


MIDWEST SYMPOSIUM FOR LEADERSHIP IN BEHAVIOR DISORDERS

SYMPOSIUM



2015

February 26, 27, 28, 2015
Sheraton Crown Center
Kansas City, Missouri

For the 33rd year, the Midwest Symposium for Leadership in Behavior Disorders will address cutting-edge issues of interest to professionals working with students with emotional/behavioral disorders and autism spectrum disorders. Our comprehensive, three-day program starts with workshops on Thursday, followed by keynote, breakouts, posters, exhibits and more.

The 2015 Midwest Symposium for Leadership in Behavior Disorders is a CCBBD-Approved Regional Activity. A letter certifying attendance may be requested at the registration table to submit for CEUs.

Friday, February 27

KEYNOTE SESSION

Resistance to Change: Overcoming Limitations Toward Addressing Student's Challenging Behaviors.

Individuals working with children who display challenging behaviors encounter resistance on a regular basis – both from students and other professionals. For example, many educators have rigid, traditional paradigms about what constitutes “discipline” for students with challenging behaviors and resist adopting alternative more unconventional approaches even when what they are doing isn’t working. A variety of pretexts are responsible for teachers’ resisting change such as “not having the time,” “it wouldn’t be fair to other students,” or “I’ve tried everything and nothing works.” In this presentation, the role of paradigms in resistance to presented, an alternative conceptualization is suggested, and examples of responding to both student and teacher resistance are described.



John W. Maag, Ph.D. Dr. Maag is a Professor at the University of Nebraska-Lincoln where he specializes in the education and treatment of children and adolescents with emotional and behavioral disorders. He is a nationally recognized behavioral consultant on best practices for managing resistance and improving relationships with others. Dr. Maag has published over 90 articles and four books. He has won teaching awards including a University wide award for teaching excellence.

MISSION STATEMENT

The Midwest Symposium for Leadership in Behavior Disorders fosters professional and family leadership that improves the lives of children and youth with emotional/behavioral disorders or related behavioral challenges.

SYMPOSIUM AT-A-GLANCE

Thursday, February 26

7:30 a.m.	Registration Opens
9:00 a.m.-4:30 p.m.	Pre-symposium Workshops
Noon-1:30 p.m.	Lunch (on your own)
11:30 a.m.-5:00 p.m.	Exhibits

Friday, February 27

7:30 a.m.	Registration Opens
8:00 a.m.-5:00 p.m.	Exhibits
8:30-10:00 a.m.	Keynote, Dr. John Maag
10:20 a.m.-11:20 a.m.	Concurrent Sessions, Set I
11:30 a.m.-12:30 p.m.	Concurrent Sessions, Set II
12:30-2:00 p.m.	Lunch (on your own)
2:00-3:00 p.m.	Concurrent Sessions, Set III
3:15-4:15 p.m.	Concurrent Sessions, Set IV
4:15-6:00 p.m.	Poster Session: Cash Bar and Complimentary Hors d'Oeuvres
8:00-11:00 p.m.	Symposium Party

Saturday, February 28

8:00 a.m.	Registration Opens
9:00-11:15 a.m.	Two-Hour Sessions
	Concurrent Sessions
11:15 a.m.	Adjournment

DON'T BE LEFT OUT!! REGISTER EARLY – THERE WILL BE NO WALK-IN REGISTRATION.
For more conference information, visit our website: www.mslbd.org
Follow us on:



MSLBD



@MSLBD1

Presymposium WORKSHOPS

Thursday, February 26 – 9:00 a.m.-4:30 p.m.

HALF-DAY

MORNING (9:00 a.m. – 12:00 p.m.)

1. Lessons Learned from 35 Years of Research on LEAP Preschool for Young Children with Autism

This video-enhanced session will provide an overview of single case and randomized trials that have led to important shift in intervention practices specific to: a) inclusion from day one for all children, b) maintaining a ratio of three typically developing children to each child with autism, c) distributing adults in a “zone defense”, d) increasing the predictability of daily routines, and e) putting more emphasis on generalization promotion as opposed to rapid skill acquisition. Participants will be provided with both written and video examples illustrating the key procedural elements of practices outlined.

