

Minnesota Fall EBD Conference

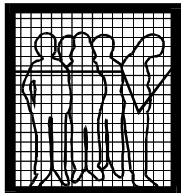


Instructional and Behavioral Practices for Students with Challenging Behaviors

November 5-6, 2009

Sheraton Minneapolis West
Minnetonka, Minnesota

presented by:



**BEHAVIORAL INSTITUTE FOR
CHILDREN AND ADOLESCENTS**

in cooperation with:



Minnesota School Psychologists Association



Council for Children
with Behavioral Disorders

Conference Schedule Overview

Thursday, November 5

7:30 am	Registration Continental Breakfast Exhibits
9:00 am	Opening Session: Greg Benner
10:15 - 10:45	Break & Exhibits
10:45 - 11:45	Breakout sessions (5 options)
12:00 - 1:00 pm	Lunch (included with registration)
1:00 - 2:00	Breakout sessions (5 options)
2:10 - 3:10	Breakout sessions (5 options)
3:10 - 3:30	Break & Exhibits
3:30 - 4:30	General Session: Jonathan Friesen
4:45 - 6:00	Reception <i>networking, poster sessions, silent auction, hors d'oeuvres, cash bar</i>
6:30 - 8:30	Evening Literacy Workshop: Kari Ross

Friday, November 6

7:30 am	Registration Continental Breakfast Exhibits
8:30 - 9:30	General Session: Glenace Edwall
9:40 - 10:40	Breakout sessions (5 options)
10:40 - 11:00	Break & Exhibits Silent Auction closes
11:00 - 12:00	Breakout sessions (5 options)
12:00 - 12:20	Break
12:20 - 2:00	Lunch (included with registration) Town Hall Meeting

Thank you for joining us!
We hope to see you at our next conferences

Midwest Care & Treatment Conference
Brainerd, MN * March 7-9, 2010

International Child & Adolescent Conference XV
Bloomington, MN * Nov. 4-6, 2010

NOTES:

- If you need assistance, please go to the registration-information desk.
- Admittance to **ALL** conference sessions and activities is by **name badge only**.
- Collect all lost and found items at the registration-information desk.
- Presenters requesting special AV equipment should confirm equipment requests upon arrival.
- Your feedback and suggestions are greatly appreciated. PLEASE complete the **conference evaluation form** and turn it in at the registration desk BEFORE you leave the conference.

ATTENDANCE CERTIFICATION, CONTINUING EDUCATION UNITS AND GRADUATE CREDIT:

- All full-conference attendees will receive a certificate of attendance indicating 12.5 clock hours of participation. Reading Workshop participants will receive a separate certificate for an additional 2 hours.
- All presenters will receive a certificate of presentation.
- Please stop by the registration desk for information on continuing education certificates for National Association of School Psychologists, MN Board of School Administrators, MN Board of Social Work.
- If you are interested in earning graduate credit from St. Cloud State University, please stop by the registration desk for information on the assignment and registration. Tuition is \$319.54 per credit.

Featured Keynote Speakers



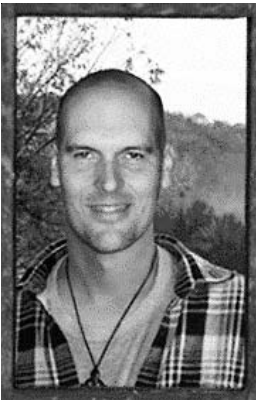
Five Simple Strategies to Meet the Needs of the Academically Misunderstood

Students with behavioral challenges, particularly those with EBD, tend to experience significant academic difficulties and vice versa. What can professionals do to improve the responsiveness of such students? Five simple, “nitty-gritty” RTI strategies will help you better meet the academic needs of this population.

Dr. Gregory J. Benner, Special Education at the University of Washington – Tacoma, specializes in positive behavioral interventions and supports and tiered instruction systems (e.g., RtI) to meet the academic and social/emotional needs of all kids. A parent of four energetic kids, Dr. Benner has expertise in building the capacity of educators, mental health professionals, and parents to better understand and meet the needs of youth who are least understood and struggling most. He has helped hundreds of elementary, middle, and high schools to develop sustainable systems for narrowing the achievement gap. He was honored with the Apple Excellence in Education award for improving the academic and behavioral outcomes of students with behavioral challenges, and received the Wesley Becker Award for Outstanding Research for his work on early intervention and prevention of reading difficulties. His co-authored book entitled, “Instructional Practices for Students with Behavioral Disorders: Strategies for Reading, Writing, and Math” is part of the What Works series. Dr. Benner has over 120 presentations and publications that reflect his ability to disseminate research findings and best practices to the field.

Thursday at 9:00 a.m. in Ballroom 1

Dr. Benner will also present breakout sessions on Thursday at 3:10 p.m. and Friday at 9:40 a.m.



Do No Harm: When Good Intentions Have Painful Results

This message is the personal story of author Jonathan Friesen. Hear a man's experience with both the harmful and healing power of professional services throughout his child and adolescent years. Learn the two questions that service providers cannot afford not to ask.

