Bolts of Behavior for Education Leaders

   Students with (and without) disabilities may engage in behavior that is disruptive to educational progress. A common response is to apply consequences strategies that motivate the student, including removal systems like a token economy, planned ignoring, and punishment like the loss of privileges. Education return to those tactics because they are effective. Students in the past; their teaching behavior has been reinforced by positive student responses. But there are students who fail to respond to these interventions and, in most cases, teachers and administrators are baffled. The result often is escalated behavior, more restrictive educational placements, deployment of unproven tactics like sensory integration strategies, and sometimes the use of physical and chemical restraint. This session will explore reasons why students fail to respond to behavior interventions and how to proceed with particularly challenging students.

   **Jason Taylor, M.D., B.C.-D., Assistant Professor, Special Education, University of Kansas, Lawrence, Kansas**

**SPECIAL LEGAL STRAND**

The conference will once again feature the popular legal strand as part of the breakouts sessions offered Thursday afternoon and Friday morning. Sessions are presented by two attorneys alternating on these issues.

**Bullying & Students with Disabilities, Andrew Kankel, Esq.**

**Behavior & Discipline of Students with Disabilities: The Interaction of FAPE & Equity, Andrew Kankel, Esq.**


**Providing FAPE in the LRE for Students with emotional behavioral and mental health disorders, Monica Conrad, Esq.**

**For Questions, Call: (402) 875-6545; manager@mslbd.org**

**P.O. Box 202 • Hickman, NE 68372**

**Call: (402) 792-3057; Fax: (402) 875-6545; manager@mslbd.org**

**M.S.L.B.D. PO BOX 202 • HICKMAN, NE 68372**
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KEYNOTE PRESENTATIONS

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Supports for Students Experiencing Ongoing Struggles with School Behavioral Success

This keynote will share a comprehensive approach to supporting students whose behavior poses threats from experiencing school success. Both school and classroom factors will be presented, and an emphasis will be placed on supporting teachers in implementing effective supports.

Vern Jones, Ph.D., Professor Emeritus, Graduate School of Education and Counseling, Lewis & Clark College, Portland, Oregon

FRIDAY, OCTOBER 9 | 8:15 AM – 9:30 AM
Whole School Responsibility for Ensuring FAPE: What Special Education Teachers Want and Need from their School Leaders

This keynote will focus on the principal as the leader of the whole school. General and special education teachers have specific needs relating to special education. The more a principal knows, the more supportive he or she will be – and the better the overall services will be for children with disabilities.

David Bateman, Ph.D., Professor, Educational Leadership & Special Education, Slippery Rock University, Slippery Rock, Pennsylvania

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Name 
Address 
City, State Zip 
Daytime Telephone/Email 
Position 

Choose one of the following registration options:
Alpha Sept. 30
Conference ONLY $255.00 $310.00
Preconference Workshop ONLY $145.00 $200.00
Conference Workshop & Conference $295.00 $350.00

15% Team Discounts:
Teams of 2 or more registering together use code discount "SC15" Cancelations posted no later than September 25 and subject to a $25 administrative fee. No refunds issued after September 29, substitutions allowed.

RETURN YOUR REGISTRATION TO:
Midwest Symposium P.O. Box 202
BD Leadership in Behavior Disorders Holman, NE 68532
402-750-3352; fax 402-675-4154; manager@mslbd.org

*SPECIAL CONFERENCE WORKSHOPS

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

1.  Effective Set-Up and Operation of a Self-contained or Resource Classroom; Richard Van Acker
2.  What Principals Need to Know about 504 and Other Tips to Prevent Litigation; David Bateman
3.  You’re Not Served: The nuts and Bolts of Behavior for Education Leaders; Jason Havener

SOCIAL EVENT – Thursday 6:00-9:30 PM
I would like to attend the social event and transportation.
DIETARY RESTRICTIONS
I require an alternate choice for lunch.
PAYMENT
Agency purchase order enclosed
Online Registration and Credit Card Payment available

HOTEL RESERVATIONS MADE SEPARATELY

PRE-COMMITMENT WORKSHOP SESSIONS

THURSDAY, OCTOBER 8 | 9:00 AM – 12:00 PM
Extra fee applies; participants choose one session to attend 9:00 AM – 12:00 PM Thursday. Lunch included in fee.