Philip S. Strain, Ph.D., Professor, University of Colorado Denver

2. Building Interventions for Students with Serious Problem Behavior via a School-wide System of PBIS

This session will provide descriptions of individualized interventions for students with chronic and intensive behavior problems and how these interventions can and should be positioned within a school-wide system of Positive Behavioral Interventions & Supports (PBIS). Layering up from Tiers 1 and 2 to build comprehensive interventions for students with the highest level of needs will be illustrated with case examples to include function-based behavior plans, person-centered wraparound plans and RENEW which is a specialized form of wraparound for older youth. System features and tools needed to ensure effective interventions are implemented accurately and effectively will be shared. Strategies for integrating more specialized mental health interventions across all 3 Tiers of a school-wide system of PBIS, including examples of integrated trauma-informed and restorative practices, will be included.

Lucille Eber, Ed.D., Statewide Director, Illinois PBIS Network, Westmont, IL

3. Trauma Informed Interventions

Traumatic or adverse experiences can undermine students’ ability to learn, form relationships, and manage their feelings and behavior. This presentation will help busy educators understand the impact of trauma and how to apply practical, implementable strategies to support students with a history of trauma. Participants will learn how to provide instruction through a trauma-lens and apply evidence-based interventions and modifications in the classroom.

Eric Rossen, Ph.D., NCSP, Director, Professional Development and Standards, National Association of School Psychologists, Bethesda, MD

4. “I hate this sh_t!”: Dealing with students who engage in escape and avoidance behavior.

As schools across the nation require students to meet increasingly stringent academic demands we find greater numbers of students displaying challenging behaviors to avoid and/or escape. Efforts to prevent escape and avoidance often serve to simply exacerbate the behavior. This workshop will explore behaviors that serve the function of escape and avoidance from a needs-base perspective. Participants will be provided practical approaches to more effectively address these challenging behaviors.

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

5. The Cycle of Tantrums, Rage, and Meltdowns in Individuals with High--Functioning Autism Spectrum Disorder

Stress and anxiety are common in children and youth with high functioning autism spectrum disorder (ASD) and is one 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 seems to follow a three-stage cycle: rumbling, rage, and recovery. This sequence can be 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

POSTER SESSION 4:15-6:00 P.M.

Over 20 Posters presented covering various topics at this two-hour session.
Cash bar and complimentary hors d'oeuvres



Advance registration for all presymposium workshops is required

Note: Workshops may fill up. Please mark a #1 selection and an alternate #2 selection for the morning session AND a #1 selection and an alternate #2 selection for the afternoon session.

WORKSHOPS

each stage. In addition, prevention strategies will be discussed. Because of the combination of innate stress and anxiety and the difficulty that children and youth with ASD have in understanding how they feel, it is important that those who work and live with them understand the cycle of tantrums, rage, and meltdowns as well as interventions that can be used during this cycle.

Brenda Myles, Ph.D., Consultant and National and International Speaker affiliated with the Ohio Center for Autism and Low Incidence and The Ziggurat Group, Columbus, OH

AFTERNOON (1:30-4:30 p.m.)

6. On the Importance of Intensive Intervention: Why We Should Expect More from Special Education

Mitch Yell will explain Free and Appropriate Public Education (FAPE), emphasizing how it has evolved from an emphasis on access to quality of services. He will argue that the Individuals with Disabilities Education Act (IDEA) now requires special education programs to have meaningful, documented educational benefits. Doug Fuchs will make the case that most schools have lost their capacity to provide intensive intervention. This may be inferred from relatively recent national assessments of Students with Disabilities (SWD) academic achievement (e.g., National Longitudinal Transition Study and National Assessment of Educational Progress). Schools no longer provide intensive intervention because they have put their faith in general education for far too long. Finally, Data-based Individualization (DBI) will be discussed as an evidence-based intensive intervention.

Douglas Fuchs, Ph.D., Professor, Vanderbilt University, Nashville, TN and
Mitchell Yell, Ph.D., Professor, University of South Carolina, Columbia

7. Understanding Practice for Diverse Learners: Culture, Behavior, and Disproportionality

This workshop will examine issues linked to diversity, discipline, and over-representation in EBD programs. It will present recommendations and steps educators can take to proactively address these matters.

