The measure of success is not whether you have a tough problem to deal with, but whether it is the same problem you initially had. John Foster Dulles once said, “The successful procedures it is increasingly easier to involve staff in the politics and processes of PBIS as a continuous cycle. As the staff feels empowered with fidelity is extremely challenging. Be sure that your leadership teams learn to address three areas: 1) conceptually, universal behavior support is relatively simple, but getting all staff members in a school to implement it successfully with ASD have in understanding how they feel, it is important that those who work and live with them understand the sequence seems to follow a three-stage cycle: (a) rumbling, (b) rage, and (c) recovery. This sequence can be problematic, but it is normal. Stress and anxiety are common in children and youth with high functioning autism and Asperger Syndrome and these students often need assistance with understanding their emotions and how to express them appropriately. The conference will provide evidence-based information and practices to effectively work with behaviorally challenging students and their families. The conference 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. The conference will provide evidence-based information and practices to address bullying and evidence-based interventions to prevent and intervene to reduce the negative outcomes associated with bullying. 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.
Why a Conference for School Leaders on “Behavior”?

Research is clear that the provision of problem behavior and a positive school climate enhances the students’ ability to learn. The contributions and support of principal and other school teams are crucial to maintaining and sustaining a safe and climate-enhancing environment. School leadership teams need the knowledge and skills to address the needs and students in behavior and discipline issues. To meet academic goals for our students, we need to improve the behavior of staff and students in their schools.

Keynote Presentations

The Cycle of Traumas, Rage, and Meltdowns: Prevention and Intervention Brandie Smith Myers, Ph.D., International Speaker and Consultant for the Ohio Center for Autism and Developmental Disabilities, Columbus, Ohio

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 of events is often labeled as a three-stage cycle: (a) symptoms, (b) rage, and (c) recovery. This cycle can be harmful to children and adults as many children and youth with ASD often endure the same stressors that are assumed to be normal. This stress can often escalate until children and adults are no longer able to control their behaviors. The research shows that in individuals with ASD, the behavior cycle can be perceived as a way to escape, cope with stress, and demonstrate the use of free and commercial Electronic Daily Behavior Report Cards and progress monitoring systems.

Mitchell Yell, Ph.D., University of South Carolina, Columbia (SC)

The purpose of this presentation is to provide information to help educators define the behaviors that lead to the need for intervention. We will review the evidence regarding the use of various interventions for children and youth with disabilities. We will also discuss the use of free and commercial Electronic Daily Behavior Report Cards and progress monitoring systems.

Classroom Behavior Support

Robert Putnam, Ph.D., Professor of Special Education, University of Missouri, Columbia, Missouri

Participants will leave with specific strategies for establishing or enhancing current Tier 1 implementation to successful procedures it is increasingly easier to involve staff in the politics and processes of PBIS as a continuous improvement, and 3) improving the behavior of staff and students in their schools.

Preconference Workshops

Thursday Morning 9:00 A.M.–Noon; Additional Fee Applies

Participants may choose to attend one of three sessions.艰苦的工作

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 future, 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 invalid at the IDEA level. The purpose of this workshop is to examine the most common errors made by IEP 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

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

The purpose of this presentation is to provide information to help educators define the behaviors that lead to the need for intervention. We will review the evidence regarding the use of various interventions for children and youth with disabilities. We will also discuss the use of free and commercial Electronic Daily Behavior Report Cards and progress monitoring systems.

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 and progress monitoring systems. The session will provide tools 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 A. Lewis, Ph.D., Professor of Social Education, Midwestern State University, Shawnee Mission, KS

Understanding 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.
A Discussion and Intervention Session with the Keynote

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

This session will feature Dr. Sprick presenting specific information on how to lead and provide socially valid information to help teams maintain change. There will be time set aside for dialogue, 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 and practical technology-based solutions for the student with emotional behavioral disorders and/or students with Autism Spectrum Disorders. 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 IEP and IGD.

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, Topeka Public Schools, Oklahoma; Cindy Scarsbrook, 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在: no news, parents, or groups of students who don’t fit the mold? Have you struggled to warm the hearts of staff members and to transform short-term solutions to long-term strategies to help students succeed with sustainability? Participants will consider the role of positive school climate on student achievement, teacher expectation, and student self-efficacy. Participants will also be provided with strategies that will help school leaders make the right decisions to create a warm and supportive school environment that will nurture students to grow and learn at their highest potential.

Functional Behavior Assessment (FBA) – What are the Components Necessary to Create a Effective Family Engagement Strategies

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

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

What Every School Leader Needs to Know About...
Breakout Sessions

**Friday**

**A Discussion and Intervention Session with the Keynote**
Randy Sprick, PhD, Director, Lead Consultant with Safe & Civil Schools
This session will feature Dr. Sprick presenting specific strategies to help leaders in change. There will be time set aside for dialogue, discussions, and audience questions.

