



**Midwest Symposium for Leadership
in Behavior Disorders**

**Conference on Behavior Issues
for School Leaders**

October 6 & 7, 2016

Midwest Symposium for Leadership in Behavior Disorders &
Conference on Behavior Issues for School Leaders
P.O. Box 202
Hickman, NE 68372
(402) 792-3057; fax (402) 875-6545
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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 2016 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 continued the pre-conference workshops and the legal workshop strand. The 2016 conference marks the eleventh year MSLBD has hosted the Conference on Behavior Issues for School Leaders or what began as the Conference for Administrators on Behavior Issue (2006-2011). We look forward to getting to know you better on Thursday evening at the Hilton Garden Inn Olathe 12080 S. Strang Line Road, Olathe, Kansas. Bring your beverage ticket for a free drink and appetizers, 5:30-7:00 p.m. on the second floor Terrace.

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

2016 School Leaders Conference Planning Committee

Marc Benedetto, Co-Chair, Westside Community Middle School, Omaha, Nebraska

Joan Johnson, Co-Chair, Lee's Summit School District, Lee's Summit, Missouri

Terry Bigby, Kansas City Kansas Public School District, Kansas City, Kansas

Joyce Downing, University of Central Missouri, Warrensburg, Missouri

Lisa Bowman-Perrott, Texas A & M University, College Station, Texas

Catherine DeSalvo, Omaha Public Schools, Omaha, Nebraska

Linda Geier, Tulsa Public Schools, Tulsa, Oklahoma

Deb Griswold, University of Kansas, Lawrence, Kansas

Mike Paget, Overland Park, Kansas

Reece Peterson, University of Nebraska-Lincoln, Lincoln, Nebraska

Brian Sims, Pittsburg State University, Pittsburg, Kansas

Carl Smith, Iowa State University, Ames, Iowa

Richard Van Acker, University of Illinois-Chicago, Chicago, Illinois

Cheryl Young, Montana State University, Billings, Montana

Keri Frey, MSLBD Manager, Hickman, Nebraska

Become an Advisory Board Member

Would you be interested in helping the planning committee by providing input regarding issues, trends, and topics that you see as being the most relevant to school leaders and their behavior management teams? The commitment involves being willing to respond to a short survey once or twice a year, occasional invitations to join a conference call with our planning committee to brainstorm topics or presenters, and a willingness to help MSLBD share announcements about this event with colleagues and professional networks. Speak to a member of our planning committee to become involved or share your contact information with us at the bottom of your "Future Conference Topics Survey".

THURSDAY, OCTOBER 6, 2016

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** 1ST FLOOR BEST BUILDING

Workshop #1 **Overcoming the Challenges of Establishing Multi-Tiered Systems of Support (MTSS) within the Public School Setting** BEST ROOM 130

This session will present information from two different school systems related to their experiences in developing multi-tiered systems of support (MTSS/PBIS) programs within their schools. These school-wide systems of positive support for both academic and social/emotional development are often challenging to implement. This workshop will provide a brief presentation from the two school teams followed by an open dialog/question answer session involving the presenters and the participants as they share common concerns and a variety of ideas that may help address these concerns.

Patricia Gates, Principal and **Cassandra Jemilo**, Teacher, River Bluff Middle School, Stoughton, Wisconsin and **Lea Ann Combs, M.S.Ed.**, Elementary Principal, Shawnee Mission Schools, Mission, Kansas

Workshop #2 **Legal Developments in the Education of Students with EBD: What You Need to Know and Why** BEST ROOM 235

In this presentation we will provide an update on legal information that is important to all school leaders and staff of children and youth with behavioral disorders. We will include coverage of recent court decisions, state level due process hearings, policy letters from the U.S. Department of Education, and the law that replaces No Child Left Behind: The Every Student Succeeds Act of 2015.

