



**Midwest Symposium for Leadership
in Behavior Disorders**

**Conference on
Behavior Issues for School Leaders**

October 4 & 5, 2012

**Regnier Hall
University of Kansas Edwards Campus
Overland Park, KS**

Midwest Symposium for Leadership in Behavior Disorders &
Behavior Issues Conference for School Leaders
P.O. Box 1683
Manhattan, KS 66505
785-539-5252; Fax: 785-539-5232
www.mslbd.org



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WELCOME

On behalf of the Planning Committee of the Midwest Symposium for Leadership in Behavior Disorders we welcome you to the 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 included a discussion session with the keynote speakers and continued the pre-conference workshops. For a second year we look forward to socializing with you at "A Night on the Town", we are offering transportation from the Hawthorn Suites by Wyndham Overland Park to Town Center Plaza. Enjoy shopping and relaxing at the many stores located at 119th and Nall Avenue. Join us for a no-host social from 7:30-9:15 at Yia Yia's European Bistro, located south of the mall on the Southwest corner of 119th and Roe.

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.

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

2012 School Leaders Conference Planning Committee

Linda Geier, Co-Chair, Positive Behavior Supports Coordinator, Tulsa, Oklahoma

Deb Griswold, Co-Chair, University of Kansas, Lawrence, Kansas

Marc Benedetto, Westside Community Middle School, Omaha, Nebraska

Terry Bigby, University of Missouri – Kansas City, Missouri

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

Catherine DeSalvo, Wagner Middle School, Boys Town, Nebraska

Susan Dillinger, Kansas State University, Manhattan, Kansas

Doug Eicher, Missouri Western State University, St. Joseph, Missouri

Reece Peterson, University of Nebraska-Lincoln, Nebraska

Cindy Scarbrough, Marysville Junior High, Marysville, Kansas

Carl Smith, Iowa State University, Ames, Iowa

Cheryl Young, Montana State University, Billings, Montana

Keri Frey, MSLBD Manager, Manhattan, Kansas

2012 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 leaders and their behavior management teams for this conference.

Jill Buchan, Upper Iowa University, Ankeny, Iowa

Elaine Carpenter, Olathe Public Schools, Kansas

Sherry Dumolien, USD 232-DeSoto, Kansas

Ann Fritz, Three Lakes Educational Cooperative, Lyndon, Kansas

Ethan Gruen, Central Kansas Cooperative in Education, Salina, Kansas

Jeff Price, Tri-County Special Ed. Interlocal #607, Independence, Kansas

Mitch Pycior, Lee's Summit, Missouri

David Sheppard, Marion County SPED Coop #617, Kansas

Richard Talbott, Lebanon High School, Missouri

Richard Wirtz, Wichita Public School, Kansas

We also want to sincerely thank the following organization for sharing information about our conference with their mailing lists:

Midwest Educational Leadership Conference (MELC)

THURSDAY, OCTOBER 4, 2012

8:00 a.m. - 5:15 p.m.	Registration/Information Desk Open	REGNIER LOBBY
9:00 a.m. - 12:00 p.m.	Preconference Workshops 10:00-10:45 a.m. Refreshments in the Lobby	1 st FLOOR REGNIER HALL

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

Workshop #1 AVOIDING ERRORS IN IEP DEVELOPMENT: RH ROOM 165
WHAT SCHOOL LEADERS NEED TO KNOW

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 FAPE, 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 a violation of the IDEA. The purpose of this workshop is to examine the most common errors made by teams 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.

Mitchell Yell, Ph.D., Fred and Francis Lester Palmetto Chair of Teacher Education and Professor in Special Education, University of South Carolina, Columbia

Workshop #2 PROVIDING STUDENTS WITH REGNIER AUDITORIUM
SIGNIFICANT BEHAVIOR A MEANS
TO ESCAPE

The purpose of this presentation 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, MD, Ph.D., the presenter will explain the neurobiological processes at work which may explain another form of behavioral representation known as "stimulus-response" 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.

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

We apologize for the inconvenience, but no food or drink may be taken into the auditorium.

**Workshop #3 ELECTRONIC PROGRESS MONITORING RH ROOM 163
AND DETERMINING EFFECTS OF INTERVENTION**

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 (DBRC) and demonstrate the use of free and commercial Electronic Daily Behavior Report Cards and progress monitoring systems. A brief overview of Effect Size calculations for determining the magnitude of the behavior change will also be presented.