**Tips, Tools, & Technologies: Solutions for Individuals with Autism and/or Emotional Behavioral Disorders**
Sean Smith, PhD, Associate Professor of Special Education, University of Kansas, Lawrence
This session provides interactive and practical technology-based solutions for the student with emotional/behavioral disorders and/or Autism Spectrum Disorder. Participants will learn about 1) apps based solutions, 2) specific solutions for common challenges, and 3) ways they are integrating technology into the lives of those with IEP and IGD.

**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 PBS Coordinator, Tulalip Public Schools, Oklahoma; Cindy Scarbrough, Principal, Maryvale 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 like a nevermind, parents, or groups of students who don’t fit the mold? Have you struggled to warm the hearts of staff members and, faller short of truly involving students in a trade-planting environment? Are you willing to let students and adults help shape a school 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 engage in a useful conceptual ideas for adjusting the attitudes and practices of all school members to become part of creating a warm and supportive school environment which 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)**
Linda McKeen, Educational Behavioral Consultant, Project STAY, Tukasa
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**

- **Monday, October 1**
  - 9:00 – 12:00 Concurrent Session I – Bidding Campaign for Kansas
  - 12:00 – 1:30 Box Lunch Provided to Workshop Participants
  - 1:30 – 2:30 Concurrent Session II – Social Skills
  - 2:45 – 3:45 Concurrent Session III – Social Skills
  - 4:00 – 6:00 Concurrent Session IV – Social Skills
  - 6:00 – 9:00 Evening Social Event!

- **Tuesday, October 2**
  - 9:00 – 12:00 Concurrent Session V – Social Skills
  - 12:00 – 1:30 Box Lunch Provided to Workshop Participants
  - 1:30 – 2:30 Concurrent Session VI – Social Skills
  - 2:45 – 3:45 Concurrent Session VII – Social Skills
  - 4:00 – 6:00 Concurrent Session VIII – Social Skills
  - 6:00 – 9:00 Evening Social Event!

- **Wednesday, October 3**
  - 9:00 – 12:00 Concurrent Session IX – Social Skills
  - 12:00 – 1:30 Box Lunch Provided to Workshop Participants
  - 1:30 – 2:30 Concurrent Session X – Social Skills
  - 2:45 – 3:45 Concurrent Session XI – Social Skills
  - 4:00 – 6:00 Concurrent Session XII – Social Skills
  - 6:00 – 9:00 Evening Social Event!

- **Thursday, October 4**
  - 9:00 – 12:00 Concurrent Session XIII – Social Skills
  - 12:00 – 1:30 Box Lunch Provided to Workshop Participants
  - 1:30 – 2:30 Concurrent Session XIV – Social Skills
  - 2:45 – 3:45 Concurrent Session XV – Social Skills
  - 4:00 – 6:00 Concurrent Session XVI – Social Skills
  - 6:00 – 8:00 Evening Social Event!

**Breakout Sessions**

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

**Thursday**

A Discussion and Intervention Session with the Keynote
Brenda Smith Mylts, Ph.D, International Speaker and Consultant for the Ohio Center for Autism and Low Incidence
This session will feature Dr. Smith Mylts presenting specific intervention to address the prevention and intervention of the spectrum. There will be time set aside for dialogue, discussions, 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, and support students in school. It all depends on whether we call 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”
Alecia L. Atkinson, PhD, Professor of Special Education, University of Nebraska – Lincoln
This session will identify, an alternative framework for thinking about disciplines which empowers 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 deprivational, punitive model to one which is more likely to result in changed behavior in students. It may also assist schools to diminish the negative side effects of disciplinary action, which has included minority over representation and repeat offenses.

**Family Engagement Beyond Random Acts**
Jae Geoff, Director, Kansas Parent Action Information Resource Center Tukasa, 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’s “Culture,” and accept the “Ten Tiny Words Of Power”!

**The Sharing of Good Data and Success Stories**
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 how to share this good data with stakeholders.

**Adjusting the Thermostat to Raise Student Performance**
Linda Geier, District PBS Coordinator, Tulalip Public Schools, Oklahoma; Cindy Scarbrough, Principal, Maryvale 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 like a nevermind, parents, or groups of students who don’t fit the mold? Have you struggled to warm the hearts of staff members and, faller short of truly involving students in a trade-planting environment? Are you willing to let students and adults help shape a school 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 engage in a useful conceptual ideas for adjusting the attitudes and practices of all school members to become part of creating a warm and supportive school environment which will nurture students to grow and learn to their highest potential.