Elizabeth Kozleski, Ed.D., Professor and Chair, Department of Special Education, University of Kansas, Lawrence and **Lisa Bowman-Perrott, Ph.D.**, Assistant Professor, Texas A&M University, College Station

8. There is an App for That: Innovative Solutions for Individuals with Autism and/or EBD

This session will feature an engaging half-day journey where we will discover new apps, discuss strategies for identifying and implementing the right app, and considering other innovative solutions for our students. Participants will gain access to app-based resources, tips for application, and next steps to assist them and their learners as they seek to support overall growth and development.

Sean J. Smith, Ph.D., Associate Professor, University of Kansas, Lawrence

9. What Do I Do if They Don't? Behavior Strategies that Every Teacher Should Know

Working in any field with children can be challenging work. When that environment also includes defiant and oppositional students, the challenge can seem overwhelming. This session will provide participants with a variety of evidence-based tools that are not only effective but can be used quickly, easily and in a variety of settings. These multi-grade level strategies provide a positive approach to behavior management that encourages and teaches appropriate behaviors. Tiers 1, 2 and 3 will be addressed in this session but most of the tools will address students at the Tier 2 level of support. Strategies such as reinforcement schedules, inconvenience, overcorrection and many more strategies will be addressed and can be used on Monday morning with students.

Mathew McNiff, M.S., Behavior Consultant, Educational Service Unit #5, Beatrice, NE

Karaoke, DJ, Dancing, Games, Competition, Cash & Prizes!
Plan to attend MSLBD's Friday night PARTY! Don't miss the fun! 8:00-11:00, Friday, February 27

For program updates, go to www.mslbd.org

Hotel RESERVATIONS

Sheraton Kansas City Hotel at Crown Center

2345 McGee St • Kansas City, MO 64108

Phone: (816) 841-1000

Online link from http://www.mslbd.org/conference_hotel.htm

Request: "2015 MSLBD Annual Convention"

\$141.00 single/double + tax

\$166.00 triple/quad + tax

Make your reservation early for best selection of rooms. The "cut-off date" for the special negotiated room rate is January 30, 2015 at 5:00 p.m. Central Standard Time. Reservation requests received after the cut-off date will be based on availability at the Hotel's prevailing rates.

Parking: Indoor Parking at Sheraton Kansas City Hotel at Crown Center; Self-Parking Maximum Daily Rate \$16.00, Valet is \$21.00 per day. Cash upon departure or charges may be billed to your hotel account.

The Sheraton Crown Center is centrally located within easy access of Crown Center, Downtown, restaurants in the Power and Light District, Sprint Center, Country Club Plaza, and Old Westport. All-weather swimming, ice skating, gym, steam room, sauna and Jacuzzi are available. New at Crown Center LEGOLAND® Discovery Center and SEA LIFE Kansas City Aquarium.

SPECIAL ACCOMMODATIONS

Sign language interpreters provided with advance arrangement. Contact Keri Frey at Midwest Symposium for Leadership in Behavior Disorders, manager@mslbd.org or 402-792-3057.

Symposium REGISTRATION

Credit Card Processing available with online registration
http://www.mslbd.org/conference_register.htm

Name _____

Address _____

City _____

State _____ Zip _____

Daytime Telephone (_____) _____

E-mail _____

Position _____

PAYMENT

Mail or Fax Registration In order to process your registration, we require one of the following:

_____ Check payable to Midwest Symposium

_____ Agency purchase order enclosed

All registrations are processed on a first-come, first-served basis. Space is limited! REGISTER EARLY!! No walk-in registration.

REGISTRATION OPTIONS Please indicate which you will attend:

_____ **Presymposium Workshop & Symposium** \$160* \$180
(Thursday, Friday, & Saturday)

_____ **Symposium** \$145* \$165
(Friday & Saturday only)

_____ **Pre-symposium Workshop ONLY** \$130* \$150
(Thursday only)

*Discounted registration rate available through January 24. If you must cancel your registration, please notify the MSLBD Office at manager@mslbd.org, by Friday, January 24, 2014 to receive a refund less a \$35 processing fee. No refunds after January 24. Registrations may be transferred to another individual.