*Jonathan Friesen is an award-winning author from central Minnesota. His latest novel, *Jerk, California* (2008, Penguin Group, USA), about a young man embracing his Tourette Syndrome was awarded the 2009 American Library Association's Schneider Book Award for the Best Book portraying a disability experience. His personal experiences with the disorder inspired him to write the book. His upcoming release, *Rush*, (Summer 2010, Penguin Group, USA) highlights the E/BD experience. Jonathan presently serves on the board of the Tourette Syndrome Association of Minnesota. A sought after speaker, Jonathan presents nationwide at professional and educational conferences, as well as in schools and alternative placement facilities. Jonathan taught both E/BD and regular education in Minnesota school districts for fourteen years, and was nominated for Teacher of the Year honors. As a child, Jonathan struggled with O/CD, Tourette Syndrome, and a variety of behavioral issues. This has given Jonathan a perspective on issues of emotional and behavioral struggle from each side of the desk. Jonathan believes in journeys, and his have carried him around the globe. When he's not traveling, speaking, or writing, he loves hanging out with his family.*

Thursday at 3:30 p.m. in Ballroom 1



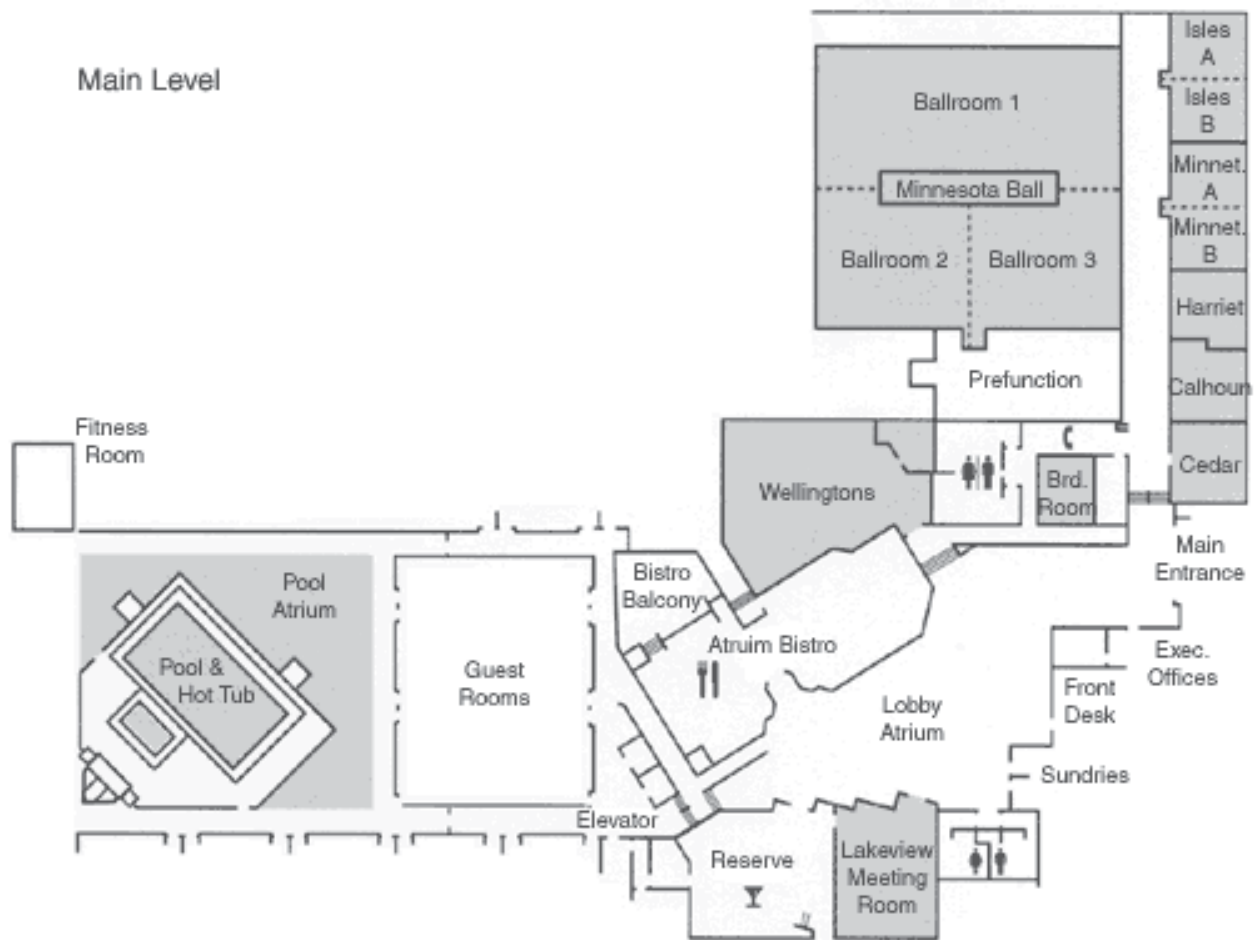
Doing Good and Doing Well: How Do We Know We're Making A Difference?

