



**Midwest Symposium for Leadership
in Behavior Disorders**

**Conference on Behavior Issues
for School Leaders**

October 8 & 9, 2015

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



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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 2015 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. The 2015 conference marks the tenth year MSLBD has hosted the Conference on Behavior Issues for School Leaders or what began as the Conference for Administrators on Behavior Issue (2006-20011). To celebrate we invite all conference participants to join us from 6:00-8:00 p.m. at the Clubhouse at Hawthorn Suites 11400 College Blvd. Overland Park, Kansas. Join us as we enjoying some famous Kansas City Bar-B-Que and time visiting with friends!

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

2015 School Leaders Conference Planning Committee

Linda Geier, Co-Chair, Positive Behavior Supports Coordinator, Tulsa, Oklahoma
Marc Benedetto, Co-Chair, Westside Community Middle School, Omaha, Nebraska
Terry Bigby, Kansas City Kansas Public School District
Joyce Downing, University of Central Missouri, Warrensburg, Missouri
Lisa Bowman-Perrott, Texas A & M University, College Station, Texas
Catherine DeSalvo, Wagner Middle School, Boys Town, Nebraska
Deb Griswold, University of Kansas, Lawrence, Kansas
Joan Johnson, Lee's Summit School District, Lee's Summit, Missouri
Reece Peterson, University of Nebraska-Lincoln, Nebraska
Cindy Scarbrough, Marysville, 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

2015 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.

Sherry Dumolien, USD 232-DeSoto, Kansas
Ann Fritz, Three Lakes Educational Cooperative, Lyndon, Kansas
SuAnn Grant, Fort Leavenworth & Easton, Kansas
Greg Konda, USD 405 Lyons, Kansas
Kevin Miles, Bellevue Public Schools, Bellevue, Nebraska
David Sheppard, Marion County SPED Coop #617, Kansas
Bob Turner, USD 405 Lyons, Kansas
Karen Westhoff, Cooperating School District, St. Louis, Missouri

THURSDAY, OCTOBER 8, 2015

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 **Effective Set-up and Operation of a Self-contained or Resource Classroom Serving Students with EBD and/or Mental Health Disorders** BEST ROOM 130

Given the rise in the number of students and the severity of their disorders, more and more schools are finding the need to operate specialized cross-categorical, specialized classrooms and/or alternative settings to serve children and youth whose behavior makes education within the general education classroom inappropriate. Efforts to promote inclusion have reduced the full-continuum of services available within many school districts. Given larger class sizes and increased pressures to meet higher and higher academic demands the typical general education teacher simply does not have the ability to meet the emotional and behavioral needs of these students making their classroom less likely to meet LRE and FAPE requirements. Students with emotional, behavioral and mental health disorders frequently display both significant learning problems and challenging behavioral characteristics that must be addressed proactively across the instructional day. This workshop will explore critical features needed to create a classroom environment and instructional program reasonably suited to meet the diverse needs of a multi-age/multi-disability classroom. Participants may wish to bring information related to the student population they serve or wish to serve and a listing of available resources.

Richard Van Acker, Ed.D., Professor Emeritus, Special Education, University of Illinois - Chicago

Workshop #2 **What Principals Need to Know About 504 and Other Tips to Prevent Litigation** BEST ROOM 125

504 is not just IDEA light, there are very important points school leaders must understand when working with students with disabilities. Additionally, this session will also include strategies to prevent litigation related to students with disabilities and provide tips for working with parents.

David Bateman, Ph.D., Professor, Educational Leadership and Special Education, Shippensburg University, Pennsylvania

Workshop #3 **You're not Screwed: The Nuts and Bolts of Behavior for Education Leaders** BEST ROOM 135

Students with (and without) disabilities may engage in behavior that is disruptive to educational progress. A common response is to apply consequence strategies that motivate the student, including reward systems like a token economy, planned ignoring, and punishers like the loss of a privilege. Educators return to these tactics because they've been effective for some of their students in the past; their teaching behavior has been reinforced by positive student responses. But there are students who fail to respond to these interventions and, in most cases, teachers and administrators are baffled. The result often is escalated behavior, more restrictive educational placements, deployment of unproven tactics like sensory integration strategies, and sometimes the use of seclusion

and physical restraint. This session will explore reasons why students fail to respond to behavior interventions and how to proceed with particularly challenging students.

Jason Travers, Ph.D., BCBA-D, Assistant Professor, Special Education, University of Kansas, Lawrence, Kansas

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

THURSDAY AFTERNOON, OCTOBER 9, 2014 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
Supports for Students Experiencing Ongoing Struggles with School Behavioral Success

This keynote will share a comprehensive approach to supporting students whose behavior prevents them from experiencing school success. Both school and classroom factors will be presented, and an emphasis will be placed on supporting teachers in implementing effective supports.