CHOICE OF PRESYMPOSIUM WORKSHOP ON THURSDAY

HALF-DAY WORKSHOPS ON THURSDAY

Morning – Please mark a first selection and alternate

- _____ 1. Lessons Learned from 35 Years of Research on LEAP Preschool for Young Children with Autism
- _____ 2. Building Interventions for Students with Serious Problem Behavior via a School-wide System of PBIS
- _____ 3. Trauma Informed Interventions
- _____ 4. "I hate this sh_t!": Dealing with students who engage in escape and avoidance behavior
- _____ 5. The Cycle of Tantrums, Rage, and Meltdowns in Individuals with High-Functioning Autism Spectrum Disorder

Afternoon – Please mark a first selection and alternate

- _____ 6. On the Importance of Intensive Intervention: Why We Should Expect More from Special Education
- _____ 7. Understanding Practice for Diverse Learners: Culture, Behavior, and Disproportionality
- _____ 8. There is an App for That: Innovative Solutions for Individuals with Autism and/or EBD
- _____ 9. What Do I Do if They Don't? Behavior Strategies that Every Teacher Should Know

SATURDAY MORNING WORKSHOPS

Mark your choice to attend.

- _____ 1. Violence Directed Toward Teachers: Exploring Results from a National Survey
- _____ 2. Current Legal Issues for Students with Behavior Disorders
- _____ 3. Making Smarter Classrooms: How to Collect and Graph Behavior Data
- _____ 4. "I Have this Kid Who . . ." Real Solutions for Reducing Difficult but Common Behaviors

RETURN YOUR REGISTRATION TO:

Midwest Symposium for Leadership in Behavior Disorders • P.O. Box 202, Hickman, Nebraska 68372 • manager@mslbd.org • Fax 402-875-6545

How to GET THERE

DRIVING IN:

The Sheraton Crown Center is located at 2345 McGee in Kansas City, Missouri. The following are directions to the hotel from:

I-70 Eastbound: Take I-35 South exit to 20th Street exit. Turn left on 20th Street. Right on McGee Street to hotel entrance.

I-70 Westbound: Take I-35 South exit to 20th Street exit. Turn left on 20th Street. Right on McGee Street to hotel entrance.

I-35 Southbound: Take I-35 South to 20th Street exit. Turn left on 20th Street. Right on McGee Street to hotel entrance.

I-35 Northbound: Take I-35 North to Broadway exit. Turn right on Broadway. Turn left on 20th Street. Right on McGee Street to hotel entrance.

PARKING:

Parking may be found in the parking facility immediately to the north of the Sheraton Crown Center. Cost per day for guests staying at the hotel is \$16.00 for self-parking. For hourly parking, the rate begins at \$4.00 for the first 1/2 and increases incrementally. Be sure to get your ticket validated at Guest Services in the lobby. Additional parking is available in the Crown Center complex.

FLYING IN:

To get to the Sheraton Crown Center from MCI, go to the Super Shuttle Booth in the terminal and state that you "want transportation to Sheraton Crown Center." Cost is \$18.00 one way; \$31.00 roundtrip. For departure times after 6 p.m., reservations are required. Cab fare is approximately \$50.00 one way. Link to SuperShuttle from our website.

ADDITIONAL INFORMATION:

Keri Frey, Manager
P.O. Box 202, Hickman, Nebraska 68372
402-792-3057; fax 402-875-6549
manager@mslbd.org



Midwest Symposium for
Leadership in Behavior Disorders
P.O. Box 202
Hickman, NE 68372

ATTENTION:
Special Education Teacher

Non Profit Org.
US Postage PAID
Kansas City MO
Permit 6654

CONCURRENT SESSIONS – FRIDAY, FEBRUARY 27, 2015

ACADEMIC INSTRUCTIONAL STRAND*

It's About Time: Closing the Opportunity Gap for Youth with Behavioral Disorders

Gregory Benner, University of Washington, Tacoma

Empowering Teachers with Low-Intensity Supports to Improve Students' Academic Engagement: Choice and Self-monitoring