Mitchell Yell, Ph.D., Professor, University of South Carolina, Columbia, South Carolina; **Carl R. Smith, Ph.D.**, Professor Emeritus, Iowa State University, Ames, Iowa; with contributions from **Antonis Katsiyannis, Ed.D.**, Professor, Clemson University, Clemson, South Carolina

Workshop #3 **Meeting the Social, Emotional, and Behavioral Needs of Young Children in the Schools** BEST ROOM 135

We have implemented evidence-based practices that have resulted in the improvement of the social, emotional, and behavioral functioning of young children with or at risk for delays or disabilities. Similar to the public health model, we have developed universal, secondary, and tertiary interventions. This session will describe the implementation of eight effective universal practices to create the environment and teach the skills needed to ensure the promotion of the social development of all children. We will then focus on the process utilized to identify students who require secondary intervention and the evidence-based interventions implemented to provide targeted supports.

Jen Meyer, Director Kirksville Public Schools Early Childhood Learning Center and Team, Kirksville, Missouri

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

THURSDAY AFTERNOON, OCTOBER 7, 2016 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

Leadership, PBIS, and Sustained Implementation

Positive Behavioral Interventions and Supports are currently being implemented in many schools across the globe. One of the critical components in successful implementation is the role of school leaders in supporting these efforts. Dr. Sugai will address this issue and what we have learned regarding the important components of sustaining implementation over an extended period of time.

George Sugai, Professor Special Education, Carole J. Neag Endowed Chair; Director, Center for Behavioral Education & Research; Co-Director, Center for Positive Behavioral Interventions & Supports; University of Connecticut, Storrs, Connecticut

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

TOPIC A REPEATED **It Should be Easier Than This: Improving Classroom Management Skills in Teachers** BEST RM 235

Behavior management is hard. As an administrator, not only do you have to have a plan to manage the behaviors of the students, but training the teachers is not much easier. Just like the students in the teachers' classrooms, you too have teachers who need assistance in improving their skills. As an administrator, it is imperative that you have a plan to help teachers improve their classroom management skills for the sake of the students in your building. This session will discuss topics such as quick solutions and strategies, assessment of skills, energizing and inspiring staff, perspective analysis and conflict resolution.

Matthew McNiff, Ph.D., Behavior Consultant & Special Education Director, Education Service Unit No. 5, Beatrice, Nebraska

TOPIC B REPEATED **Give Good Parents Bad News: Improving Communication During a Behavioral Crisis** BEST RM 135

As school leaders we have all encountered situations in which students have exhibited violent or aggressive behavior towards other students or staff. This session is designed to help strengthen the school-parent relationship by examining best practices in communication throughout these behavioral crises. Topics will include successful parent communication, student communication, staff communication, community communication, communication with local law enforcement, as well as legal obligations related to communication about seclusion and restraint.

Brian Sims, Ed.D., Assistant Professor, Pittsburg State University, Pittsburg, Kansas and **Kayce Knaup, Ph.D., NCSP** Director of Special Education, Fair Grove R-10 Schools, Fair Grove, Missouri

Concurrent Set I, continued on next page

TOPIC C NOT REPEATED

LEGAL STRAND SESSION 1

Legal Considerations of Providing Educational Opportunities for Students with Emotional Disorders

BEST RM 130

In order to protect the rights and promote the safety of all students, school leaders must be well informed regarding appropriate district wide and individualized preventative measures for managing student behavior and the legal issues relating to appropriately addressing the educational needs of students with emotional/behavioral disabilities. This session will focus on common procedural errors in developing and implementing services for students with emotional/behavioral disabilities (IDEA or 504) and what administrators can do to prevent or correct these errors.

Heidi Atkins Lieberman, Attorney at Law, Thomeczek and Brink, LLC, St. Louis, Missouri

TOPIC D NOT REPEATED

Discussion Session with the Keynote

BEST CONFERENCE CENTER

George Sugai, Professor Special Education, Carole J. Neag Endowed Chair; Director, Center for Behavioral Education & Research; Co-Director, Center for Positive Behavioral Interventions & Supports; University of Connecticut, Storrs, Connecticut

3:45 – 4:00 p.m.