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Given the rise in the number of students and the severity of their disorders, more and more schools are finding the need to operate specialized cross-curricular, specialized classrooms and/or alternative settings to write some children and whose behavior makes education within the general education classroom inappropriate. Efforts to prevent include the full continuum of services available within many school districts. Given larger class sizes and increased pressures to meet higher and higher academic standards, the academic teacher simply does not have the time to meet the emotional and behavioral needs of these students making their classroom less likely to meet IDEA and FAPE requirements. Students with emotional, behavioral and mental health disorders frequently display both significant learning problems and challenging behavioral characteristics that must be addressed proactively across the instructional day. This workshop will explore critical factors needed for the implementation and instrumental program proactively linked to the student needs of a multi-exceptional/disability classroom. Participants may wish to bring information related to the student population they serve or wish to serve and a listing of available resources.

Mark Van Acker, Ed.D., Professor Emeritus, Special Education, University of Illinois – Chicago, Chicago, Illinois

2.  What Principals Need to Know About 504 and Other Tips to Prevent Litigation

504 is not just IDEA light. There are very important points school leaders must understand when working with students with disabilities. Additionally, the session will also include strategies to prevent litigation related to students with disabilities and provide tips for working with parents.

David Bateman, Ph.D., Professor, Special Education, Slippery Rock University, Slippery Rock, Pennsylvania

3.  You’re Not Served: The Nuts and Bolts of Behavior for Education Leaders

Students with (and without) disabilities may engage in behavior that is disruptive to educational progress. A common response is to apply consequence strategies that motivate the child, including removal systems like a token economy, planned ignoring, and punishment like the loss of privileges. Educators return to these tactics because they’ve been effective for some of their students in the past; their teaching behavior has been reinforced by positive student responses. But there are students who fail to respond to these interventions and, in most cases, teachers and administrators are baffled. The result often is escalated behavior, more restrictive educational placements, deployment of unpunished tactics like sensory integration strategies, and sometimes the use of physical and chemical restraint. This session will explore reasons why students fail to respond to behavior interventions and how to proceed with particularly challenging students.

Jason Havener, Ph.D., BCBA-D, Assistant Professor, Special Education, University of Kansas, Lawrence, Kansas

Legal Strand

Restraint & Seclusion of Students: What Federal Guidelines and State Laws Mean for School Personnel,

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Monica Conrad, Esq.

Preventing Litigation;  David Bateman

BEHAVIOR & DISCIPLINE OF STUDENTS WITH DISABILITIES: The Intersection of FAPE & Equity,

Behavior & discipline of students with disabilities often is escalated behavior, more restrictive educational placements, deployment of unpunished tactics like sensory integration strategies, and sometimes the use of physical and chemical restraint. This session will explore reasons why students fail to respond to behavior interventions and how to proceed with particularly challenging students.

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Behavioral & Discipline of Students with Disabilities: The Intersection of FAPE & Equity, Andra Kankel, Esq.

Bullying & Students with Disabilities: The Intersection of FAPE & Equity, Andra Kankel, Esq.

Beckstrand & Beckstrand of Beckstrand & Beckstrand, PC, and Laura Person and Monica Conrad, Esq.

PROVIDING FAPE in the LIE for Students with emotional & behavioral and mental Health Disorders, Monica Conrad, Esq.

**SPECIAL LEGAL STRAND**

The conference will once again feature the popular legal strand as part of the breakout sessions offered Thursday afternoon and Friday morning. Sessions are presently being allotted among those proposed on these issues.