Evidence-Based Practices (EBPs) and their corollaries, including best practices, promising practices, practice-based evidence, and research-informed practice, give us powerful tools for planning interventions with youth with mental health disorders and related problems. But no practice fits any given youth perfectly, requiring implementation which also pays close attention to both symptom and functional outcomes.

Dr. Glenace Edwall is responsible for oversight of Minnesota's county-administered children's mental health service system, for technical assistance and support to the state's 95 children's mental health and family service collaboratives, and for the policy component of the state's children's mental health benefits provided through Medicaid. In her current role, she has been particularly concerned with meeting the mental health and chemical health needs of adolescents - both those in the juvenile justice system and those who can be diverted from it - and with increasing the identification and service capacity of the state to meet the mental health needs of young children and their families. She has earned doctorates from the University of Minnesota (educational psychology) and the University of Denver (clinical psychology) as well as a master's degree in public policy from the U of MN Humphrey Institute. Dr. Edwall has served as supervisor of the pediatric psychology program at Children's Hospital and Clinic in Minneapolis and director of Fraser mental health services. She is the current chair of Minnesota Child Psychologists.

Friday at 8:30 a.m. in Ballroom 1/2

Meeting Facilities



Registration & Information	Ballroom Prefunction
Exhibits & Refreshments	Prefunction & Ballroom 3
Silent Auction	Prefunction
Keynote Presentations	Ballroom 1
Thursday Lunch	Pool Atrium
Thursday Reception	Prefunction & Ballroom 2/3
Breakout Sessions	Ballroom 1
.....	Ballroom 2
.....	Isles
.....	Minnetonka
.....	Wellingtons

THURSDAY

	Ballroom 3	Ballroom 1	Ballroom 2	Isles	Minnetonka	Wellingtons
7:30 - 9:00 AM	Registration, Continental Breakfast, Exhibits <i>Ballroom 3 & Prefunction Area</i>					
9:00 - 10:15	Opening Keynote - Ballroom 1 Greg Benner - "Five Simple Strategies to Meet the Needs of the Academically Misunderstood" (ASL)					
10:15 - 10:45	BREAK - Ballroom 3					
10:45 - 11:45	An Overview of MN School-wide PBIS <i>Nacik, Lindstrom</i>	Maximizing Reading Instruction <i>Ross</i>	Why Behavior Matters: A Systematic Approach to Improving Student Performance <i>Huzinec, Pisecco (ASL)</i>	The Urban Asperger's Student: A Parent's Perspective <i>Hasan</i>	How to Treat Symptoms of ADHD Effectively and Naturally <i>Alexander (ASL)</i>	
12:00 - 1:00 PM	Networking Lunch (included with registration) <i>Poolside Atrium</i>					
1:00 - 2:00 PM	Troubled Youth - Opportunities <i>Mackey</i>	Why Try? Ending Failure and Truancy <i>Blackwell</i>	"Getting Smarter" not "Getting Even" - Coaching & Structure for Socially Challenged Teens <i>Nakumbe (ASL)</i>	What Works for Students with ED or ASD: Comparing & Contrasting Effective Practices <i>Brushnahan, Gatti (ASL)</i>	A Comprehensive Plan for Diversifying Alternative Programs to Meet the Needs of All Children <i>Jeter, Rodriguez, Garland, Dross</i>	
2:10 - 3:10 PM	Preliminary Outcomes of an Efficacy Study of the Think Time Strategy <i>Benner (ASL)</i>			Understanding ASD and Simple Strategies for Inclusion <i>Stansberry Brushnahan</i>		
3:10 - 3:30 PM	BREAK - Ballroom 3					
3:30 - 4:30 PM	General Session Keynote - Ballroom 1 Jonathan Friesen "Do No Harm: When Good Intentions Have Painful Results" (ASL)					
4:45 - 6:00 PM	Reception - Ballroom 2/3 Poster Sessions: Factors Associated with Special Educators' Satisfaction of the IEP Development for Students with EBD & Managing IEPs for Students with EBD in Minnesota (<i>Hong, Kim, Yang</i>) Networking - Silent Auction - Hors d'oeuvres - Cash Bar					
6:30 - 8:30 PM	Evening Literacy Workshop - Ballroom 1 (<i>Additional Fee Applies</i>) Kari Ross "Practitioner's Guide to Literacy Development"					