Break

BEST BUILDING LOBBY

4:00 – 5:00 p.m.

SET II – CONCURRENT BREAKOUT SESSIONS

TOPIC A REPEATED

It Should be Easier Than This: Improving Classroom Management Skills in Teachers

BEST RM 235

Behavior management is hard. As an administrator, not only do you have to have a plan to manage the behaviors of the students, but training the teachers is not much easier. Just like the students in the teachers' classrooms, you too have teachers who need assistance in improving their skills. As an administrator, it is imperative that you have a plan to help teachers improve their classroom management skills for the sake of the students in your building. This session will discuss topics such as quick solutions and strategies, assessment of skills, energizing and inspiring staff, perspective analysis and conflict resolution.

Matthew McNiff, Ph.D., Behavior Consultant & Special Education Director, Education Service Unit No. 5, Beatrice, Nebraska

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Brian Sims, Ed.D., Assistant Professor, Pittsburg State University, Pittsburg, Kansas and **Kayce Knaup, Ph.D.**, NCSP Director of Special Education, Fair Grove R-10 Schools, Fair Grove, Missouri

Concurrent Set II, continued on next page

TOPIC E NOT REPEATED

LEGAL STRAND 2: Update on Issues Related to Restraint and Seclusion

BEST RM 130

The use of physical restraint procedures in school settings continues to be controversial and the subject of policy at federal, state and local levels. This session will provide a brief update of the status of these policy changes, and particularly the ramifications of the ESSA on this issue. In addition the session will present a comparison of the crisis training content offered by vendors to schools related to crisis intervention, conflict de-escalation and restraint and seclusion based on a survey of these vendors. This information should assist school personnel in making decisions about they purchase of this type of training and what is included.

Reece L. Peterson, Ph.D., Professor and **Elisabeth J. Kane, M.A.**, Doctoral Student, University of Nebraska-Lincoln, Lincoln, Nebraska

TOPIC F NOT REPEATED

Working Together to Provide Community-wide Support for Children with Social, Emotional, and Behavioral Needs

BEST CONFERENCE CENTER

Adair County System of Care (SOC) is a coordinated network of community-based services, supports and organizations that collaborate and work together to meet the challenges of children and families who are at risk. Discover how the Adair County public and private organizations work in partnership with families, youth and children to design mental health services and supports that are effective, that build on strengths of the individuals, and that address each person's cultural and linguistic needs.

Kevin Martin, Chief Deputy Juvenile Officer, 2nd Judicial Circuit of Adair County, Missouri and **Cindy Dowis, Ph.D.**, Director of Special Services, Kirksville R-III Public Schools, Kirksville, Missouri

**FRIDAY, OCTOBER 7, 2016
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

A Function Based Thinking Approach to Behavioral Response to Intervention

Function based thinking empowers all educators to provide behavior support more effectively to all students by considering why problem behaviors occur. During this session, core components and crucial concepts of incorporating function based thinking into the behavioral response to intervention process will be described.

Kaye Otten, Ph.D., Assistant Professor, University of Central Missouri and Behavior Consultant, Kansas City, MO

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

9:45 – 10:45 a.m.

SET III - CONCURRENT BREAKOUT SESSIONS

TOPIC G REPEATED

Strategies to Reduce Exclusionary Discipline

BEST CONFERENCE CENTER

Exclusionary discipline (e.g., expulsion, suspension, in-school suspension) is intended to change student behavior, but existing research reveals little behavior change, as well as various detrimental outcomes for students. This session will identify those problems, as well as strategies for schools to use in school codes of conduct to reduce exclusionary discipline employing a three-tiered framework compatible with positive behavior interventions and supports (PBIS). Underutilized disciplinary options may include behavior monitoring, service learning, counseling, mini-courses, mentors, restitution, behavior contracting, functional assessment and others. The session will illustrate how these options could be added to the options included in school codes of conduct.

