SYMPOSIUM AT-A-GLANCE
Thursday, February 21
7:00 a.m. – Registration Open
8:00 a.m. – 8:15 a.m. – Keynote: Realistic Strategies for Bullying Prevention and Intervention
9:00 a.m.-5:00 p.m. – Exhibits
10:00 a.m.-1:30 p.m. – Concurrent Sessions
11:00 a.m.-12:30 p.m. – Planning Committee Meeting
11:15 a.m. – Adjournment
11:30 a.m.-4:30 p.m. – Exhibits
Friday, February 22
7:00 a.m. – Registration Open
8:00 a.m. – 8:15 a.m. – Keynote: Developing Capacity of Functional Assessments in Tiered School Model
9:00 a.m.-5:00 p.m. – Exhibits
10:00 a.m.-1:30 p.m. – Concurrent Sessions
11:00 a.m.-12:30 p.m. – Pre-symposium Workshops
11:15 a.m. – Adjournment
11:30 a.m.-4:30 p.m. – Exhibits
Saturday, February 23
8:00 a.m. – 8:15 a.m. – Keynote: The Janus Project: Looking Back to Move the Field Forward
9:00 a.m.-5:00 p.m. – Exhibits
10:00 a.m.-1:30 p.m. – Concurrent Sessions
11:00 a.m.-12:30 p.m. – Breakout Sessions
11:30 a.m.-4:30 p.m. – Exhibits

DON’T BE LEFT OUT! REGISTER DAILY – THERE WILL BE NO WALK-IN REGISTRATION. For more conference information, visit www.mslbd.org.
3. Working with Families: How to Get to the Heart of the Matter

The importance of relationships between parents, family members, and professionals is in a topic that has received considerable attention during the past decade, and yet educators still lack clear and proven methods of helping families and professionals in service delivery for students with EBD, and ways to identify and serve the needs of those families. Specific strategies and methods will be presented to assist educators as they strive toward developing and maintaining meaningful and effective relationships with all families, including those who are culturally or linguistically different. Participants will discuss the characteristics of families today and strategies for effective families. Specific strategies and techniques will be presented to help identify the needs of families of students with EBD. They will explore their concerns and facilitate cooperative strategies between families.

4. Technology for Today and Tomorrow: Tools for Home and the Classroom

Parents and teachers from University of Kansas bring along their web 2.0 tools and more including iPods, Apps, and a new curriculum that further enhances the tools of students with emotional/behavioral disabilities. Free and inexpensive resources will be presented focused on assessment and development, academic interventions, adaptive skill development, and communication. Informational presentations and hands-on activities for parents and teachers.

5. Understanding and Prevening Noncompliance and Escalating Behavior

The purpose of this workshop is to provide strategies and, as practitioners, for understanding and responding to escalating chains of problem behavior related to a model developed by Geoff Coyle. The workshop will be presented to prevent and provide an overview of comprehensive school-wide behavior support frameworks. Strategies, guidelines, and tools for the development of comprehensive school-wide behavior support frameworks. Strategies, guidelines, and tools for the development of comprehensive school-wide behavior support frameworks. Strategies, guidelines, and tools for the development of comprehensive school-wide behavior support frameworks.

6. Lost in the Dark?: Shining Light on How to Select Evidence-Based Practices for Students with ASD

With a myriad of possible interventions available for students with Autism Spectrum Disorders (ASD), knowing which to use can be confusing and frustrating. Presenters will provide an overview of evidence-based practices (EBP) based on decision making of Developmental Center (DFC) and ASDs framework. Topics will include the importance of finding evidence-based practices, and tools to identify key resources, and understanding the importance of intervention fidelity. Presenters will also go through the decision-making process for using one particular EBP video modeling. At the conclusion, audiences will be able to define EBP and more clearly identify what it means to be a quality evidence-based practice. Participants will be able to define and articulate evidence-based practice and identify some key components of an evidence-based practice.

7. Crafting Transition-Rich IEPs for Students with Emotional and Behavioral Disorders

Developing high quality secondary curricula for students with IEPs. With the ever increasing curricular demands for students with EBD, the time has come to focus on the curriculum needs of secondary students. The purpose of this presymposium workshop is to provide strategies for the development of comprehensive school-wide behavior support frameworks. Strategies, guidelines, and tools for the development of comprehensive school-wide behavior support frameworks. Strategies, guidelines, and tools for the development of comprehensive school-wide behavior support frameworks.