FRIDAY

	Ballroom 3	Ballroom 1	Ballroom 2	Isles	Minnetonka	Wellingtons
7:30 - 8:30 AM	Registration, Continental Breakfast, Exhibits <i>Ballroom 3 & Prefunction Area</i>					
8:30 - 9:30	Keynote Address - Ballroom 1/2 Glenace Edwall "Doing Good and Doing Well: How Do We Know We're Making A Difference?" (ASL)					
9:40 - 10:40	Exhibits	Cost-Effective Early Intervention Strategies for Substance Abuse <i>Coyne, Spading</i>	Using Visual Art Strategies to Enhance the Learning of Students Across Subject Areas <i>Causton (ASL)</i>	Parents, Students, and Teachers Working Together for Student Success <i>Lange</i>	RTI: Using Metaphors to Change Behavior - One Student At A Time <i>Hanevoid</i>	The Think Time Strategy: Getting Started & Lessons Learned <i>Benner (ASL)</i>
10:40 - 11:00	BREAK - Ballroom 3					
11:00 - 12:00	Exhibits	A Cutting Edge Program to Develop Safe, Acceptable "College" Behaviors <i>Perry, Kisa</i>	Emotionally Disturbed or Socially Maladjusted: What's the Difference? <i>Lindskog</i>	Addressing Day-to-Day Relational Issues in the Teacher/Parapro. Relationship <i>McGrath</i>	Motivating Students Who Don't Care <i>Dowell (ASL)</i>	What Makes An Effective Teacher? Let's Ask the Students <i>Neilsen Gatti, Hawkins</i>
12:00 - 12:20	BREAK - Ballroom 3					
12:20 - 2:00 PM	Closing Luncheon (included with registration) & Town Hall Meeting - Ballroom 1/2 <i>with Greg Benner, Glenace Edwall, Jonathan Friesen, Heather Lindstrom, Kevin Spading (ASL)</i>					

Notes:

Time	Room	Title	Notes

7:30 AM

**Registration/Exhibits/Continental Breakfast
Ballroom 3 & Prefunction**

9:00 AM **OPENING KEYNOTE**

Five Simple Strategies to Meet the Needs of the Academically Misunderstood

Greg Benner - University of Washington, Tacoma, WA

Students with behavioral challenges, particularly those with EBD, tend to experience significant academic difficulties and vice versa. What can professionals do to improve the responsiveness of such students? Five simple, “nitty-gritty” RTI strategies will help you better meet the academic needs of this population.

Ballroom 1

10:15 - 10:45 AM **REFRESHMENT BREAK**

Ballroom 3

10:45 - 11:45 AM **BREAKOUT SESSIONS (5)**

An Overview of Minnesota School-Wide Positive Behavioral Interventions and Supports (MN SW-PBIS)

Ellen Nacik and Heather Lindstrom - Minnesota Department of Education, Roseville, MN

Minnesota School-Wide Positive Behavioral Interventions and Supports (MN SW-PBIS) promotes improvement in student behavior across entire school programs - especially for students with challenging social behaviors. Come and be introduced to the project’s outcomes related to students’ academic and social behavior, systems supporting staff, practices supporting student success, data guided decision-making and research based interventions focused systematically on student needs which make MN SW-PBIS a model of efficiency.

Ballroom 1

1 hour

Maximizing Reading Instruction

Kari Ross - School Improvement Specialist-Reading, Minnesota Department of Education, Roseville, MN

This session will highlight the reading process, particularly for adolescents. Participants will learn about the cognitive processes needed for students to best understand text and academic materials; learn about strategies that can maximize comprehension of those texts and materials as well as proven practices that support student academic achievement.

Ballroom 2

1 hour

Why Behavior Matters: A Systematic Approach to Improving Student Performance

Chris Huzinec and Stewart Pisecco – Psychological Software Solutions, Houston, TX

Research has shown that classroom disruption decreases the academic success of all students. This presentation examines the preponderance of specific problem behaviors found in school districts, the effectiveness that specific strategies used to address them and the impact of a web-based PBS program, Review360, on the behavioral and academic performance of students across several school districts.

Isles

1 hour

The Urban Asperger’s Student: A Parent’s Perspective

Khadija Hasan – Gary, IN

The purpose of the presentation is to offer insight as a parent of an autistic child as well as a special needs teacher in the urban setting. It is designed with those in mind who don’t have certain resources or capabilities to help their child. It is also designed for teachers who may know what resources are available but not how to effectively communicate that to the parent(s).

Minnetonka

1 hour

How to Treat Symptoms of ADHD Effectively and Naturally

Dr. James Alexander - Finish Line Chiropractic, Burnsville, MN

This presentation details natural alternatives to treat symptoms of ADHD. There have been numerous studies that document the effectiveness of chiropractic adjustments, diet modifications and nutritional supplementation for ADHD. I will present these natural remedies and describe how and why these have been successful, not only with our office but nationally.

Wellingtons 1 hour

“Getting Smarter” Not “Getting Even” - Coaching & Structure for Socially Challenged Teens

Coach Nakumbe – Coach Nakumbe’s Foundation for Change Cooperative, Golden Valley, MN

This workshop will introduce participants to coaching socially challenged teens to respond instead of react to perceived peer and social injustices and help create structure/systems that encourage positive solutions to social problems. Led by a family specialist & mentor coach that uses humor & magic as his trademark, participants are able to take part in introductory discussions and practical demonstrations.

