



**Midwest Symposium for Leadership
in Behavior Disorders**

**Conference on Behavior Issues
for School Leaders**

October 12 & 13, 2017

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
Website: MSLBD.org, Facebook: MSLBD, Twitter: MSLBD1



**Midwest Symposium
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 2017 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 2017 conference marks the twelfth 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, 6:00-8:00 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

2017 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

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

Catherine DeSalvo, Omaha Public Schools, Omaha, Nebraska

Mark Dierking, Southwest Kansas Area Cooperative District 613, Ensign, Kansas

Deborah 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

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 12, 2017 PRE-CONFERENCE WORKSHOPS

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 WORKSHOPS** 1ST FLOOR BEST BUILDING

Workshop #1 **Free Appropriate Public Education from Rowley, Van Duyn, to Endrew: Implications for School Leaders** BEST ROOM 125

One of the greatest challenges facing leaders in special education is ensuring that students with disabilities who are eligible to receive services under the Individuals with Disabilities Education Act are provided a free appropriate public education (FAPE). The blueprint of a student's FAPE is his or her individualized education program (IEP). Two cases out of the U.S. Supreme Court, *Board of Education v. Rowley* (1982) and *Endrew F. v. Douglas County School District* (2017) addressed the procedural and substantive requirements that schools must follow when developing IEPs for students with disabilities. Another important series of FAPE cases, such as *Van Duyn v. Baker School District* (2007), have addressed another aspect of FAPE, the failure to implement a student's IEP. The purpose of this presentation is to examine school leaders responsibilities in ensuring that students' IEPs meet the procedural and substantive requirements of the IDEA and are implemented with fidelity. The attendees will also discuss procedures that can be used to ensure that IEPs meet these important standards.

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

Workshop #2 **The Administrator's Role in Positive Behavioral Interventions and Supports** BEST ROOM 130

The implementation of Positive Behavioral Interventions and Supports is successful when administrators, both at the building and district level, apply the practices, tools, and framework of PBIS into their daily operations and tasks. This three-hour workshop will review the administrator's role within PBIS. With an emphasis on how to ensure effective, efficient implementation while providing scheduled time to create and collaborate on the session outcomes.

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

Workshop #3 **Building and Sustaining Behavioral Support: A Tiered Systems Framework** BEST ROOM 135

Research suggests that schools can effectively address problem behavior school wide using tiered systems of prevention and intervention. This session will provide a theoretical rationale for the tiered systems framework, namely, school-wide positive behavior support and describe evidence-based interventions across all tiers: universal (school-wide and classroom), secondary, and tertiary. Attendees will receive resources they can take back to their schools and districts for building and sustaining tiered behavioral supports.

Nicholas Gage, Ph.D., Assistant Professor of Special Education, University of Florida, Gainesville, Florida

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

THURSDAY AFTERNOON, OCTOBER 12, 2017 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

Life’s a Pitch! Distinguishing Between Evidence-Based, Unproven, and Pseudoscientific Interventions in Special Education

Education is rife with controversial, unproven, and pseudoscientific interventions. Initiatives often are undertaken based on information provided by publishers that reflect current fads that have limited or unreliable evidence. Unfortunately, providing lists of questionable, ineffective, and evidence-based practices is an ineffective deterrent because fads emerge with astonishing speed and confusion abounds about the meaning of “evidence-based practice.” These issues are compounded by slick advertising, enticing testimonials, and bad science and are used to promote sensory integration treatments, balanced literacy, and full inclusion, to name a few. This session will provide attendees with tools to evaluate claims of intervention and program efficacy in order to avoid pseudoscientific and unproven initiatives and interventions. Prominent myths about teaching and learning will be shared along with ways to distinguish between high and low-quality evidence and reliable sources when making decisions about an intervention or initiative. A question and answer session will follow to allow attendees to share experiences, explore issues, and seek solutions to this complex and important problem.

Jason Travers, Ph.D., BCBA-D, Associate Professor, University of Kansas, Lawrence, Kansas

2:30 – 2:45 p.m. **BREAK AND REFRESHMENTS** BEST BUILDING LOBBY

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

TOPIC A REPEATED

Truancy Diversion: A Cooperative Effort Between the Schools, the County Attorney, and the Juvenile Court

BEST RM 125

Lincoln Public School students who are “habitually truant” from school may be petitioned to Juvenile Court to answer a truancy allegation. In three middle schools and four high schools where students experience the highest number of truancy referrals to the County Attorney, the County Attorney offers a voluntary opportunity to divert the truancy filing from Court, complete an in-school diversion program, and have their record sealed upon successful completion of the program. Each of the seven participating schools has a truancy diversion coordinator who works closely with participating students and their families to address truancy issues and academic performance. Each participating student also receives an opportunity to work with an in-home family therapist to address individual needs. If a student improves attendance, achieves passing grades, and participates in therapeutic services, the student graduates the program successfully. If not, the case is referred back to court as a traditional court filing.