8. Putting the FUN Back in Function: FBA and Data-Based Practice in easy-to-implement positive and respectful techniques that:

Promote motivation and cooperative behavior. Dr. Mac will discuss and demonstrate how to use tools for assessing student behavior, and strategies to apply the results. The session will focus on strategies to ensure that behavior is positive and respectful. It will cover how to access EBP resources. Specifically, the discussion includes strategies to explain how these resources can be accessed to identify the key components necessary for the development, implementation, and maintenance of behavioral interventions for all students in school settings. The emphasis will be on practical strategies and tools to assist practitioners in implementing data-based decision-making.

9. Meaningful Partnerships

In today’s educational environment, effective collaboration between families and professionals is essential. This workshop will focus on the importance of meaningful and effective involvement of all families, including those who are culturally and linguistically different. Strategies for building meaningful partnerships between families and professionals will be presented. Strategies and tools for the development of comprehensive school-wide behavior support frameworks. Strategies, guidelines, and tools for the development of comprehensive school-wide behavior support frameworks. Strategies, guidelines, and tools for the development of comprehensive school-wide behavior support frameworks.

10. With a myriad of possible interventions available for children/youth with EBD, the time has come to focus on the curriculum needs of secondary students. The purpose of this presymposium workshop is to provide strategies for the development of comprehensive school-wide behavior support frameworks. Strategies, guidelines, and tools for the development of comprehensive school-wide behavior support frameworks. Strategies, guidelines, and tools for the development of comprehensive school-wide behavior support frameworks.
Half-Day Workshops
AFTERNOON (1:00-4:00 p.m.)

5. Understanding and Preventing Nonsensical and Escalating Behavior
The first hour of this workshop is reserved to provide a basics level overview of diagnostic and pharmacological approaches to the assessment, prevention, and treatment of nonsensical and escalating behavioral problems. The remainder of the workshop is dedicated to specific strategies and techniques to prevent and manage nonsensical and escalating behaviors.

6. Lost in the Dark: Shining Light on How to Select Evidence-based Practices for Students with ASD
With a myriad of possible interventions available for children with Autism Spectrum Disorder (ASD), knowing which ones to choose can be confusing and frustrating. Presenters will provide an overview of evidence-based interventions (EBPs) that have been empirically evaluated for students with ASD. Practical and current information that will help attendees understand the process of selecting appropriate EBPs will be shared.

7. Crafting Transition-Rich IEPs for Students with Emotional and Behavioral Disorders
Developing high-quality secondary curricula for students with IBDs is an essential component of any evidenced-based intervention. Presenters will discuss the relationship between the Individualized Education Program (IEP), the Transition Plan, and the Individualized Transition Plan (ITP) and the importance of starting the process of crafting these documents for students with EBDs. Participants will have the opportunity to develop their own transition plans, review the current state of transition planning for students with EBDs, and practice strategies for teaching important skills to students with EBDs.

8. Putting the FUN Back in Function: Functional Behavior Assessment and Data-Based Decision-Making in your Classroom
During this half-day presentation participants will learn how to use specific strategies and tools to answer questions related to challenging behavior within the context of a Functional Behavioral Assessment (FBA). Strategies to bridge the findings of the FBA to an effective function-based intervention will be discussed. Participants will also learn how to translate the results of their assessment into a feasible and functional intervention plan.
3. Working with Families: How to Get to the Heart of the Matter

The importance of relationships between parents, family members, and professionals is a topic that has received considerable attention during the past decade, and yet educators still lack clear lines of parent involvement and support as key ingredients in promoting appropriate and comprehensive programming for students with ASD. This session will focus on changing the relationships and values of “family.” The importance of family and professional service delivery for students with ASD, and ways to identify and serve the needs of these families.

Specific strategies and methods will be presented to assist educators as they form their developing and meaningful involvement of all families, including those who may be culturally or linguistically diverse.

Participants will discuss the characteristics of families today and effective strategies to help them better understand and serve the needs of students with ASD.