Isles 2 hours

12 - 1 PM - LUNCH
POOLATRIUM
included with your registration

What Works for Students with Emotional Disorder or Autism Spectrum Disorder: Comparing and Contrasting Effective Practices

Lynn Stansberry Brusnahan and Shelley Neilsen Gatti – University of St. Thomas, Minneapolis, MN

Prominent among reform efforts are the requirement for educators to adopt practices supported by research. This presentation will present issues and factors that relate to identifying evidence-based practices for both students with ASD and EBD. This session present the differences and similarities between the two areas. The material presented in this session will contribute to improved practice in meeting the needs of students with EBD and ASD.

Minnetonka 1 hour

1 - 2 PM BREAKOUT SESSIONS (5)

Troubled Youth - Opportunities

Barbara Mackey - MIEBD Mentor Teacher, ISD 318, Grand Rapids, MN

“Every youth needs at least one adult that is crazy about him or her” - a quote by Urie Brofenbrenner, coupled with the book, Troubled Children and Youth - Turning Problems Into Opportunities by Brendtro and Shahbazian, is the basis for this presenter’s philosophy in how to work with youth that struggle. This presentation will provide ways that a person can interact with youth that promotes positive and productive relationships. The information shared can be immediately used across many settings.

Ballroom 1 1 hour

A Comprehensive Plan for Diversifying Alternative Programs to Meet the Needs of All Children

Marvin H. Jeter, III, Kenny Rodriquez, Phil Garland, Diane Dross - Tulsa Public Schools, Tulsa, OK

Most schools employ a nineteenth century elitist model of instruction. The twentieth century punitive model of alternative education forced compliance with minimal success. Tulsa Public Schools is providing “quality learning experiences for every child, every day, without exception” through a scaffolding of well-defined and articulated choices.

Wellingtons 2 hours

Why Try? Ending Failure and Truancy

Nancy Blackwell - The Why Try Organization, Provo, UT

This presentation provides the audience with several methods to teach emotional intelligence and life skills. This workshop emphasizes a strength-based approach to helping youth overcome their challenges using “multiple intelligence” methods emphasizing the youths’ learning styles. The WhyTry program presented is proven to increase graduation rates, reduce truancy, and improve school climate.

Ballroom 2 2 hours

**2:10 - 3:10 PM BREAKOUT SESSIONS (2)
(3 continuing from 1:00 p.m.)**

Preliminary Outcomes of an Efficacy Study of the Think Time Strategy

Greg Benner - University of Washington, Tacoma, WA

This presentation will convey initial results of a randomized controlled trial of the Think Time Strategy for Schools, a school-wide discipline program designed to benefit students with behavior disorders. Behavioral and academic outcomes of the data will be discussed, as well as corresponding research design issues and implications for practitioners.

Ballroom 1 1 hour

Understanding Autism Spectrum Disorders and Simple Strategies for Inclusion

Lynn Stansberry Brusnahan – University of St. Thomas, Minneapolis, MN

The dramatically increasing growth of Autism Spectrum Disorders challenges educators who do not have special education experience or education. Characteristics of ASD often challenge even experienced special education teachers. This interactive session allows participants to experience the characteristics of ASD and learn simple inclusion strategies.

Minnetonka 1 hour

3:10 - 3:30 PM REFRESHMENT BREAK

Ballroom 3

3:30 - 4:30 PM GENERAL SESSION KEYNOTE

Do No Harm: When Good Intentions Have Painful Results

Jonathan Friesen - Author, Mora, MN

This message is the personal story of author Jonathan Friesen. Hear a man's experience with both the harmful and healing power of professional services throughout his child and adolescent years. Learn the two questions that service providers cannot afford not to ask.

Ballroom 1

4:45 - 6 PM RECEPTION

**poster sessions, networking, silent auction,
hors d'oeuvres, cash bar**

Ballroom 3

POSTER SESSIONS

Factors Associated with Special Educators' Satisfaction of the IEP Development for Students with EBD

Sahoon Hong, Hyoungjun Kim and Seungchang Yang - Kongju National University

This study investigated the satisfaction of 468 special educators with their IEP management. The results identify variables that are positively related to the probability of satisfaction with IEP management. These variables are: (a) satisfaction with the method by which I write IEPs, (b) IEP goals and objectives derived from broad IEP team member input, and (c) school size. The implications of these findings are discussed.

Managing IEPs for Students with EBD in Minnesota

Sahoon Hong, Hyoungjun Kim and Seungchang Yang - Kongju National University

This study describes the development of IEPs for students with emotional and behavioral disorders (EBD). Among 468 survey respondents, the study focused on IEP managers who primarily worked with students with EBD.

6:30 - 8:30 PM LITERACY WORKSHOP
Additional Fee Applies

Practitioner's Guide to Literacy Development

Kari Ross - School Improvement Specialist-Reading, Minnesota Department of Education, Roseville, MN

This workshop provides a practical overview of current reading/literacy research, trends and best practices in reading instruction and assessment tools that inform instruction. It's a great opportunity for reading relicensure hours.

Ballroom 1

7:30 AM

**Registration/Exhibits/Continental Breakfast
Ballroom 3 & Prefunction**

8:30 AM **KEYNOTE ADDRESS**

Doing Good and Doing Well: How Do We Know We're Making A Difference?