Kimberly Vannest, Ph.D., Associate Professor, Educational Psychology, Texas A&M University, College Station

**12:00 - Lunch Provided for REGNIER LOBBY
1:00 p.m. Workshop Participants**

**THURSDAY AFTERNOON, OCTOBER 4, 2012
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
The Cycle of Tantrums, Rage, and Meltdowns: Prevention and Intervention

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 seems to follow a three-stage cycle: (a) rumbling, (b) rage, and (c) 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 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 Smith Myles, Ph.D., International Speaker and Consultant for the Ohio Center for Autism and Low Incidence (OCALI) and The Ziggurat Group PA, Plano, Texas

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

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

TOPIC A A DISCUSSION AND INTERACTION REGNIER AUDITORIUM
SESSION WITH THE KEYNOTE (Not Repeated)

This session will feature Dr. Smith Myles presenting specific intervention to address the prevention and intervention of the tantrum cycle. There will be time set aside for dialog, discussion, and audience questions.

Brenda Smith Myles, Ph.D., International Speaker and Consultant for the Ohio Center for Autism and Low Incidence (OCALI) and The Ziggurat Group PA, Plano, Texas

2:45 -
3:45 p.m.
(continued)

SET I – CONCURRENT BREAKOUT SESSIONS

**TOPIC B A “RESTORATIVE PRACTICES FRAMEWORK” RH ROOM 165
FOR DEVELOPING ALTERNATIVES TO
SUSPENSION AND EXPULSION**

This session will identify an alternative framework for thinking about discipline, which employs 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 dysfunctional, punitive model to one which is more likely to result in changed behavior in students. It also may assist schools to diminish the negative side effects of disciplinary action, which have included minority over representation and students dropping out. The model is also compatible with the principles of PBIS.

Reece L. Peterson, Ph.D., Professor of Special Education, University of Nebraska – Lincoln

**TOPIC C OUR STUDENTS. . . A FUN WAY OF TAKING RH ROOM 163
AN IMPORTANT “SECOND LOOK”. . .
THAT LOOK WILL SURPRISE YOU!**

This session will actively engage the participants in ways that will cause them to rethink how we treat, teach, encourage, and help students succeed in school. It all depends on whether we as educators are willing to take that “Second Look,” understand student’s “Culture,” and accept the “Ten Tiny Words Of Power”!

David L. Griffin, Sr., Ed.D., Associate Professor and Assistant Dean for Diversity, Kansas State University, Manhattan

TOPIC D FAMILY ENGAGEMENT: BEYOND RANDOM ACTS RH ROOM 155

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 learning and promote student success. This session will outline the necessary steps for educators to begin to engage families in the school’s learning environment and build strong partnerships to ensure successful outcomes for all children.

Jane Groff, Director, Kansas Parent Information Resource Center, Topeka, Kansas

3:45 -
4:00 p.m.

Break with Refreshments

REGNIER LOBBY

Beverages and snacks are located outside RH 165 in the Lobby.

4:00 -
5:00 p.m.

SET II – CONCURRENT BREAKOUT SESSIONS
What Every Administrator Needs to Know About:

TOPIC B A “RESTORATIVE PRACTICES FRAMEWORK” RH ROOM 165
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TOPIC E DEFENSIBILITY IN PROGRESS MONITORING FOR RH ROOM 153
LOW AND HIGH-STAKES DECISION MAKING: (Not Repeated)
SELECTING, SCALING, AND RECORDING
OF BEHAVIORS

Progress monitoring data is useful for accountability and intervention. This one hour session is a more advanced discussion of issues in the defensibility of progress monitoring data for accountability, instructional decision making, and determining response to intervention. We will discuss scaling methods, reliability of intervals (one hour vs. a full day retrospective rating), use of school wide expectations vs. behavioral constructs and measurement of change particularly with variable or “messy” data.

Kimberly Vannest, Ph.D., Associate Professor, Educational Psychology, Texas A&M University, College Station

5:00 p.m.

SESSIONS CONCLUDE FOR THE DAY

6:00 -
9:00 p.m.