Bullying & Students with Disabilities, Andra Kankel, Esq.

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REGISTER [discount for teams of 3 or more - use discount code: “SLCT”]

FRIDAY BREAKOUT SESSIONS | OCTOBER 9 | 9:45 AM - 10:45 AM & 11:00 AM - 12:00 PM

Let’s Put It in Play! That’s the Strategy for Reducing the Need for Restraint and Seclusion

With the need to maintain a safe environment for all students, restraint and seclusion has been necessary for many school districts. This session will discuss the strategies for reducing the need for restraint and seclusion. We will identify the need for restraint and seclusion and how to address it.

Matt MUELLER, Behavior Consultant, Educational Service District #117, Benton, NE

It’s My Fault! Please Help Me!

Why are so many of our students suffering from emotional distress? And, how can school counselors be prepared to provide needed guidance to support our students? This session will explore the relationship between depression and suicide. In addition, research will be presented that offers a framework for intervention and treatment.

Elizabeth McLinico-Smith, Ph.D., Consultant, Ankeny, IA

The tip of the iceberg: Afterschool Activity and Behavior Change

With the recognition of students with behavioral spectrum disorders, school districts are increasingly faced with the challenge of understanding and effectively supporting students who may exhibit unique, unexpected, or problematic behaviors. This session will provide an overview of common characteristics of behavior problems and examples of proactive (preventive) strategies designed to support the student while decreasing the likelihood of problematic behavior occurring will be included.

Michelle Henson, M.Ed., BCBA, Behavior Analyst, ASD Network, University of Nebraska-Lincoln

The legal and regulatory landscape for students with emotional behavioral and mental health disorders

This session will first describe the issues leading to calls for more regulation on how students are restrained or placed in seclusion in school. The 2012 guidance from the Federal Department of Education on restraint and seclusion includes 15 principles for the use of restraint and seclusion that schools are required to follow. The session will include a panel of experts from multiple disciplines.

Melissa Henson, M.Ed., BCBA, Behavior Analyst, ASD Network, University of Nebraska-Lincoln

FRIDAY LEGAL STRAND SESSIONS

Restriction & Seclusion of Students: Federal & State Guidelines and Laws Mean for School Personnel

This session will cover the legal and regulatory landscape for students with emotional behavioral and mental health disorders. It will provide an overview of common characteristics of behavioral problems and examples of proactive (preventive) strategies designed to support the student while decreasing the likelihood of problematic behavior occurring will be included.

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Providing FAPE in the LRE for Students with Emotional Behavioral and Mental Health Disorders

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Melissa Henson, M.Ed., BCBA, Behavior Analyst, ASD Network, University of Nebraska-Lincoln
The problem of bullying in schools is a serious concern. Bullying is one of the most pervasive issues facing school-aged youth. Consequently, school administrators must be aware of the defining characteristics of bullying, factors that place students at greater risk of involvement, and evidence-based practices for reducing bullying within school environments.

Howard Wills, Ph.D., Associate Professor, University of Missouri, Columbia, MO

Ellen McGinnis-Smith, Ph.D., Professor of Special Education, University of Missouri; Co-Director, OSEP Center for PBIS; Co-Director MU Center for School Behavior and Health, Kansas City, Kansas

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Bullying is one of the most pervasive issues facing school-aged youth. Consequently, school administrators must be aware of the defining characteristics of bullying, factors that place students at greater risk of involvement, and evidence-based practices for reducing bullying within school environments.

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FRIDAY BREAKOUT SESSIONS | OCTOBER 9 | 9:45 AM - 10:45 AM & 11:00 AM - 12:00 PM

Let’s Put It in Pe! That’s for the Birds!

The need to maintain a safe environment for all students, restraint and seclusion has become necessary for many school districts. Behavior problems that require restraint and seclusion intervention have been abundant and well-documented. For this reason, it is imperative that school districts begin to look for ways to reduce the use of these controversial methods of de-escalation. This session will address the conflict of styles and strategies in the use of every step of de-escalation behavior training including when the use of restraint and seclusion is necessary. Additionally, participants will take away strategies to help their staff reduce the need for restraint and seclusion before they perform when they are necessary.