Glenace Edwall - Director, Children's Mental Health Division, Minnesota Department of Human Services, St. Paul, MN

Evidence-Based Practices (EBPs) and their corollaries, including best practices, promising practices, practice-based evidence, and research-informed practice, give us powerful tools for planning interventions with youth with mental health disorders and related problems. But no practice fits any given youth perfectly, requiring implementation which also pays close attention to both symptom and functional outcomes.

Ballroom 1

Using Visual Art Strategies to Enhance the Learning of Special Education Students, Across Subject Areas

Linda Causton - ISD 480, Milaca, MN

Special education students in juvenile correction facilities are typically, non-traditional learners with a history of academic and personal failures. These students are least equipped to cope with any kind of adversity and they often mask their lack of identifiable social skills with aggressive behaviors and emotional distress in order to hide their vulnerability. The benefits of Visual Arts in the classroom are multifaceted for this population. They engage students not ordinarily reached. Art provides challenges for students of all of levels of ability, intelligence and performance, as well as an understanding of self and others. It shows learners that neither words in their literal form, nor numbers, exhaust what we are capable of knowing. Visual systems engage more of our brain than any other of our five senses and are an excellent starting place to link Art strategies to Learning. Benefits of this approach include helping students link success in Visual Arts to other classes, find their "voice" that is non-existent in many traditional school settings, improve their overall behaviors and strengthen their ability to be creative and productive, and increase their sense of self worth, communication, and accomplishment, which in turn, leads to academic successes.

Ballroom 2

1 hour

9:40 - 10:40 AM **BREAKOUT SESSIONS (5)**

Cost-Effective Early Intervention Strategies For Substance Use

Michael Coyne and Kevin Spading - Minnesota Institute of Public Health, Moundsview, MN

Substance use and abuse has a very negative impact on mental and physical health of children and youth. Early intervention programs have been widely researched for over 40 years and have been shown to be effective in reducing substance use and substance use related problems. Change Direction is a culturally competent, early intervention program for first time substance abuse offenders. This is a proven program with a statewide reach of trained instructors, serving a target audience of youth and young adults for over 30 years. In 2008, the program served over 1600 participants. In the current environment of scarce resources, it is especially important to understand the value of cost-effective strategies in prevention and early intervention. The intended audience for this session is middle school, secondary, and higher education. The material is intended for all levels.

Ballroom 1

1 hour

Parents, Students, and Teachers Working Together for Student Success

Linda Lange - ISD 191 & St. Mary's University, Minnetonka, MN

The relationship between parents, students, and teachers greatly impacts outcomes of each student in the classrooms of our schools. How to make all stakeholders "feel important and valued" is key to student success. Learn to practice five "eye's: interest, information, invite, involved, and investment with families.

Isles

1 hour

9:40 - 10:40 AM BREAKOUT SESSIONS (continued)

RTI: Using Metaphors to Change Behavior- One Student at a Time

Gail Hanevold – Minneapolis Public Schools, MN

Case Study results using verbal and visual metaphorical cueing strategies show positive outcomes for 80% of the behavior referrals identified at the tertiary intervention level of the PBIS pyramid model. Of particular interest is the success evidenced in students exhibiting ADHD-type behaviors. Data shows a reduction in adverse behaviors, a reduction in special education referrals, as well as improvement in peer relationships and academic achievement. Participants will be introduced to the Wrist-O-Pic, and other visual cueing methods that assist students with behavior, communication, memory, and organizational skills. Attendees will be introduced to the tools needed to individualize and apply motivating, face-saving intervention strategies.

Minnetonka 1 hour

The Think Time Strategy: Getting Started & Lessons Learned

Greg Benner - University of Washington, Tacoma, WA

Are behavior problems detracting from teaching time in your elementary school building? The purpose of this presentation is to build your capacity to improve on-task behavior, build student self-regulation, and prevent coercive interactions using the Think Time Strategy, a school-wide discipline program designed to benefit students with behavior disorders. Embedding the program in an RTI system will also be discussed.

Wellingtons 1 hour

10:40 - 11:00 AM REFRESHMENT BREAK
Ballroom 3

11:00 - 12:00 NOON BREAKOUT SESSIONS (5)

A Cutting Edge Program for Students with More Severe Disabilities to Learn Social skills and Develop Safe, Acceptable “College” Behaviors

Cynthia Perry and Nutullah Kisa - Edgewood College, Middleton, WI

Our audience is parents, middle and high school teachers, and academics in post secondary schools. We will explain at an intermediate level how we developed our program and the strategies that we found most successful for improving behavior, maturity and safety. Our program uses social modeling in multiple situations including classroom, student activities, roommates, friendship and dating situations.

Ballroom 1 1 hour

Emotionally Disturbed or Socially Maladjusted: What’s the Difference?

Rick Lindskog - Pittsburgh, KS

This session will examine the differences between pupils regarded as ‘E/BD’ under IDEA and ‘conduct disordered’ in mental health (DSM-IV TR). The session will explore definitional issues and behavioral characteristics of each. Then they will be contrasted to help participants understand more clearly what differentiates the two as outlined in special education law.