**A Sustained Approach to Engaging Families**
Linda McKeen, Educational Behavioral Consultant, Project STAY, Tukasa
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’s “Culture,” and accept the “Ten Tiny Words Of Power”!

**Functional Behavior Assessment (FBA) What are the Components Necessary to Create a Meaningful Behavior Intervention Plan (BIP)**
Linda McKeen, Educational Behavioral Consultant, Project STAY, Tukasa
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.

**Meaningful Behavior Intervention Plan (BIP)**
Linda McKeen, Educational Behavioral Consultant, Project STAY, Tukasa
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.

**Friday, October 5 – Conference Continues**

- **9:00 – 9:30 Keynote Presentation – Randy Sprick
- 9:45 – 10:45 Concurrent Breakout Sessions – II
- 11:00 – 12:00 Concurrent Breakout Sessions – IV
- 12:00 – 1:00 Box Lunch (provided)
- 12:30 – 2:00 Closing Session – Tim Lewis
- 2:30 Conference Adjournes

**Register Online**

To Register or Review Breakout Sessions
Visit www.msbld.org or contact Midwest Symposium for Leadership in Behavior Disorders, Keri Hoyt, P.O. Box 1683, Manhattan, KS 66505, 785-539-2525, fax 785-539-5232, manager@msbld.org.

**Conference Registration Fees**

- Conference Only: $255.00, starts Thursday at 1 PM, includes a box lunch on Friday refreshments and materials.
- Concurrent Breakout Workshop Only: $145.00, choose one workshop, refreshments, box lunch and materials.
- Pro/conference Workshop & Conference: $285.00, all of the above

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

**Conference Location**

- **Friday, October 5 – Conference Continues**

KU Edwards Campus, Room 200, 3160 Kansas Road, Overland Park, KS 66202-4052. Wireless Internet will be available throughout the conference. Map & Directions available from edwardscampus.ku.edu see “Quick Links”.

**Hotel Information**

The Hawthorn Suites by Wyndham Overland Park (approximately 2 miles north of the KU Edwards Campus) has a conference rate for King Guest Room $93.00/night or Double Guest Room $109.00/night. Free hot, pool, complimentary breakfast and more. Toll free number for Hawthorn hotel is (800) 321-1222. Parking Additional $10.00 per day. Located at 11900 College Blvd., Overland Park, KS 66212-1021. Phone: 913-594-8180; Fax: 913-594-8200; http://www.hawthorn.com. Coffee/tea code 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 instructions 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 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 Va Yia Yias European Bistro. Return transportation to The Hawthorn Suites by Wyndham of Overland Park provided by conference.

To Register or Review Breakout Sessions
Visit www.msbld.org or contact Midwest Symposium for Leadership in Behavior Disorders, Keri Hoyt, P.O. Box 1683, Manhattan, KS 66505, 785-539-2525, fax 785-539-5232, manager@msbld.org.
The measure of success is not whether you have a tough problem to deal with, but whether it is the same problem you are working on. The key is to improve school climate, increase student engagement, and reduce misbehavior. John Foster Dulles once said, “The measure of a man is not what he is able to do, but what he cannot do and still continues to be himself.”

Successful procedures make it 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 the cycle of tantrums, rage, and meltdowns as well as interventions that can be used during this cycle.

The cycle of tantrums, rage, and meltdowns is 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 are discussed to help empower educators to respond in a manner, which aligns with outcomes to increase the safety of students and reduce challenging behavior.

**Conceptually, universal behavior support is relatively simple, but getting all staff members in a school to implement with fidelity is extremely challenging.** For this reason, leadership teams have to address these areas: 1) processes—shaped a data-driven continuous improvement cycle, 2) policies—involve the entire school in choosing priorities for improvement, and 3) procedures—set up within the school and demonstrate the use of free and commercial Electronic Daily Behavior Report Cards and progress monitoring systems. From these, three types of calculations for determining the magnitude of the behavior change will also be presented.

**For 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 future, 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 invalid. The purpose of this workshop is to examine the most common errors made in IEPs when developing students’ special education programs and discuss ways to ensure that IEPs are both educationally meaningful and legally sound, thus ensuring the provision of FAPE.

**Providing Students with Significant Behavior a Means to Escape**

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

The purpose of this session 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, Ph.D., M.D., the presenter will explain the neurological processes at work which may explain another form of behavioral representation, 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.

**Preconference Workshops**

**Thursday Morning 9:00 A.M.–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 future, 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 invalid. The purpose of this workshop is to examine the most common errors made in IEPs when developing students’ special education programs and discuss ways to ensure that IEPs are both educationally meaningful and legally sound, thus ensuring the provision of FAPE.

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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 and progress monitoring systems. In addition, statistical formulas 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

Timotheus J. Lewis, Ph.D., Professor of Social Education, College of Education, The Ohio State University

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.