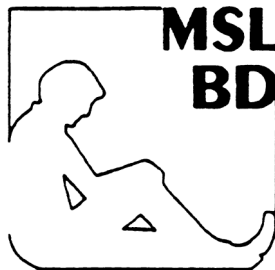


# **Fifth Annual Conference for Administrators on Behavior Issues**

**September 30 & October 1, 2010**

**KU Edwards Campus  
Overland Park, KS**

**An Initiative of  
Midwest Symposium for Leadership  
in Behavior Disorders**



Administrator Conference  
P.O. Box 1683  
Manhattan, KS 66505  
785/539-2028; Fax: 785/539-5232  
[www.mslbd.org](http://www.mslbd.org)



**MIDWEST SYMPOSIUM  
FOR LEADERSHIP IN  
BEHAVIOR DISORDERS**

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### **WELCOME**

On behalf of the Planning Committee of the Midwest Symposium for Leadership in Behavior Disorders we welcome you to our fifth “Conference for Administrators on Behavior Issues”. In planning this meeting, we recognize the critical role that competent and caring administrative leadership plays 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 administrators - your peers - across our states. With feedback, we have included a discussion session with the keynote speakers, continued the “pre-conference” workshops, and the successful Thursday evening social held at the Holtze Executive Village.

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 data 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.

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 - a preliminary flyer is enclosed.

Think, share, discuss and enjoy!

**The Planning Committee**

## **2010 Administrators Conference Planning Committee**

Linda Geier, Co-Chair, Positive Behavior Supports Coordinator, Tulsa, OK  
Deb Griswold, Co-Chair, University of Kansas, Lawrence, KS  
Reece Peterson, University of Nebraska-Lincoln, NE  
Carl Smith, Iowa State University, Ames, IA  
Lisa Bowman-Parrott, Texas A & M University, College Station, TX  
Craig Rosen, Southeast Polk Community, S.D., Pleasant Hill, IA  
Catherine DeSalvo, Wagner Middle School, Boys Town, NE  
Cheryl Young, Montana State University, Billings, MT  
Marc Benedetto, Westside Community Middle School, Omaha, NE  
Matthew Ramsey, Benedictine College, Atchison, KS  
Doug Eicher, Missouri Western State University, St. Joseph, MO  
Keri Frey, Conference Coordinator, Manhattan, KS

### **Advisory Board Members**

A special thank you to several individuals who helped provide input regarding issues, trends, and topics that they see as being the most relevant to school administrators and their behavior management teams for this 2010 Administrators Conference on Behavior Issues.

Susan Bowles, Rolla, MO; Principal  
Diane Clark, Alton Schools, IL; District Behavior Disorders Coordinator  
Tyler Curtis, Atchison, KS; Principal  
Ann Fritz, Three Lakes Cooperative, KS; Special Education Behavior Consultant  
Jerry Keimig, Lee's Summit, MO, Director of Special Educations  
Chelle Kemper, Kansas Department of Special Education  
Bud Moore, South Central Kansas SPED Cooperative; Director of Special Educations  
Gerry Reynaud, Retired Olathe Public Schools, KS; Director of Special Educations  
Mark Sade, Bettendorf Schools, IA; Assistant Principal  
Rick Talbott, Lebanon, MO; Ass. Principal  
Kristine Wapelhorst, Lebanon, MO; Special Education Process Coordinator

### **Sponsors and Endorsements**

We also want to sincerely thank the following organizations for their endorsement of this conference:

***Midwest Symposium for Leadership in Behavior Disorders***  
(MLSBD) – [www.msldb.org](http://www.msldb.org)

***Midwest Educational Leadership Conference***  
(MELC) – [www.aea11.k12.ia.us/blogs/administrator/MELC2010.pdf](http://www.aea11.k12.ia.us/blogs/administrator/MELC2010.pdf)

**THURSDAY, SEPTEMBER 30, 2010**

**8:00 a.m. - 5:15 p.m.**      **Registration/Information Desk Open**      **REGNIER LOBBY**

**9:00 a.m. - 12:00 p.m.**      **Preconference Workshops**      **1<sup>st</sup> FLOOR REGNIER HALL**  
Breaks and Refreshments Provided Throughout the Morning

**PRECONFERENCE WORKSHOPS**

*Morning, 9:00 A.M. - NOON*

**Workshop #1**      *What Every Administrator Needs to Know About:*  
**USING DATA TO CHANGE STUDENT BEHAVIOR**      **RH ROOM 155**

Children with challenging behaviors pose significant challenges for educators, administrators, and educational systems. Discipline referrals take up valuable administrator time not to mention depriving students of precious instructional time. This session will cover a systemic approach to building, classroom, and individual student discipline. Participants learn how to monitor behavioral trends in their buildings; understand how to collect and interpret behavioral data; as well as the application of data analysis to help students and teachers achieve behavioral change.