This workshop is appropriate for all general and special educators, school counselors, researchers, inclusive educators, special education specialists (e.g., speech pathologists, psychologists, counselors, and social workers). Parents are also encouraged to attend.

5. Understanding and Preventing Noncompliance and Escalating Behavior

The purpose of this presymposium workshop is to provide participants with strategies and practices for understanding and preventing escalating chains of problem behavior, based on research from the Professional Development Center on Autism Spectrum Disorder. The emphasis will be on prevention-oriented strategies that are organized within a multi-tiered behavior support framework. Strategies, tools, and resources that can be used to help participants feel comfortable confronting escalating behaviors will be demonstrated.

This workshop is appropriate for all general and special educators, school counselors, researchers, inclusive educators, special education specialists (e.g., speech pathologists, psychologists, counselors, and social workers). Parents are also encouraged to attend.

6. Lost in the Dark: Shining Light on How to Select Evidence-Based Practices for Students with ASD

With a myriad of possible interventions available for children/youth with Autism Spectrum Disorder (ASD), knowing which practices to use is of utmost importance. This session will provide an overview of evidence-based practices (EBP) based on the work of the National Association of State Directors of Developmental Disabilities (NASDDC) and ASD’s Framework. Topics will include the importance of selecting effective interventions, how to find resources, and understanding the importance of intervention fidelity. Participants will also go through an exercise designed to guide one particular diagnostic group (EBP video-modeling).

At the conclusion, participants will have a better understanding of EBP, and the specific strategies that professionals need to answer the question- ‘Can this intervention help? Explain how to access EBP resources.’

Ann Cox, Ph.D., Professor and Director, National Professional Development Center on Autism Spectrum Disorder; Frank Chudowsky, Ph.D., Associate Professor, Rochester Institute of Technology; and Paul LeConte, Ph.D., Assistant Professor, Rice University, College Station, Texas.

For program updates, go to www.mslbd.org.
**SYMPOSIUM AT-A-GLANCE**

**February 21-23, 2013**

**Sheraton Crown Center, Kansas City, Missouri**

**MISSION STATEMENT**

The Midwest Symposium for Leadership in Behavior Disorders honors outstanding leadership in the field of social behavior disorders and related behavioral challenges.

**DON’T BE LEFT OUT! REGISTER DAILY — THERE WILL BE NO WALK-IN REGISTRATION.**

For more conference information visit our website: www.mslbd.org

**Friday, February 22**

**SYMPOSIUM AT-A-GLANCE**

**Thursday, February 21**

7:00 a.m.-8:00 a.m. — Registration Open

8:00 a.m.-8:10 a.m. — Keynote: Realistic Strategies for Bullying Prevention and Intervention

10:20 a.m.-11:20 a.m. — Concurrent Sessions

11:30 a.m.-1:30 p.m. — Lunch

1:30 p.m.-2:00 p.m. — Concurrent Sessions

2:00 p.m.-3:00 p.m. — Concurrent Sessions

4:15 p.m.-5:30 p.m. — Poster Session: Cash for and a complimentary boxed lunch

5:00 p.m.-6:30 p.m. — Party

February 22, 2013

9:00-11:15 a.m. — Concurrent Sessions

11:30 a.m.-1:30 p.m. — Lunch and Adjournment

1:30 p.m.-2:00 p.m. — Planning Conference Meeting

2:00 p.m.-3:00 p.m. — Concurrent Sessions

3:15-4:30 p.m. — Adjournment

February 23, 2013

8:00 a.m.-10:30 a.m. — Registration Open

10:30 a.m.-11:15 a.m. — Concurrent Sessions

11:30 a.m.-1:30 p.m. — Lunch and Adjournment

1:30 p.m.-2:30 p.m. — Realistic Strategies for Bullying Prevention and Intervention: The Guess & Check: Applying Function-based Analysis in the Classroom