Kathleen Lane, University of Kansas, Lawrence; *Robin Ennis*, Clemson University, SC; *Wendy Oakes*, Arizona State University, Phoenix

Teaching Word Consciousness to Students with Challenging Behaviors

Mandy E. Lusk, Clayton State University, Morrow, GA

BULLYING AND STUDENTS WITH DISABILITIES STRAND*

Bullying and Students with Disabilities: Legal Requirements in Identifying, Investigating, and Responding

Mitchell L. Yell, University of South Carolina, Columbia; *Antonis Katsiyannis*, Clemson University, SC; *Mickey Losinski*, Kansas State University, Manhattan

Exploring the Impact of a Middle School Program to Reduce Aggression and Victimization Among Students with and without Disabilities

Dorothy L. Espelage, University of Illinois at Urbana-Champaign; *Chad A. Rose*, University of Missouri - Columbia

Bullying and Students with Disabilities: The Longitudinal Impact of Involvement

Chad A. Rose, University of Missouri – Columbia; *Nicholas A. Gage*, University of Florida, Gainesville

AUTISM STRAND*

Integrating Evidence Based Practices into the Daily Schedule of Learners with ASD

Brenda Smith Myles, Ohio Center for Autism and Low Incidence and The Ziggurat Group, Columbus, OH

Technology Delivered Self-Monitoring for Adolescents with Autism

Stephen Crutchfield, University of Kansas, Lawrence; *Rose Mason*, Juniper Gardens Children's Project, Kansas City, KS

ASD-tech: Implementation of Evidence-based Practices for People with Autism Spectrum Disorders via Mobile Technology

Jennifer B. Ganz, *Whitney Gilliland* and *Stephanie Gerow*, Texas A&M University, College Station

MASTER TEACHER STRAND*

Miley Cyrus, Kim Kardashian, and THAT Kid: Tier II Interventions for Spotlight Seekers

Felicity Balluch, *Megan Rees*, and *Jessica Nelson*, Manhattan-Ogden Public Schools, KS

When It Hits the Fan...Tier 3 Interventions to Help Clean It Up!

Kaye Otten, University of Central Missouri, Warrensburg; *Jodie Tagel*, Green Hills Area Education Agency, Creston, IA

Run, Run as Fast as You Can: You, Me and the Gingerbread Man: Tier 2 Strategies for the General Practitioner

Sherry White, USD 320 Special Services Cooperative of Wamego, KS and *Seth Piro*, Green Hills Area Education Agency, Creston, IA

The Good, The Bad and The Ugly: Effective Tier 1 Interventions for All Students

Reesha Adamson, Missouri State University, Springfield; *Michael Persampieri*, Norris Public Schools, Firth, NE; *Joel Naaf*, USD 364, Marysville, KS

Behavioral Foundations for Academic and Social Success: Practical Strategies for Teachers (Two-Part Session)

Timothy Landrum and *Chris Sweigart*, University of Louisville, KY

A Bridge to Successful Teacher-consultant Collaboration: Behavioral Data Collection in the Classroom (Two-Part Session)

Johanna Staubitz, Vanderbilt University, Nashville, TN

The Tacoma Whole Child Initiative: A Roadmap for a Sustainable Multi-Tiered System of Supports

Gregory Benner, University of Washington, Tacoma; *Jennifer Kubista*, Tacoma Public Schools, WA

Function-based Choice Making: A Classroom-based Intervention to Improve the Behavior of Students with EBD

Lauren Evanovich, University of Louisville, KY; *Robin Ennis*, Clemson University, SC; *Kristine Jolivet*, Georgia State University, Atlanta

Digital and Media Literacy as UDL for the Inclusive Classroom

Jonathan Friesem, University of Rhode Island/Rhode Island College, Kingston; *Jeannine Chartier*, VSA Arts, Pawtucket, RI

Supporting Teacher Use of Evidence-based Practices by Incorporating Coaching into Evaluation