Bruce J. Prenda, J.D., Chief Deputy County Attorney, Lancaster County Attorney’s Office, Lincoln, Nebraska with cooperation from the Separate Juvenile Court for Lancaster County, and Truancy Diversion Coordinators from Lincoln Public Schools

TOPIC B REPEATED

Same Story Different Story: Reducing Disproportionate Discipline Referrals Through Relationship Building

BEST RM 130

There is a danger in a dominant and single narrative. I have a story. You have a story. Our lives and our cultures are composed of many overlapping stories. How do we learn to see through the vision of our children's hearts? As we seek to increase time in instruction rather than loss due to disciplinary infractions, we must strive to know what motivates or fails to motivate our student scholars. How do we learn this? We do this through a proactive search for absent narratives—those voices or stories often left out or marginalized. Our approach accepts that there is an achievement gap that is based on a relationship gap of human understanding and meaning.

Sharif Z. Liwaru, M.P.A., Director of the Office of Equity and Diversity, Omaha Public Schools, Omaha, Nebraska

TOPIC C NOT REPEATED

LEGAL STRAND SESSION 1 Bullying and Harassment of Students with Disabilities, How Should Schools Respond

BEST RM 135

This session will look at recent case law and OCR guidance to help school personnel understand their responsibilities and potential liabilities when responding to acts of bullying and harassment. In addition to addressing the types of legal claims that acts of bullying and harassment may support, the session will also consider the role social media and electronic communication may play in this arena.

Cynthia Lutz Kelly, J.D., Attorney, Topeka, Kansas

TOPIC D NOT REPEATED

Discussion Session with the Keynote

BEST CONFERENCE CENTER

Jason Travers, Ph.D., BCBA-D, Associate Professor, University of Kansas, Lawrence, Kansas

3:45 – 4:00 p.m.

BREAK

4:00 – 5:00 p.m.

SET II – CONCURRENT BREAKOUT SESSIONS

TOPIC A REPEATED

Truancy Diversion: A Cooperative Effort Between the Schools, the County Attorney, and the Juvenile Court

BEST RM 125

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Sharif Z. Liwaru, M.P.A., Director of the Office of Equity and Diversity, Omaha Public Schools, Omaha, Nebraska

TOPIC E NOT REPEATED

LEGAL STRAND SESSION 2 Revisiting Services, Supports, and the IEP Team Decision-Making Process for Students with Challenging Behaviors in Light of *Endrew F.*

BEST RM 135

This presentation will focus on the ways in which the U.S. Supreme Court's 2017 decision in *Endrew F. v. Douglas County School District* will likely change the IEP team decision-making process and the decisions teams make about services, supports, and other issues relevant to students with challenging behaviors.

Andrea Kunkel, J.D., General Counsel, Cooperative Council for Oklahoma School Administration and Executive Director, Oklahoma Directors of Special Services, Tulsa, Oklahoma

TOPIC F

REPEATED FRIDAY 11:00

Social Skill Support Strategies for Learners with High-Functioning Autism

BEST CONFERENCE CENTER

Social skill and social interaction problems, including social excesses, deficits, and failure to understand social situations and expectations, are defining characteristics of High-Functioning Autism Spectrum Disorders (HFASD). Students with HFASD experience significant difficulty interacting with others and forming and maintaining age-appropriate adult and peer relationships; abiding by traditional classroom routines and accepted conduct; and learning and using age-expected personal responsibility and self-management behaviors. These challenges demand that learners with HFASD receive instruction and support in learning and putting into practice age-appropriate social skills. Related to this need this presentation will focus on evidence-based methods that support children and youth with HFASD learning and using appropriate social behaviors in a variety of settings, including school.

Richard Simpson, Ed.D., Professor Emeritus, University of Kansas, Lawrence, Kansas

6:00 - 8:00 p.m.