Matt Mullan, Behavior Consultant, Educational Service District #5, BSTT, Benton, NE

It’s My Fault! Please Help Me!

Why are so many of our students suffering from emotional distress? And, how can school personnel be expected to provide needed emotional support to students who are struggling? Professor Dr. Chad Rose will discuss the latest research on emotional distress in special education students and how it has been delineated from bullying in this field. Additionally, Mr. Rose will also delineate the importance of training administrators and leaders in this school-wide approach.

Chad Rose, Ph.D., Behavior Analyst, NE ASD Network, University of Nebraska-Lincoln

Behavior in the Classroom: Antisocial Behavior and Discipline Problems

The thematic presentation of students with an antisocial spectrum disorder, school districts are increasingly facing the challenge of understanding and effectively supporting students that may exhibit unusual, problematic or disruptive behaviors. This session will provide an overview of components of an evidence-based behavioral intervention model used to prevent the examples noted above. Discussion will focus on elements of proactive (prevention) strategies designed to support the student while decreasing the likelihood of problematic behavior occurring will be included.

Melinda Henson, M.Ed., BCBA, Behavior Consultant, Educational Service District #5, Beatrice, NE

Developing and Assessing Programs for Students with EBD (Keynote Follow-up Session)

Multi-Tiered Systems of Support are increasingly advocated as a framework to provide effective, preventative, and individualized supports to students with emotional or behavioral disturbance. This session will provide an overview of MTSS and discuss the vital role school administrators and leaders play in this school-wide approach.

Tim Lewis, Ph.D., Associate Professor of Education, University of Minnesota; Co-Directs the Center for PreK-12, Minneapolis, MN

Risk and Protective Factors Associated with Bullying Involvement: What Every Administrator Should Know

Bullying is one of the most pervasive issues facing school aged youth. Consequently, school administrators must be aware of the defining characteristics of bullying; factors that place students at greater risk of victimization; and evidence based practices for reducing bullying within the nation’s schools. Therefore, this session will outline federal harassment laws, explore the difference between traditional peer-to-peer bullying and cyberbullying; identify risk and protective factors associated with bullying involvement; and recommend evidence based practices for reducing bullying among the nation’s youth.

Chad Rose, Ph.D., Associate Professor of Education, University of Minnesota, Morris

FRIDAY LEGAL STRAND SESSIONS


This session will focus on the issues relating to the implementation of the laws, guidelines and regulations of the Federal Government and the implementation of the laws in schools. Therefore, this session will outline federal harassment laws, explore the difference between traditional peer-to-peer bullying and cyberbullying; identify risk and protective factors associated with bullying involvement; and recommend evidence based practices for reducing bullying among the nation’s youth.

Melissa Hannan, M.Ed., BCBA, Behavior Analyst, ASD Network, University of Nebraska-Lincoln

“The Tip of the Iceberg: Autism Spectrum Disorder and Behavior Challenges

This presentation will first describe the issues leading to calls for more regulation on how students are restrained or placed in seclusion in schools. Furthermore, this session will examine the legal context of how these guidelines have been implemented in school, how different schools have modified their policies and procedures, and changes to the legal liability that states and their similarities and differences from the Federal guidelines. Finally this session will conclude with strategies and tools that have been implemented in school, how provide some overarching trends that are pertinent to the ways that schools have faced since new laws and federal laws have been adopted.

Providing Information to the U.S. Department of Education on Students with Emotional and Mental Health Disabilities

This session will focus on the issues relating to the implementation of the laws, guidelines and regulations of the Federal Government and the implementation of the laws in schools. Therefore, this session will outline federal harassment laws, explore the difference between traditional peer-to-peer bullying and cyberbullying; identify risk and protective factors associated with bullying involvement; and recommend evidence based practices for reducing bullying among the nation’s youth.