Allison Gilmore and *Joseph Wehby*, Vanderbilt University, Nashville, TN

Listen up: Language, Behavior, and Communication in EBD Classrooms

Alexandra Hollo and *Jason Chow*, University of Louisville, KY

CCSS Success: Employing Technology to Collaborate and Communicate to Meet the Standards

Melissa Jones-Bromenshenkel, and *Rebecca Cook*, Eastern Illinois University, Charleston; *Shawn Huisinga*,

Indiana State University, Terre Haute, IN; *Frank Mullins*, Stephen F. Austin State University, Nacogdoches, TX

Where Should We Start? A Roadmap to Selecting and Implementing Group Contingencies in Your Classroom

Ashley MacSuga-Gage, University of Florida, Gainesville; *Shanna Hirsch Hirsch*, University of Virginia, Charlottesville; *Kristy Lee Park*, George Mason University, Fairfax, VA

What do Teachers Really Need to Know to Make a Difference for Students with Behavioral Disorders?

Panel Members: *Sharon Maroney*, Western Illinois University - Quad Cities, Moline; *Cathy DeSalvo*, Boys Town, NE; *Linda Geier*, Tulsa Public Schools, OK; *Marilyn Kaff*, Kansas State University, Manhattan

Intensive Teaching and Verbal Behavior: Replication of PaTTAN Programming for Students on the Autism Spectrum

Stacey Martin, *Mary Beth Patry*, Lee's Summit R7 School District, MO; *Michelle Hass*, Autism From the Start, Overland Park, KS

Co-teaching and Students with EBD: Practical Strategies

Kimberly McDuffie-Landrum, University of Louisville, KY; *Katherine Robbins-Hunt*, Edinboro University, Cambridge Springs, PA; *Maria Herbst*, Clemson University, SC

Functional Communication Training: What Is It and How Is It Used in the Classroom?

Kristi Morin, Texas A&M University, College Station

A Comprehensive Guide to Establishing an EBD Continuum Model of Service

Melinda Peckham, *Scott Stugelmeyer*, *Scott Stugelmeyer*, and *Juan Gandara*, Franklin Pierce Schools, Tacoma, WA

An Update of Policy, Practice and Data on Physical Restraint and Seclusion

Reece Peterson, University of Nebraska-Lincoln; *Joseph Ryan*, Clemson University, SC

Effective Use of Data From Behavioral Screening and Strengths-focused Assessments

Corey Pierce and *Hussain Alamer*, University of Northern Colorado, Greeley

Hocus Focus and the Impact on Executive Function and Social Skill Development

Jim Teagarden, *Marilyn Kaff*, Kansas State University, Manhattan; *Kevin Spencer*, Hocus Focus, Inc., Lynchburg, VA

*Invited Presentations

2-HOUR WORKSHOPS

Saturday, February 28, 2015
9:00-11:15 a.m.

1. Violence Directed Toward Teachers: Exploring Results from a National Survey

Dorothy Espelage, Ph.D., Professor, University of Illinois-Champaign; *Kathleen Lynne Lane, Ph.D.*, Professor, University of Kansas, Lawrence; *Chad Rose, Ph.D.*, Professor, University of Missouri – Columbia

2. Current Legal Issues for Students with Behavior Disorders

Susan Etscheidt, Ph.D., Professor, University of Northern Iowa, Cedar Falls

3. Making Smarter Classrooms: How to Collect and Graph Behavior Data

Nicholas A. Gage, Ph.D., Assistant Professor of Special Education and *Ashley S. MacSuga-Gage, Ph.D.*, Visiting Assistant Professor of Special Education, University of Florida, Gainesville

4. "I Have this Kid Who . . ." Real Solutions for Reducing Difficult but Common Behaviors

MSLBD Master Teachers – *Kaye Otten*, *Matt McNiff*, *Michalla Schartz*, *Mary Schlieder*, *Jodie Tuttle*, *Felicity Balusch*, *Sherry White*, *Jessica Nelson*, *Seth Piro*, *Megan Rees*, *Joel Naaf*, *Michael Persampieri*

Check our website for updates and added information about sessions: www.MSLBD.org