*Craig Rosen*, Behavior Specialist, Southeast Polk Community School District, Pleasant Hill, Iowa and *Angelisa Braaksma Fynaardt, Ph.D.*, Professional Learning and Leadership Consultant for PBIS and Learning Supports, Heartland Area Education Agency 11, Johnston, Iowa

**Workshop #2**      *What Every Administrator Needs to Know About:*  
**LEGAL ISSUES RELATED TO EDUCATING CHILDREN WITH DISABILITIES**      **RH ROOM 163**

This session will address how the courts have looked at important legal questions related to the education of children with disabilities, including: What it means to provide the required Free Appropriate Public Education (FAPE) and why it is important for schools to do so; What it means to educate children with disabilities in the least restrictive environment (LRE) and how to assess when more restrictive environments are needed; What it means to discriminate against children with disabilities and how to avoid it; What is the effect of agreements between parents and school personnel outside of the IEP; and What disciplinary actions may be taken against children with disabilities, and how concepts such as suspension, stay put and manifestation affect disciplinary actions.

*Mark Ward*, Attorney, Kansas Department of Education Special Education Services, Topeka, Kansas

*What Every Administrator and their Behavior Management Team Need to Know About:*

**Workshop #3**

**BUILDING TEACHER CLASSROOM  
MANAGEMENT SKILLS**

**RH ROOM 165**

This presentation will address: a set of research-based classroom management skills; a plan for the beginning of the school year; a teacher-centered process for monitoring and building management skills; and a discussion on what do with troubled or troublesome teachers.

*Sharon A. Maroney, Ph.D.*, Professor of Special Education, Western Illinois University-Quad Cities, Moline, Illinois

**12:00 -  
1:00 p.m.**

**Lunch Provided for  
Workshop Participants**

**REGNIER LOBBY**

**THURSDAY AFTERNOON, SEPTEMBER 30, 2010  
CONFERENCE BEGINS**

**8:00 a.m. - 5:15 p.m.**                      **Registration/Information Desk Open**                      **REGNIER LOBBY**

**1:00 - 2:30 p.m.**                      **KEYNOTE #1**                      **REGNIER AUDITORIUM**  
*In the Best Interests of All: Serving Students with Significant Behavioral and Mental Health Needs*

This opening session will focus on the role of school leaders in building and assessing the success of effective behavioral supports for students at-risk and students with significant behavioral and mental health needs. This will include the questions that administrators should ask regarding the evidence-base for interventions serving these youth, legal and policy considerations and examples of data collection strategies that have been shown as effective in monitoring these interventions.

*Carl R. Smith, Ph.D.*, Professor of Special Education, Iowa State University, Ames, Iowa and *Lucille Eber, Ed.D.*, Statewide Director, Illinois PBIS Network, LaGrange Park, Illinois

**2:30 - 2:45 p.m.**                      **Break**                      **REGNIER LOBBY**

**2:45 - 3:45 p.m.**                      **SET I – CONCURRENT BREAKOUT SESSIONS**  
*What Every Administrator Needs to Know About:*

**TOPIC A**                      **DISCUSSION SESSION WITH**                      **REGNIER AUDITORIUM**  
**KEYNOTES – DR. SMITH AND DR. EBER**

Time to dialog and ask questions about the research and material presented during the keynote session.

**TOPIC B**                      **A 21<sup>ST</sup> CENTURY RESPONSE TO AN AGE-OLD**                      **RH ROOM 165**  
**PROBLEM: AN ALTERNATIVE TO SUSPENSIONS**

In order to decrease the number of out of school suspension days, Westside Middle School partnered with Boys Town to provide academic instruction and social skills remediation to out of school suspended youth. The role of the school district will be described: determining who will be referred, providing a report to the Boys Town Staff and collecting assignments for students. The role of Boys Town will be delineated: from helping students get caught up academically to addressing referral behaviors in terms of social skill instruction. The presenters will provide the audience with data on the success of the program and will offer participants a guideline for replicating this program in their own districts.