3:15-4:15 p.m. — Adjournment

February 24, 2013

8:00 a.m.-9:00 a.m. — Registration Open

9:00-11:00 a.m. — Concurrent Sessions

11:15 a.m.-1:30 p.m. — Lunch

1:30 p.m.-2:30 p.m. — Concurrent Sessions

3:15-4:15 p.m. — Adjournment

February 25, 2013

8:00 a.m.-9:00 a.m. — Registration Open

9:00-11:00 a.m. — Concurrent Sessions

11:15 a.m.-1:30 p.m. — Lunch

1:30 p.m.-2:30 p.m. — Concurrent Sessions

3:15-4:15 p.m. — Adjournment

February 26, 2013

8:00 a.m.-11:00 a.m. — Registration Open

11:15 a.m.-1:30 p.m. — Lunch

1:30 p.m.-2:30 p.m. — Concurrent Sessions

3:15-4:30 p.m. — Adjournment

February 27, 2013

8:00 a.m.-11:00 a.m. — Registration Open

11:15 a.m.-1:30 p.m. — Lunch

1:30 p.m.-2:30 p.m. — Concurrent Sessions

3:15-4:30 p.m. — Adjournment

**Saturday, February 23**

8:00 a.m.-8:30 a.m. — Registration Open

8:30-9:00 a.m. — Keynote: Empowered Not Devoured: Connecting Self-Advocacy with Behavioral Interventions

9:00-11:15 a.m. — Concurrent Sessions

11:30 a.m.-1:30 p.m. — Lunch and Adjournment

1:30 p.m.-2:30 p.m. — Concurrent Sessions

3:15-4:15 p.m. — Adjournment
February 21-23, 2013
Sheraton Crown Center, Kansas City, Missouri

The Midwest Symposium for Leadership in Behavior Disorders will feature cutting-edge ideas on professional development. This symposium is appropriate for educators including school administrators, teachers, and school staff. The symposium’s theme is \"Realistic Strategies for Bullying\" which will focus on our best practices in bullying prevention.

Dr. Dorothy Espelage, Ph.D., will lead three sessions on managing bullying in the classroom. She will share some of the strategies for educators including individual, peer, family, and school lessons and perspectives she has learned in her research and work in prevention and intervention. Dr. Espelage will share some of her professional experiences and will discuss practical ways to implement effective bullying prevention strategies in the classroom.

Additional sessions will focus on innovative strategies and interventions to address bullying, aggression, and alcohol use. This study was conducted in 36 schools in Kansas and Missouri and found significant reductions in bullying, aggression, and alcohol use. The authors will present data on the effectiveness of these strategies and interventions.

Further information will be available at the symposium website: www.mslbd.org.

Don't be left out!! Register early – there will be no walk-in registration.

Friday, February 22

How to Get There

**Driving In:**

The Sheraton Crown Center is located at 2122 McGee St. in Kansas City, Missouri. The following directions are from the hotel from:

7'-80th Street
- **Take I-35 South to 20th Street**.
- **Turn left at 20th Street**.
- **Walk to the front of the hotel**.

8'-10th Street
- **Take I-35 South to 20th Street**.
- **Turn left at 20th Street**.
- **Walk to the front of the hotel**.

10'-8th Street
- **Take I-35 South to 20th Street**.
- **Turn left at 20th Street**.
- **Walk to the front of the hotel**.

12'-Northwest
- **Take I-35 North to Broadway**.
- **Turn right at Broadway**.
- **Take left at 20th Street**.
- **Walk to the front of the hotel**.

Parking:

Parking may be found in the parking facility immediately in front of the Sheraton Crown Center. Cost for guests staying at the hotel is $12.00. For those driving, the cost is $15.00 for the first 12 hours and increases incrementally after that. Additional parking is available in the street in the Crown Center's parking garage.

Flying In:

- **Denver**: Drive to Denver International Airport. The Sheraton Crown Center is 6 miles North of the airport. Cost per day for guests staying at the hotel is $15.00 for self-parking. For those driving, the cost is $15.00 for the first 12 hours and increases incrementally after that. Additional parking is available in the street in the Crown Center's parking garage.

Additional Information:

- **Keynote Presenters**
  - Tami Hennigh, Linda Trembly, Ron Harley, James Fox
  - Nicholas A. Gage

**Concurrent Sessions – Friday**

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<td>8:00 – 9:00</td>
<td>Supporting Self-regulation in Children with Autism Spectrum Disorder</td>
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<td>Building Online Monitoring</td>
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**Additional Information**

- **Keynote Presenters**
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[**Breakout, Festive, and Saturday sessions updates and descriptions online at www.mslbd.org/conference.html**]