Marcella Conrod, Esq., Partner at Church, Church, Hills, and Attorneys At Law, Mimbled, Indiana

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

The Friday Lunch Session is designed to get into the nitty-gritty of supporting teachers who struggle with the challenging behavior of their students. A panel of Master Teachers will provide their insights and experiences on what it means to be a successful teacher. What can school leaders do to prepare and support beginning and veteran teachers in the area of classroom discipline and behavior management? What are the most critical considerations of discipline that a principal must watch for during a walk through? What resources are available to enhance support and behavior management skills of teachers? Come join us for this highly practical and critically relevant session!

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Melissa Hannan, M.Ed., BCBA, Behavior Analyst, ASD Network, University of Nebraska-Lincoln
Midwest Symposium for Leadership in Behavior Disorders

Conference on Behavior Issues for School Leaders

October 8 & 9, 2015

Best Conference Center • 12604 Quivira Road, Overland Park, Kansas

Visit our 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 outstanding pre-conference workshops, 17 breakout sessions, breakouts, and, as well as networking opportunities. Don’t miss attending sessions from the special track focused on special education legal issues related to student behavior.

AUDIENCE AND CONFERENCE GOALS

Intended Audience: This conference is designed specifically for Principals, Assistant in Assistant 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 student 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 8 • 1:00 PM – 2:30 PM

Supports for Students Experiencing Ongoing Struggles with School Behavioral Success

This keynote will share a comprehensive approach to supporting students whose behavior prevents them from experiencing school success. Both school and classroom teachers will be presented, and an emphasis will be placed on supporting teachers in implementing effective supports.

Vom Jona, Ph.D., Professor Emeritus, Graduate School of Education and Counseling, Lewis & Clark College, Salem, Oregon

Friday, October 9 • 8:15 AM – 9:30 AM

Whole School Responsibility for Ensuring FAPE: What Special Education Teachers Were Not Reared to Hear from Their School Leaders

This keynote will focus on the principal as the head of the whole school. General and special education teachers have specific needs relating to special education. The more a principal knows, the more supportive he or she will be – and the better the overall services will be for children with disabilities.

David Bateman, Ph.D., Professor, Educational Leadership & Special Education, Shippensburg University, Shippensburg, Pennsylvania

REGISTER ONLINE for 2015 Conference on Behavior Issues for School Leaders

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<th>Name</th>
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Choose one of the following registration options:
- Alba Sept. 30
- Conference ONLY $255.00 $310.00
- Preconference Workshop ONLY $45.00 $50.00
- Conference & Workshop/Workshop & Conference $295.00 $350.00
15% Team Discounts:
- Teams of 3 or more registering together use discount code "SLC15"
- Additional options include alternate plan to attend 9:00 AM – 12:00 PM Thursday. Lunch included in fee. Additional sessions will also include a preconference workshop presented by David Bateman, Ph.D., BCBA-D, Professor, Educational Leadership & Special Education, Shippensburg University, Shippensburg, Pennsylvania. Please contact Hawthorn Suites by Wyndham Overland Park; Phone: 913/344-8100; www.hawthorn.com.

PAYMENT

- Federal, State, Local, Agency purchase order enclosed
- Check payable to Midwest Symposium for Leadership in Behavior Disorders
- Bank credit card payment via phone with credit card information
- Online Registration and Credit Card Payment available at www.mslbd.org

DIETARY RESTRICTIONS

I would like to attend the social event and transportation.

SOCKET EVENT – Thursday 6:00-9:30 PM
- You’re not Screwed: The Nuts and Bolts of Behavior for Education Leaders
- What Principals Need to Know about 504 and Other Tips to Prevent Litigation
- Mental Health Disorders
- Extra fee applies; participants choose one session to attend 9:00 AM – 12:00 PM Thursday. Lunch included in fee.