*Catherine DeSalvo*, Principal, Boys Town Day School, Boys Town, Nebraska and *Marc Benedetto*, Special Education Program Coordinator, Westside Middle School, Omaha, Nebraska

**TOPIC C      ALMOST EVERYTHING AN ADMINISTRATOR      RH ROOM 163**  
**NEEDS TO KNOW ABOUT APPLIED BEHAVIOR**  
**ANALYSIS IN GENERAL EDUCATION CLASSROOMS**

This presentation highlights how a few behavioral principles can be taught and used to anchor a continuum of effective behavioral interventions. Administrators will be given examples from K-12 to illustrate the use of strategies including: preventive strategies; strategies to increase desired behavior and; strategies to use to decrease undesirable behavior. The same behavioral principles will be applied to how administrators can coach, monitor effectiveness, and implement with many or a few teachers.

*Howard Wills, Ph.D., and Marc Weeden, Ph.D., Juniper Gardens Children's Project, The University of Kansas, Kansas City, Kansas*

**TOPIC D      FUNCTIONAL BEHAVIOR ASSESSMENT      RH ROOM 155**

Positive behavior interventions and supports (PBIS) based on functional behavioral assessment (FBA) have shown great promise for improving educational and social outcomes for students with behavioral challenges. However, focus on empirical rigor has hindered the practical application of functional behavioral assessment processes and there is a need to develop and validate more efficient, user-friendly methods (Scott, Bucalos, Liaupsin, Nelson, Jolivetter, & DeShea, 2004). In this presentation, a behavioral specialist will describe how one public school district is attempting to increase the social validity of functional behavioral assessment by focusing on efficient processes and embedding them within the public school parameters rather than on empirical rigor or paperwork while maintaining (or in some case establishing) legal compliance.

*Kaye Otten, Ph.D., Behavior and Autism Specialist, Lee's Summit, Missouri*

**3:45 -      Break with Refreshments      REGNIER LOBBY**  
**4:00 p.m.**      Beverages and snacks are located outside RH 165 in the Lobby.

**4:00 -** ***SET II – CONCURRENT BREAKOUT SESSIONS***  
**5:00 p.m.** ***What Every Administrator Needs to Know About:***

**TOPIC B** **A 21<sup>ST</sup> CENTURY RESPONSE TO AN AGE-OLD** **RH ROOM 165**  
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*Catherine DeSalvo*, Principal, Boys Town Day School, Boys Town, Nebraska and  
*Marc Benedetto*, Special Education Program Coordinator, Westside Middle School, Omaha, Nebraska

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*Kaye Otten, Ph.D.,* Behavior and Autism Specialist, Lee's Summit, Missouri

**5:00 p.m.** **Sessions Conclude for the Day**

**5:00 -** **SOCIAL AT THE HOTEL**

**7:00 p.m.** Thank you for preregistering for this event. Complimentary cocktails and hors d'oeuvres provided at the Holtze Executive Village, 11400 College Blvd., Overland Park, KS 66210.



**FRIDAY, OCTOBER 1, 2010**  
***Conference Continues***

**7:45 a.m. - 2:30 p.m.**      **Registration/Information Desk Open**      **REGNIER LOBBY**

**8:15 a.m. - 9:30 a.m.**      **KEYNOTE #2**      **REGNIER AUDITORIUM**  
***What Every Administrator Needs to Know About School Discipline for Culturally and Linguistically Diverse Learners***

Culturally responsive interventions involve an objective analysis of student behavior, an understanding of backgrounds and perceptions of target students, greater skill in effective instruction, and an ability to provide culturally responsive social skill instruction. Along with student behavior, contributing factors to disproportionate discipline practices include perceptions of school personnel, and dysfunctional instructional and behavior management systems. This presentation will provide an overview of the key issues related to school discipline for CLD learners with detailed examples of culturally responsive teaching of desired social behaviors.

*Gwendolyn Cartledge, Ph.D.*, Professor of Special Education, The Ohio State University, Columbus, Ohio

**9:30 - 9:45 a.m.**      **Break**      **REGNIER LOBBY**

**9:45 - 10:45 a.m.**      ***SET III – CONCURRENT BREAKOUT SESSIONS***  
***What Every Administrator Needs to Know About:***

**TOPIC E      DISCUSSION SESSION WITH      REGNIER AUDITORIUM**  
**KEYNOTE – DR. CARTLEDGE**

Time to dialog and ask questions about the research and material presented during the keynote session.