Reece L. Peterson, Ph.D., Professor, Special Education and **Natalie Hoff, M.A.**, Doctoral Student, University of Nebraska-Lincoln, Lincoln, NE

TOPIC H REPEATED

The Administrator's Role in PBIS

BEST RM 135

The involvement of the school leader(s) is one of the most critical pieces to ensure effective and efficient implementation and sustainment with Positive Behavior Interventions and Supports (PBIS). This session will provide examples on how to initially implement PBIS as well as how to support implementation at all three tiers so that PBIS becomes engrained within the school culture. Academic and behavioral data from PBIS schools will also be shared comparing pre and post PBIS implementation. Participants will leave the session with an understanding of the critical features of PBIS and see examples of implementation and the role of the school administrator.

Trisha R. Guffey, Ed.D., Research Associate, Department of Special Education, University of Missouri, Columbia, MO

TOPIC I NOT REPEATED

LEGAL STRAND 3: Avoiding Procedural Errors in IEP Development, Part 1

BEST RM 235

There are two types of errors that IEP teams may make that may result in the denial of a student's right to a free appropriate public education (FAPE): Procedural errors and substantive errors. Some procedural errors made were so serious that it is likely that a hearing officer or court would find that the mistakes led to a denial of FAPE. My purpose in this article is to discuss the major procedural errors that school personnel make when developing IEPs and how IEP team members can avoid committing these errors. To do this I (a) review the importance of the IEP, (b) focus on six serious procedural errors that IEP teams should avoid, and (c) offer tips on how IEP teams can avoid making these errors.

Mitchell L. Yell, Ph.D., Professor, University of South Carolina, Columbia, SC

TOPIC J NOT REPEATED

Evidence-based Practices for Elementary Students with Autism Spectrum Disorder

BEST RM 130

This session will overview evidence-based and evidence-informed practices that can be used to teach and support an elementary-age individual with autism spectrum disorder. Strategies identified by the National Professional Developmental Center, National Autism Center, and the Centers for Medicare and Medicaid Services. Emphasis will be placed on strategies that match ASD neurology and that can be used in school, home, and community.

Brenda Smith Myles, Ph.D., Consultant, National and International Speaker, Ohio Center for Autism and Low Incidence (OCALI) and the Ziggurat Group, Columbus, OH

9:45 – 10:45 a.m.

SET IV - CONCURRENT BREAKOUT SESSIONS

TOPIC G REPEATED

Strategies to Reduce Exclusionary Discipline

BEST CONFERENCE CENTER

Exclusionary discipline (e.g., expulsion, suspension, in-school suspension) is intended to change student behavior, but existing research reveals little behavior change, as well as various detrimental outcomes for students. This session will identify those problems, as well as strategies for schools to use in school codes of conduct to reduce exclusionary discipline employing a three-tiered framework compatible with positive behavior interventions and supports (PBIS). Underutilized disciplinary options may include behavior monitoring, service learning, counseling, mini-courses, mentors, restitution, behavior contracting, functional assessment and others. The session will illustrate how these options could be added to the options included in school codes of conduct.

Reece L. Peterson, Ph.D., Professor, Special Education and **Natalie Hoff**, Graduate Student, University of Nebraska-Lincoln, Lincoln, NE

TOPIC H REPEATED

The Administrator's Role in PBIS

BEST RM 135

The involvement of the school leader(s) is one of the most critical pieces to ensure effective and efficient implementation and sustainment with Positive Behavior Interventions and Supports (PBIS). This session will provide examples on how to initially implement PBIS as well as how to support implementation at all three tiers so that PBIS becomes engrained within the school culture. Academic and behavioral data from PBIS schools will also be shared comparing pre and post PBIS implementation. Participants will leave the session with an understanding of the critical features of PBIS and see examples of implementation and the role of the school administrator.