Vern Jones, Ph.D., Emeritus Professor, Graduate School of Education and Counseling, Lewis & Clark College, Tualatin, Oregon

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

TOPIC A
NOT REPEATED

Behind the Curtain: An In-depth Look at Paraprofessionals in Action and How Education Leaders Can Support Them

BEST RM 225

Public schools are expected to provide rigorous, evidence-based programming (EBP) for all students including those with disabilities. However, a lack of special education professionals has resulted in an increased dependence on paraprofessionals (paras) to provide support and instruction. This presentation will include findings from an exploration study aimed at identifying the strengths and weaknesses of paraprofessional service delivery. Based on this study, and on current resources available in the field, tips and recommendations for administrators to support paras will be offered. Administrators will learn methods to evaluate their own paras' training needs as well as available resources to help them in their efforts to improve para performance.

Howard Wills, Ph.D., Associate Research Professor and **Rose Mason, Ph.D.**, Assistant Research Professor, Juniper Gardens Children's Project, Kansas City, Kansas

SET I Concurrent Breakout Sessions continued on next page

TOPIC B	<p>Multi-tiered Systems of Supports: Implications for School Leaders BEST RM 130</p> <p>Multi-Tiered Systems of Support are increasingly advocated as a framework to provide effective instruction, preventative academic and social supports, and integrated individualized supports. This session will provide an overview of MTSS and discuss the vital role school administrators and leaders play in this school-wide approach.</p> <p>Tim Lewis, Ph.D., Professor of Special Education, University of Missouri; Co-Director, OSEP Center for PBIS; Co-Director MU Center for School-wide PBIS; Columbia, Missouri</p>
TOPIC C	<p>Risk and Protective Factors Associated with Bullying Involvement: What Every Administrator Should Know BEST RM 135</p> <p>Bullying is one of the most pervasive issues facing school aged youth. Consequently, school administrators must be aware of the defining characteristics of bullying, factors that place students at greater risk of involvement, and evidence based practices for reducing bullying within the nation's schools. Therefore, this session will outline federal harassment laws, explore the difference between traditional peer aggression and bullying, identify risk and protective factors associated with bullying involvement, and recommend evidence based practices for reducing bullying among the nation's youth.</p> <p>Chad Rose, Ph.D., Assistant Professor of Special Education, University of Missouri – Columbia</p>
TOPIC D NOT REPEATED	<p>LEGAL STRAND 1 BEST CONFERENCE CENTER</p> <p>Bullying and Students with Disabilities</p> <p>This session will discuss the latest from the Office for Civil Rights and other sources concerning bullying of and by students with disabilities.</p> <p>Andrea Kunkel, Esq., Staff Attorney for the Cooperative Council of Oklahoma School Administrators (CCOSA); Director of the Oklahoma Directors of Special Services (ODSS) and Adjunct Faculty, Special Education Law at Oklahoma State University; Tulsa, Oklahoma</p>
3:45 – 4:00 p.m.	<p>Break BEST BUILDING LOBBY</p>
4:00 – 5:00 p.m.	<p>SET II – CONCURRENT BREAKOUT SESSIONS</p>
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Chad Rose, Ph.D., Assistant Professor of Special Education, University of Missouri – Columbia

TOPIC E
NOT REPEATED

Developing and Assessing Programs for Students with EBD

BEST RM 225

The session will present twelve key components to an effective program for serving students identified as EBD and program indicators and assessment methods for reviewing these components.

Vern Jones, Ph.D., Professor Emeritus, Graduate School of Education and Counseling, Lewis & Clark College, Tualatin, Oregon

TOPIC F
NOT REPEATED

LEGAL STRAND 2
Behavior and Discipline of Students with Disabilities: The Intersection of FAPE and Equity

BEST CONFERENCE CENTER

The presenter will lead a discussion about the meaning of FAPE in the age of high-quality education and equity for all, focusing on student behavior and discipline.

Andrea Kunkel, Esq., Staff Attorney for the Cooperative Council of Oklahoma School Administrators (CCOSA); Director of the Oklahoma Directors of Special Services (ODSS) and Adjunct Faculty, Special Education Law at Oklahoma State University; Tulsa, Oklahoma

FRIDAY, OCTOBER 9, 2014
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
Whole School Responsibility for Ensuring FAPE: What Special Education Teachers Want and Need from their School Leaders

This keynote will focus on the principal as the leader of the whole school. General and special education teachers have specific needs related to special education. The more a principal knows, the more supportive he or she will be – and the better the overall services will be for children with disabilities.

David Bateman, Ph.D., Professor, Educational Leadership and Special Education, Shippensburg University, Shippensburg, Pennsylvania

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

9:45 – 10:45 a.m.