Ballroom 2 1 hour

Addressing Day-to-Day Relational Issues in the Teacher/Paraprofessional Relationship

Mary McGrath - Reflections Resources, Burnsville, MN

Take time to review the dynamics and personality issues that surface in the teacher/ paraprofessional team. Focus on your position as an educational leader/manager through use of communication skills and organization.

Isles 1 hour

Motivating Students Who Don’t Care

Kathie Dowell - Pike Township Schools, Indianapolis, IN

The five effective processes for motivating students are emphasizing effort, creating hope, respecting power, building relationships, and expressing enthusiasm. In this session, each process will be fully explained and illustrated with proven strategies from the classroom.

Minnetonka 1 hour

11:00 - 12:00 BREAKOUT SESSIONS (continued)

What Makes An Effective Teacher? Let's Ask The Students

Shelley Neilsen Gatti – University of St. Thomas, Minneapolis, MN and Georgetta Hawkins - Minneapolis Public Schools, MN

The research on effective practices for students with EBD recommends a variety of instructional and behavioral strategies. This presentation will provide a brief overview of this research and most importantly allow participants to hear from middle and high-school students with EBD on their perspectives on what makes a good teacher.

Wellingtons 1 hour

12:00 - 12:20 PM BREAK

Ballroom 3

12:20 - 2:00 PM Ballroom 1/2

CLOSING LUNCHEON
(included with registration)
&
TOWN HALL MEETING:

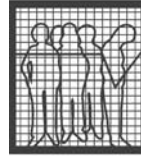
Greg Benner
Glenace Edwall
Jonathan Friesen
Heather Lindstrom
Kevin Spading

THANK YOU FOR JOINING US!

Please complete an evaluation form and return it to the registration table before you leave.

The content provided and opinions expressed by all presenters represent their personal views and do not necessarily reflect the position of Behavioral Institute for Children and Adolescents. It is expected that all statements made by presenters reflect sensitivity to individual differences.

Visit Our Onsite Bookstore



Behavioral Institute for Children and Adolescents thanks you for joining us to make the Fall EBD Conference a success. In addition to our training and consulting services, our non-profit organization offers books, videos, multimedia and other professional materials at a discount. We invite you to stop by our bookstore in the Exhibit Hall.

B.I.C.A. Bookstore Benefits

- **Save money** - We offer most materials at 10% off the publisher's list price plus there is no charge for shipping orders of \$85 or more.
- **Save time (& money)** - Order a variety of materials from more than 70 publishers with just one purchase order. *(one district estimated that personnel time averaged \$100 per purchase order)*
- **Preview materials** - Visit our bookstore to review materials before you buy. You can even schedule a team meeting in our conference room to evaluate materials.
- **Get expert independent assistance** - If you know exactly what you want, we'll try to help you get it. If you're unsure, we're happy to help. We aren't a publisher's sales representative, so you'll get recommendations based upon a variety of sources and more than 25 years of experience.

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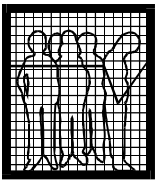
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| • HareBrain (WhisperPhones) | • WW Norton |
| • Houghton Mifflin | • and more! |
| • Learning Resources | |
| • Love Publishing | |
| • Nat'l Professional Resources | |

Silent Auction

Ballroom 3 Exhibit Area

Thursday - Friday (closes at 11 AM)

Stop by the silent auction for a chance to take home a great deal and support the profession at the same time. A wide variety of items will be auctioned to support B.I.C.A.'s Tara Reilly Memorial Scholarship and MNCCBD's networking events.



The Tara Reilly Memorial Scholarship honors a bright, young woman who was murdered at age 18. Tara was pursuing a psychology degree and planned to work with children who have emotional and behavioral problems. She was a vibrant, happy person who befriended people who didn't have many friends. In order to

preserve the hopes and dreams of this special, beautiful and caring person, a scholarship has been created in her name. It is available to any college junior, senior or graduate student who is committed to working with children with behavioral challenges. The scholarship supports students in special education, mental health, juvenile justice and related fields. It is our hope that more people will choose to work with children and youth with behavioral problems so that we can end the type of senseless behavior that took Tara's life.



MNCCBD is a non-profit organization. Our mission is to provide professional growth opportunities, venues for communication, and advocacy at all levels for children with emotional and behavioral disorders. MNCCBD is dedicated to providing support and professional development to its members. Over the past two years, MNCCBD has been facilitating networking events. These events focus on particular topics of interest and include a noted presenter, opportunities to network with other professionals, and time to relax. Past events have included the topics such as Bullying, Positive Behavior Supports, Taking Care of Yourself, Mental Health Issues and other areas of member concern. These events have been offered free of charge to members and other interested professionals in the field. They have been very successful and well received. MNCCBD's goal is to continue to offer these events. With your support, this will be possible.

Thank you to our generous donors*

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Behavioral Dynamics, Inc.