SOCIAL EVENT AT HILTON GARDEN INN OLATHE

Bring your complimentary beverage voucher and join us for appetizers and a chance to relax after a busy day of sessions. Terrace Level at Hilton Garden Inn Olathe, 12080 S. Strang Line Road, Olathe, Kansas 66062

FRIDAY, OCTOBER 13, 2017 - 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. **Coffee and Bagels** BEST CONFERENCE LOBBY

8:15 – 9:30 a.m. **KEYNOTE SESSION 2** BEST CONFERENCE CENTER

A Different Perspective, Some Effective Strategies, and a Few Useful Hints for Working with Students Having Behavior Problems

This presentation focuses on children and youth experiencing emotional and behavioral problems in schools and how school leaders can help them and their families achieve success. The speaker will illustrate how the beliefs, values, and assumptions that define a school's culture guide the goals we establish for children, the curriculum and interventions we provide them, and the eventual outcomes we will help them achieve. Some common sense strategies will be shared for working with children and youth with emotional and behavioral problems in schools, along with some counter-intuitive but nonetheless effective strategies for facilitating learning and promoting school success.

Michael George, Ed.D., Director Centennial School of Lehigh University, Bethlehem, Pennsylvania

9:30 – 9:45 p.m. **BREAK**

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

TOPIC G REPEATED **Exploring Positive Alternatives to Suspension** BEST RM 135

The screamers, fighters, pranksters, rabble-rousers and all-around troublemakers need instruction, not a vacation. Too many traditional out of school suspension programs actually reward antisocial behaviors, increase opportunities for misbehavior and deny students critical classroom instruction. The speakers will outline a different, more effective approach that focuses on teaching self-control, decision-making and necessary skills for classroom success.

Catherine DeSalvo, M.S., Supervisor of Multi-Tiered Systems of Support-Behavior, Omaha Public Schools, Omaha, Nebraska and **Mike Meeks, M.S.**, National Training Manager, Boys Town, Nebraska

TOPIC H REPEATED **Trauma Informed Care: Developing Student and Staff Resiliency Through Education and Mindfulness** BEST RM 130

Developing an understanding of the growing body of research in the area of Trauma Informed Care is essential in today's educational setting. Through this presentation participants will gain an understanding of what Trauma Informed Care is and the importance of applying this knowledge to the educational setting. This presentation provides a review of available research in the area from leading experts taken from a variety of sources as well as look at the impact this information and its application can have in the educational setting based on results at Summit Ridge Academy.

Andy Campbell, Principal, Summit Ridge Academy, Lee's Summit R-7 School District, Lee's Summit, Missouri

TOPIC I PART 1

**LEGAL STRAND 3
PART 1 - Developing Educationally Appropriate and
Legally Sound Behavioral IEPs: Federal Guidance
and Litigation**

BEST RM 125

On August 1, 2016, the Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education issued federal guidance to administrators of public schools that addressed developing IEPs for students with behavioral problems. Specifically, the purpose of the guidance letter was to (a) encourage school administrators to develop school environments that are safe, supportive, and conducive to teaching and learning; and (b) inform administrators and teachers of the importance of establishing predictable, consistent, and reinforcing classroom environments; and (c) apprising IEP team members of the content requirements related to developing special education programs that use positive behavioral supports and positive program modifications. The purpose of this presentation will review this important federal guidance document and related litigation that have addressed the necessity of writing educationally appropriate and legally sound IEPs for students with disabilities who exhibit problem behaviors.

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

TOPIC J NOT REPEATED

Discussion Session with the Keynote

BEST CONFERENCE CENTER

Michael George, Ed.D., Director Centennial School of Lehigh University, Bethlehem, Pennsylvania

10:45 – 11:00 a.m.

BREAK

11:00 a.m. – 12:00 p.m.

SET IV - CONCURRENT BREAKOUT SESSIONS

TOPIC F

REPEATED FROM THURSDAY

**Social Skill Support Strategies for Learners
with High-Functioning Autism**

BEST CONFERENCE CENTER

Social skill and social interaction problems, including social excesses, deficits, and failure to understand social situations and expectations, are defining characteristics of High-Functioning Autism Spectrum Disorders (HFASD). Students with HFASD experience significant difficulty interacting with others and forming and maintaining age-appropriate adult and peer relationships; abiding by traditional classroom routines and accepted conduct; and learning and using age-expected personal responsibility and self-management behaviors. These challenges demand that learners with HFASD receive instruction and support in learning and putting into practice age-appropriate social skills. Related to this need this presentation will focus on evidence-based methods that support children and youth with HFASD learning and using appropriate social behaviors in a variety of settings, including school.