Trisha R. Guffey, Ed.D., Research Associate, Department of Special Education, University of Missouri, Columbia, MO

TOPIC K NOT REPEATED

LEGAL STRAND 4: Avoiding Substantive Errors in IEP Development, Part 2

BEST RM 235

This session will deal with least restrictive environment (LRE) and free appropriate public education (FAPE) as it relates to students with EBD and mental health disorders. The discussion will include specific examples from cases about dealing with disputes over the LRE for students with EBD and mental health disorders educated in a variety of placements. The session will also touch on how IEP goals and the RtI process impacts targeting behavior and academic needs. There will be particular emphasis on how to handle students with significant behavior problems who cause significant disruption to their school environments.

Mitchell L. Yell, Ph.D., Professor, University of South Carolina, Columbia, SC

TOPIC L NOT REPEATED

Evidence-based Practices for Secondary Students with Autism Spectrum Disorder

BEST RM 130

This session will overview evidence-based and evidence-informed practices that can be used to teach and support a secondary student with autism spectrum disorder. Strategies identified by the National Professional Developmental Center, National Autism Center, and the Centers for Medicare and Medicaid Services. Emphasis will be placed on strategies that match ASD neurology and that can be used in school, home, and community.

Brenda Smith Myles, Ph.D., Consultant, National and International Speaker, Ohio Center for Autism and Low Incidence (OCALI) and the Ziggurat Group, Columbus, OH

12:00 p.m.

Box Lunch

BEST BUILDING LOBBY

12:25 – 1:45 p.m.

SPECIAL SESSION

BEST CONFERENCE CENTER

The Problem isn't the Game, it's the Playbook: How having a Child with Autism Changed our Lives

After years of working with children with special needs, Matt and Brenda McNiff were given their very own child with autism. The diagnosis of autism was both unexpected and difficult to overcome. As they managed the news, they found that their playbook, both professionally and personally, was no longer effective. Not only did they find that they needed a whole new playbook at home, they found that it changed the way that they viewed working with other professionals and families of children with special needs. In the short nine years that they've been parents of a child with autism, they've learned some valuable lessons on how to develop winning teams for children. Join these two dynamic speakers for an inside look at what it's like to have your life turned upside down only to find that the new perspective is a much better one.

Drs. Matthew and Brenda McNiff, ESU 5, Beatrice, NE; Matt is a Behavior Consultant and Special Education Director, Brenda is the Interim Director of the ESU.

2:00 p.m.

Conference Adjourns

2016 Conference on Behavior for School Leaders Presenters

Lea Ann Combs

Highlands Elementary School
Shawnee Mission School District
Mission, Kansas

Cindy Dowis

Kirksville R-III School
District Kirksville, Missouri

Patricia Gates

River Bluff Middle School
Stoughton, Wisconsin

Trisha Guffey

University of Missouri
Columbia, Missouri

Natalie Hoff

University of Nebraska-Lincoln
Lincoln, Nebraska

Cassandra Jemilo

River Bluff Middle School
Stoughton, Wisconsin

Elisabeth Kane

University of Nebraska-Lincoln
Lincoln, Nebraska

Kayce Knaup

Fair Grove R-X Schools
Fair Grove, Missouri

Heidi Atkins Lieberman

Thomeczek and Brink, LLC
St. Louis, Missouri

Kevin Martin

Chief Deputy Juvenile Officer
2nd Judicial Circuit-Adair County

Brenda McNiff

ESU #5
Beatrice, Nebraska

Matthew McNiff

ESU #5
Beatrice, Nebraska

Jen Meyer

Kirksville Public Schools
Kirksville, MO

Brenda Smith Myles

Ohio Center for Autism and Low Incidence
(OCALI) and the Ziggurat Group
Upper Arlington, Ohio

Kaye Otten

University of Central Missouri
Kansas City, Missouri

Reece Peterson

University of Nebraska-Lincoln
Lincoln, Nebraska

Brian Sims

Pittsburg State University
Pittsburg, Kansas

Carl Smith

Iowa State University
Ames, Iowa

George Sugai

Neag School of Education
University of Connecticut
Storrs, Connecticut

Mitchell Yell

University of South Carolina
Columbia, South Carolina