**TOPIC F      A MODEL FOR MENTAL HEALTH      RH ROOM 165**  
**IN SCHOOLS**

This session will provide participants with information related to:

- The increasing need for emotional support programs in schools
- The program in Osage City, Kansas and how it came to be
- The agencies involved in the program and their specific responsibilities
- The facilities that are needed
- The staffing needs
- The costs involved with the program
- The roadblocks that have been addressed
- The successes that have been experienced

*Wesley Jones, Ph.D.*, Clinical Director, Mental Health Center for East Central Kansas, Emporia, Kansas, *Tracy Davis, LMSW*, Program Coordinator, MHCECKUSD 420, Osage City, Kansas, and *Dwight Stoppel*, Retired Administrator USD 420, Osage City, Kansas

**TOPIC G      PSYCHOTROPIC MEDICINES FOR YOUTH:      RH ROOM 163**  
**KNOWLEDGEABLE ADMINISTRATORS**  
**MAKE THE DIFFERENCE**

The focus of this interesting session will be two-fold:

First, the presenter provides a brief review of the classes of psychotropic medications found among students who have behavioral disorders / emotional disturbance. This review includes information about side-effects and limitations of success of certain medications (A discussion of findings the pharmaceutical industry would prefer to remain unknown!).

Secondly, the presenter discusses WHY school personnel should be knowledgeable about these medications, HOW such knowledge actually becomes an intervention in and of itself. Additionally, clarification about the roles school personnel, including school psychologists and others, can and cannot provide in assisting parents, physicians, and others valuable school-based data is discussed. Finally, a clear portrayal of how this information reduces the amount of time necessary to pinpoint optimal medication choice is illustrated. Staff with this knowledge positively impact the entire community!

*Jamie Wood, Ed.D.*, Associate Professor of Psychology and Counseling, Pittsburg State University, Kansas

**TOPIC H      CREATING OR MODIFYING SCHOOL      RH ROOM 155**  
**POLICIES RELATED TO PHYSICAL**  
**RESTRAINT AND SECLUSION**

This session will provide information about legislation pending in the US Congress, which would affect the use of physical restraint and seclusion procedures in schools. It will explain US Secretary of Education, Arnie Duncan's memo on this topic, and provide information and resources about how schools and school districts might update or create their own policies and procedures (if they don't already have them) on these topics. Some of the essential content of policies and procedures will be identified along with essential training and documentation related to these topics.

*Reece Peterson, Ph.D.*, Professor of Special Education, University of Nebraska - Lincoln

**10:45 -**  
**11:00 a.m.**

**Break**

**REGNIER LOBBY**

**11:00 a.m. - 12:00 p.m.**     ***SET IV – CONCURRENT BREAKOUT SESSIONS***  
***What Every Administrator Needs to Know About:***

**TOPIC F     A MODEL FOR MENTAL HEALTH     RH ROOM 165**  
**IN SCHOOLS**

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*Reece Peterson, Ph.D.*, Professor of Special Education, University of Nebraska - Lincoln

**TOPIC I      INTEGRATING WRAPAROUND      REGNIER AUDITORIUM**  
**INTO SCHOOL-WIDE SYSTEMS OF**  
**POSITIVE BEHAVIOR INTERVENTIONS**  
**AND SUPPORTS (PBIS)**

The wraparound process is being integrated into school-wide systems of PBIS to better support students with complex needs and their families. This session will describe how the systems/practices known as wraparound fits into the continuum of school-wide PBIS. Strategies and tools for integrating data-based decision-making into the wraparound process to bring teachers, families and community partners together to ensure effective interventions for students with tertiary-level needs will be included. Case examples will illustrate how use of data at team meetings can: a) support student/family voice, b) maintain a strength-based problem-solving focus, and c) ensure effectiveness.

*Lucille Eber, Ed.D.*, Statewide Director, Illinois PBIS Network, LaGrange Park, Illinois

**12:00 p.m. -      Lunch Provided for All Conference Participants      REGNIER LOBBY**  
**12:35 p.m.**

**12:35 -      SPECIAL SESSION      REGNIER AUDITORIUM**  
**2:15 p.m.      WITH CHRISTINE WALTHER-THOMAS**

***What to Expect After the Election: ESEA Re-Authorization and Students with Disabilities***

Following the mid-term elections, Congress will resume its work on the reauthorization of the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Act (IDEA). What can we expect to see from the Hill next year? Will there be passage of one bill--or two? What will this mean for students with disabilities, families, teachers, and administrators?

*Dr. Chriss Walther-Thomas*, KU Department of Special Education Professor and Chair, has served as the president of three national disability and teacher education advocacy groups over the past decade. She will share news from Washington, D.C. and suggestions about how to share your thoughts about ESEA and IDEA with key Congressional legislators.

**2:15 p.m.      Conference Adjourns**

## List of Presenters

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