Richard Simpson, Ed.D., Professor Emeritus, University of Kansas, Lawrence, Kansas

TOPIC G REPEATED

Exploring Positive Alternatives to Suspension

BEST RM 135

The screamers, fighters, pranksters, rabble-rousers and all-around troublemakers need instruction, not a vacation. Too many traditional out of school suspension programs actually reward antisocial behaviors, increase opportunities for misbehavior and deny students critical classroom instruction. The speakers will outline a different, more effective approach that focuses on teaching self-control, decision-making and necessary skills for classroom success.

Catherine DeSalvo, M.S., Supervisor of Multi-Tiered Systems of Support-Behavior, Omaha Public Schools, Omaha, Nebraska and **Mike Meeks, M.S.**, National Training Manager, Boys Town, Nebraska

TOPIC H REPEATED

Trauma Informed Care: Developing Student and Staff Resiliency Through Education and Mindfulness

BEST RM 130

Developing an understanding of the growing body of research in the area of Trauma Informed Care is essential in today’s educational setting. Through this presentation participants will gain an understanding of what Trauma Informed Care is and the importance of applying this knowledge to the educational setting. This presentation provides a review of available research in the area from leading experts taken from a variety of sources as well as look at the impact this information and its application can have in the educational setting based on results at Summit Ridge Academy.

Andy Campbell, Principal, Summit Ridge Academy, Lee’s Summit R-7 School District, Lee’s Summit, Missouri

TOPIC I PART 2

**LEGAL STRAND 4
PART 2 - Developing Educationally Appropriate and Legally Sound Behavioral IEPs: Federal Guidance and Litigation**

BEST RM 125

On August 1, 2016, the Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education issued federal guidance to administrators of public schools that addressed developing IEPs for students with behavioral problems. Specifically, the purpose of the guidance letter was to (a) encourage school administrators to develop school environments that are safe, supportive, and conducive to teaching and learning; and (b) inform administrators and teachers of the importance of establishing predictable, consistent, and reinforcing classroom environments; and (c) apprising IEP team members of the content requirements related to developing special education programs that use positive behavioral supports and positive program modifications. The purpose of this presentation will review this important federal guidance document and related litigation that have addressed the necessity of writing educationally appropriate and legally sound IEPs for students with disabilities who exhibit problem behaviors.

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

12:00 p.m.

BOX LUNCH

BEST BUILDING LOBBY

12:25 – 1:45 p.m.

PANEL SESSION

BEST CONFERENCE CENTER

Proactive Responses to Aggressive Behavior from the Classroom, School, and District Perspective

The panel will discuss the challenges in responding proactively to behavior that puts students, staff, schools and districts in jeopardy. Participants will discuss what strategies are in place to protect the physical, emotional, and professional safety of students and staff.

Panel Members: **Amber Wicherski**, Omaha Public Schools, Omaha, NE; **Andy Campbell**, Lee’s Summit R-7 Schools, Lee’s Summit, MO; **Jodie Tagel**, Westside Community Schools, Omaha, NE; **Moderator:** **Joan Johnson**, MSLBD Planning Committee Member

2:00 p.m.

Conference Adjourns

2017 Conference on Behavior for School Leaders Presenters

Andy Campbell

Lee's Summit R-7 School District
Lee's Summit, Missouri

Catherine DeSalvo

Omaha Public Schools
Omaha, Nebraska

Nicholas Gage

University of Florida
Gainesville, Florida

Michael George

George and George Educational
Consultants
Bethlehem, Pennsylvania

Trisha Guffey

University of Missouri
Columbia, Missouri

Joan Johnson

Lee's Summit R-7 School District
Lee's Summit, Missouri

Cynthia Lutz Kelly

Attorney
Topeka, Kansas

Andrea Kunkel

Cooperative Council for Oklahoma School
Administration & Oklahoma Directors of
Special Services
Tulsa, Oklahoma

Sharif Z. Liwaru

Omaha Public Schools
Omaha, Nebraska

James "Mike" Meeks

Boys Town
Boys Town, Nebraska

Bruce J. Prenda

Lancaster County Attorney's Office
Lincoln, Nebraska

Richard Simpson

Leawood, Kansas

Jodie Tagel

Westside Community Schools
Omaha, Nebraska

Jason Travers

University of Kansas
Lawrence, Kansas

Amber Wicherski

Omaha Public Schools
Omaha, Nebraska

Mitchell Yell

University of South Carolina
Columbia, South Carolina