SET III - CONCURRENT BREAKOUT SESSIONS

TOPIC G
NOT REPEATED

LEGAL STRAND 3

BEST CONFERENCE CENTER

Restraint & Seclusion of Students: What Federal Guidelines and State Laws Mean for School Personnel

This session will first describe the issues leading to calls for more regulation on how students are restrained or placed in seclusion in schools. Then the 2012 guidance from the Federal Department of Education on restraint and seclusion including its 15 principles for the use of restraint and seclusion in school will be presented. Additionally, the speaker will touch on the restraint and seclusion laws adopted by many states and their similarities and differences from the Federal guidelines. Finally this session will conclude with how these guidelines and laws have been implemented in school, how different schools have modified their policies and procedures, and changes to the legal liability that schools have faced since new laws and the federal guidelines have been adopted.

Monica Conrad, Esq., Partner at Church, Church, Hittle, and Antrim Attorneys at Law, Merrillville, Indiana

TOPIC H

Let's Put a Pin in That! Strategies for Reducing the Need for Restraint and Seclusion

BEST RM 130

With the need to maintain a safe environment for all students, restraint and seclusion has been a necessary evil for many school districts. Problems with the practice of restraint and seclusion have been abundant and well documented. For this reason, it is imperative that school districts begin to find ways to reduce the use of these controversial methods of de-escalation. This session will address the conflict cycle and strategies to use at every step of escalation and de-escalation of the student behavior including when the use of restraint and seclusion may be necessary. Additionally, participants will take away strategies to help their staff reduce the need for restraint and seclusion before they get to the point where they are necessary.

Matthew McNiff, Doctoral Candidate, Behavior Consultant, Educational Service Unit #5, Beatrice, Nebraska

TOPIC I

It's not My Fault! Please Help Me!

BEST RM 125

Why are so many of our young people suffering from emotional distress? And, how can school personnel be expected to provide needed emotional supports to our students? This session will discuss The Adverse Childhood Experiences (ACEs) study completed in the mid-1990s which found over half of middle class adults experienced trauma in their youth. Discussion will center around how we can provide support to so many students with emotional needs and look at current literature that will help us Connect, Protect, Respect, and Redirect students and respond in a trauma-sensitive way.

Ellen McGinnis-Smith, Ph.D., Consultant, Ankeny, Iowa

TOPIC J

The Tip of the Iceberg: ASD and Behavior Challenges

BEST RM 135

With the rising prevalence of students verified with an autism spectrum disorder, school districts are increasingly faced with the challenge of understanding and effectively supporting students that may exhibit unusual, unexpected, or problematic behaviors. This session will provide a brief overview of common characteristics of autism and the potential impact of these core characteristics on

(cont.)

behavior. Additionally, examples of proactive (prevention) strategies designed to support the student while decreasing the likelihood of problematic behavior occurring will be included.

Melinda Henson, M.Ed., BCBA,, Behavior Analyst, NE ASD Network, University of Nebraska-Lincoln

9:45 – 10:45 a.m.

SET IV - CONCURRENT BREAKOUT SESSIONS

TOPIC H

Let's Put a Pin in That! Strategies for Reducing the Need for Restraint and Seclusion

BEST RM 130

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SET IV Concurrent Breakout Sessions continued on next page

TOPIC G
NOT REPEATED

LEGAL STRAND 4

BEST CONFERENCE CENTER

Providing FAPE in the LRE for Students with EBD and Mental Health Disorders

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.

Monica Conrad, Esq., Partner at Church, Church, Hittle, and Antrim Attorneys at Law, Merrillville, Indiana

12:00 p.m.

Box Lunch

BEST BUILDING LOBBY

12:25 – 1:45 p.m.

PANEL SESSION

BEST CONFERENCE CENTER

Lunch and Learn: Supporting Teachers who Struggle with the Challenging Behavior of their Students

The Friday Lunch Session is designed to get into the nitty-gritty of supporting teachers who struggle with the challenging behavior of their students. A panel of Master Teachers will provide ideas and resources that will address issues such as: What can school leaders do to prepare and support beginning and veteran teachers in the area of classroom and behavior management? What are the most critical aspects of classroom management that a principal might watch for during a walk-through? What resources are available to enhance and support the behavior management skills of teachers?

Members of the Midwest Symposium Master Teacher Group: Matthew McNiff, Doctoral Candidate, Behavior Consultant, Educational Service Unit #5, Beatrice, Nebraska, **Kaye Otten, Ph.D.**, Assistant Professor, Special Education, University of Central Missouri, **Jodie Tuttle, M.Ed.**, Behavior Facilitator, Westside Schools, Omaha, Nebraska

2:00 p.m.

Conference Adjourns

2015 Conference on Behavior for School Leaders Presenters

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