Andrea Kunkel, Esq.
Lawyer
Assistant Professor Special Education, University of Kansas, Lawrence, Kansas

Monday, October 5, 2015

Please contact Hawthorn Suites by Wyndham Overland Park; Phone: 913/344-8100; www.hawthorn.com.

Special Legal Strand

Attention: Building Leaders & Behavior Team Leaders

Special Legal Strand

PRE-CONFERENCE WORKSHOP SESSIONS

Thursday, October 8 • 9:00 AM – 12:00 PM

Extra fee applies; participants choose one session to attend 9:00 AM – 12:00 PM Thursday. Lunch included in fee.

1. Effective Set-up and Operation of a Self-contained or Resource Classroom Serving Students with EBD and/or Mental Health Disorders
given the number of students and the severity of their disorder, more and more schools are finding the need to operate specialized cross-categorical, specialized classrooms and/or alternative settings to serve children and youth whose behavior makes education within the general education classroom inappropriate. Efforts to provide inclusion are complicated to the full continuum of services available within many school districts. Given larger class sizes and increased pressures to meet higher and higher academic standards, schools simply do not have the ability to meet the emotional and behavioral needs of these students making their classroom less likely to meet IEP and FAPE requirements. Students with emotional, behavioral and mental health disorders frequently display both significant learning problems and challenging behavioral characteristics that must be addressed proactively across the instructional day. This workshop will explore critical factors needed for maintaining instructional and programmatic progress related to the diverse needs of a multi-diagnosis/disability classroom. Participants may wish to bring information related to the student population they serve in order to serve and assist of available resources.

David Van Acker, Ed.D., Professor Emeritus, Special Education, University of Illinois – Chicago, Chicago, Illinois

2. What Principals Need to Know About 504 and Other Tips to Prevent Litigation

504 is not just IDEA light, there are very important points school leaders must understand when working with students with disabilities. Additionally, the session will also include strategies to prevent litigation related to students with disabilities and provide tips for working with parents. (NOTE: The session will only be held if minimum attendance is reached.)

David Bateman, Ph.D., Professor, Special Education, Shippensburg University, Shippensburg, Pennsylvania

3. You're not Screwed: The Nuts and Bolts of Behavior for Education Leaders

Students with (and without) disabilities may engage in behavior that is disruptive to educational progress. A common response is to apply consequence strategies that motivate the student, including removal systems like a token economy, planned ignoring, and punishments like the loss of privileges. Education reform in these tactics because they have been effective. For some of their students in the past, their teaching behavior had been reinforced by positive student responses. But there are students who fail to respond to these interventions and, in most cases, teachers and administrators are baffled. The result is often escalated behavior, more restrictive educational placements, deployment of unproven tactics like serious injury prevention strategies, and sometimes the use of physical and restraint. This session will explore reasons why students fail to respond to behavioral interventions and how to proceed with particularly challenging students.

Jason Travers, Ph.D., BCBA-D, Assistant Professor Special Education, University of Kansas, Lawrence, Kansas

Please contact Hawthorn Suites by Wyndham Overland Park; Phone: 913/344-8100; www.hawthorn.com.

SPECIAL LEGAL STRAND

The conference will once again feature the popular legal strand as part of the breakout sessions offered Thursday afternoon and Friday morning. Sessions are presented by two attorneys and on these issues...

Bullying & Students with Disabilities, Andrea Kankel, Esq.
Behavior & Discipline of Students with Disabilities: The Intersections of FAPE & Equity, Andrea Kankel, Esq.
Restraint & Seclusion of Exceptional Students, and how it affects Special Education, Patrick F. Kelly, Esq.
Implementing and Monitoring Student Rights for Students with Disabilities and Special Education, Bonnie Piedmont and Monica Conen, Esq.
Providing FAPE in the LRE for Students with emotional and behavioral and mental health disorders, Monica Conen, Esq.