Teresa Levinson
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The MotivAider is an ingeniously simple and affordable electronic device that helps children change their own behavior. Invented by a clinical psychologist, the device works privately and automatically to keep a child's attention focused on any chosen behavioral objective. A growing body of research supports the MotivAider's effectiveness. For more information about the MotivAider, please visit <http://HelpKidsChange.com>

Behavioral Institute for Children and Adolescents

3585 Lexington Ave N. Suite 163, Arden Hills, MN 55126
651-484-5510 phone 651-483-3879 fax
www.behavioralinstitute.org

The Behavioral Institute for Children and Adolescents has been promoting improved services for troubled children and youth since 1982. The Institute provides a wide variety of supporting services to professionals and parents who work with children with emotional and behavioral challenges. Our services include professional development, discounted publications and materials, conferences, workshops, consultation, program design and evaluation, a professional library, and scholarship program.

BlueSky Charter School

Amee Wittbrodt
33 Wentworth Ave E, Suite 300, West St. Paul, MN 55118
651-642-0888 phone 651-642-0888 fax
www.blueskyschool.org

BlueSky Online Charter School was the first 100% online charter school in Minnesota serving students in grades 7-12. At BlueSky Online Charter School, all teachers and administrators are fully licensed. BlueSky Online Charter School's staff is committed to having students experience success in school, and not succeeding is simply not an option. We work with students and families to make sure you learn, earn credits, and graduate with a high school diploma.

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Dr. James Alexander
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Welcome to Finish Line Chiropractic, the leading Wellness Office in the South Metro area of Minnesota!

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Echo Chen
612-483-7958 phone echoxxx@hotmail.com

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LifeSpan of Minnesota, Inc.

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LifeSpan Institute is a CTSS certified provider of children's Mental Health Services including day treatment with academic supports.

Minnesota Council for Children with Behavioral Disorders

www.mnccbd.org

Supporting educators through: professional growth opportunities, venues for communication; and advocacy at all levels for children with emotional and behavioral disorders

Minnesota School Psychologists Association

www.msponline.net
webmaster@msponline.net

The mission of the Minnesota School Psychologists Association is to proactively support the needs and well-being of children, youth, families and communities through advocacy, education, and research; and to promote the delivery of comprehensive, effective and ethical psychological services.

Phoenix Care Systems, Inc.

Michael Armeli
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Exhibitors & Sponsors

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Reflections Resources works with schools, parents, and organizations to reflect on and improve the quality of career, relationships, and life transitions. Mary Z. McGrath is an author and provides presentations, workshops and inservices to enhance wellness, job relationships and personal development.

St. Cloud State University

Dr. Mary Beth Noll
A211 Education Bldg, 720 4th Ave S, St. Cloud, MN 56301
320-308-2041 phone 320-308-3475 fax
www.stcloudstate.edu/sped

Faculty members in the Special Education Department are committed to preparing high quality teachers for students with disabilities. We see our mission as producing leaders for the field of special education. We offer programs leading to the Bachelor of Science Degree (plus licensure) and the Master of Science Degree. We also award four Graduate Certificates (Learning Disabilities, Emotional/Behavioral Disabilities, Developmental Disabilities, and Physical/Health Disabilities).

Tourette Syndrome Association

Jonathan Friesen, Author www.jonathanfriesen.com
TSA Minnesota Chapter
651-646-0099 phone www.tsa-mn.org

The Tourette Syndrome Association of Minnesota is a Non-Profit organization formed within the state of Minnesota focused on helping the individuals and families affected by Tourette Syndrome. TSA-MN sponsors support groups, publishes a quarterly newsletter, conducts in-service presentations for school and medical staff, disseminates literature, and responds to inquiries from parents and professionals. Annually we host a one-day conference to bring members, medical and educational professionals current information about TS.

Usborne Books

Heidi Kuhlman
44486 176th Street, Hazel, SD 57242
605-886-1962 phone gtfaiht@hotmail.com

Visit our exhibit for children's books from ages birth up, including special education titles.

Acknowledgements

This conference is made possible by the efforts of many people. To all we express our deepest gratitude. Especially deserving of recognition are the following co-sponsors and collaborating organizations, and individuals:

Minnesota Council for Children with Behavioral Disorders
Minnesota School Psychologists Association
Behavioral Institute for Children and Adolescents Board of Directors & Staff

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Gregory Benner
Nancy Blackwell
Linda Causton
Michael Coyne
Kathie Dowell
Diane Dross
Glenace Edwall
Jonathan Friesen
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Gail Hanevold

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Mission

Behavioral Institute for Children and Adolescents promotes the well-being of children and youth with emotional and behavioral challenges through skill-based and trans-disciplinary training.

Philosophy

The Institute seeks to improve the quality and array of services provided for children and youth by enhancing the knowledge and skills of direct service providers. We believe that parents are essential partners and collaboration is critical.

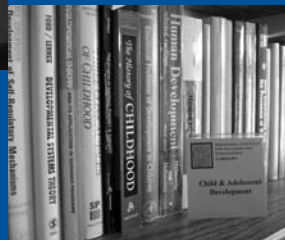


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