“A NIGHT ON THE TOWN”

Join speakers, committee, and other conference participants for “A Night on the Town”. Free transportation will be provided to Town Center Plaza a shopping, dining, and entertainment district located in Leawood, Kansas. Meet in the hotel 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 socialize and network at a no-host social hour from 7:30-9:15 at Yia Yias European Bistro, 4701 W. 119th Street, Overland Park. Return transportation to Hawthorn Suites provided from points at the mall (9:00) and Yia Yias (9:15).

FRIDAY, OCTOBER 5, 2012
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**
Moving from Awareness to Sustainable Implementation of School-wide and Classroom Behavior Support

Conceptually, universal behavior support is relatively simple, but getting all staff members in a school to implement with fidelity is extremely challenging. Be sure that your leadership teams learn to address three areas: 1) **processes**—imbed a data-driven continuous-improvement cycle, 2) **politics**—involve the entire staff in choosing priorities for improvement, and 3) **procedures**—arm staff with more and more non-punitive intervention strategies to address identified priorities. Effective implementation can create a self-sustaining cycle: as the staff feels empowered with successful procedures it is 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 school climate, increase student engagement, and reduce misbehavior. John Foster Dulles once said, “The measure of success is not whether you have a tough problem to deal with, but whether it is the same problem you had last year.” This session will focus on what is required to REALLY change the behavioral practices implemented by the entire staff.

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

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

9:45 - 10:45 a.m. **SET III – CONCURRENT BREAKOUT SESSIONS**

TOPIC F A DISCUSSION AND INTERACTION REGNIER AUDITORIUM
SESSION WITH THE KEYNOTE (Not Repeated)

This session will feature Dr. Sprick presenting specific details to help leaders sustain change. There will be time set aside for dialog, discussion, and audience questions.

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

9:45 -
10:45 a.m.
(continued)

SET III – CONCURRENT BREAKOUT SESSIONS

TOPIC G TIPS, TOOLS, & TECHNOLOGIES: RH ROOM 165
SOLUTIONS FOR INDIVIDUALS WITH AUTISM
AND/OR EMOTIONAL BEHAVIORAL DISORDERS

This session provides interactive, innovative and practical technology-based solutions for the student with Emotional/Behavioral Disorders and/or students with Autism Spectrum Disorder. 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 EBD and ASD.

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

TOPIC H WHAT SCHOOL LEADERS NEED TO KNOW RH ROOM 163
ABOUT THE POWERFUL IMPACT OF A POSITIVE
SCHOOL CLIMATE: ADJUSTING THE THERMOSTAT
TO RAISE STUDENT PERFORMANCE

Are you aware of what a positive school climate has to offer? Does the climate within the walls of your building feel a bit chilly to newcomers, parents, or groups of students who don't 'fit the mold'? Have you struggled to warm the hearts of staff members and, thus, fallen short of providing a truly supportive environment where diverse populations and/or ideas are welcomed or dealt with 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 be provided concrete ideas for adjusting the attitudes and practices of all staff members to become partners in creating a warm and supportive school environment that will nurture students to grow and learn to their highest potential.

Linda Geier, District PBIS Coordinator, Tulsa Public Schools, Oklahoma; *Cindy Scarbrough*, Principal, Marysville Junior High School, Kansas

TOPIC I FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) RH ROOM 155
WHAT ARE THE COMPONENTS NECESSARY
TO CREATE A MEANINGFUL BEHAVIOR
INTERVENTION PLAN (BIP)

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.

Lindsay McKanna, Educational Behavioral Consultant, Project STAY, Topeka, Kansas

10:45 -
11:00 a.m.

Break

REGNIER LOBBY

11:00 a.m. -
12:00 p.m.

SET IV – CONCURRENT BREAKOUT SESSIONS

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Lindsay McKanna, Educational Behavioral Consultant, Project STAY, Topeka, Kansas

12:00 p.m. -
12:45 p.m.

Lunch Provided for All
Conference Participants

REGNIER LOBBY

We apologize for the inconvenience, but no food or drink may be taken into the auditorium.

12:45 -
2:30 p.m.

SPECIAL SESSION

RH ROOM 165

***Understanding Bullying to Create Systems of
Prevention, Intervention, and Support***

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.

Timothy J. Lewis, Ph.D., Professor of Special Education, University of Missouri, Columbia, Missouri

2:30 p.m.

Conference Adjourns

List of Presenters
MSLBD Conference on Behavior Issues
for School Leaders 2012

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