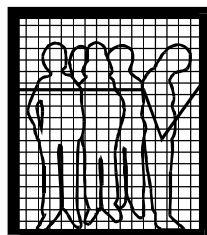


International Child & Adolescent Conference XV



Bridging Practices to Improve Academic
and Social Competence of Children & Youth

Presented by



**BEHAVIORAL INSTITUTE FOR
CHILDREN AND ADOLESCENTS**

November 4-6, 2010

**Hilton MSP Airport/Mall of America
Minneapolis, Minnesota**

Co-sponsored by:



Council for
Children with
Behavioral
Disorders



National Association of School Psychologists

Effective partners in the commitment to help school children
and youth achieve their best. *In school. At home. In life.*

For additional information, please contact:

Behavioral Institute for Children and Adolescents

1711 W County Rd B, Suite 110 S, Roseville, MN 55113

(651) 484-5510 phone

www.behavioralinstitutue.org

Welcome



Dr. Sheldon Braaten
Executive Director

Welcome to this fifteenth biennial international conference. We are pleased to continue our tradition of providing a transdisciplinary vehicle for persons representing many different agencies, professions and roles from across the United States, Canada and other nations to share information and join together in support of improving services for youth. We hope that the conference will renew your commitment and energy for working with troubled children and youth. Thank you for sharing in this event.

Keynote Presenters



Dr. Rick Van Acker

Dr. Rick Van Acker, professor of Special Education, University of Illinois at Chicago, began his educational career as a high school teacher working with students who displayed behavior disorders. He also holds a MSW degree having worked with children and families in residential child care. His doctorate dissertation focused on students with Rett syndrome – an autism spectrum disorder. His current research interests include the identification of effective prevention and intervention strategies related to antisocial behavior in children and youth. Rick has served as President of the International Council for Children with Behavior Disorders and continues to serve as a member of the Professional Development Committee. Dr. Van Acker is a member of the BICA faculty. His work has been published in over 75 professional journals, monographs, and book chapters. He recently co-edited a book titled, Cognitive-Behavioral Interventions for Emotional and Behavioral Disorders.

“Who is Failing Whom? A Look at the Challenge of Meeting the Needs of Students with Emotional, Behavioral & Mental Health Disorders”

Thursday General Session
5:00 pm - MN Valley Ballroom IV



Dr. Nimi Singh

Nimi Singh, M.D., M.P.H. is Assistant Professor of Pediatrics, and Division Head of Adolescent Health and Medicine, at the University of Minnesota Amplatz Children’s Hospital. In addition to her medical degree, she has a Masters in Medical Anthropology from Case Western Reserve University, a Masters in Public Health and Adolescent Medicine fellowship training from the University of Washington. Her clinical and scholarly interests have focused on the mental health needs of youth in varying socioeconomic and cultural contexts, and more specifically, on mental health promotion using non-pharmacological means. She is trained in Health Realization, a form of cognitive behavioral therapy, and has also received extensive training in nutrition and micronutrient support aimed to optimize functioning of patients with chronic inflammatory conditions, chronic pain, anxiety and depression.

“A Transdisciplinary Approach to Child and Adolescent Mental Health Promotion”

Friday General Session
11:30 am - MN Valley Ballroom III-IV

Featured Workshops



Autism Spectrum Disorders: What We Know, What We Don't Know, and Where We're Going

Dr. Juane Heflin - Georgia State University - Atlanta, GA

Given hypervigilant media attention, dramatic increases in the number of individuals being identified, and the mystique of the condition, it is almost impossible to go through a day without hearing something about autism spectrum disorders (ASD). The barrage of information is frequently confusing as the claims being made are contradictory. Do gluten-free, casein-free diets really help? Which behaviors are related to the autism spectrum and which behaviors are typical of all children and adolescents? Do vaccines really cause ASD? If not, what does cause ASD? If he's so smart, why does that young man with ASD do such stupid things? Dr. Heflin will separate fact from fantasy, provide the bottom line on what is known and unknown about ASD, and discuss what the future holds for children and youth with ASD, as well as those who work with them.

Workshop A - Thursday from 9 am - noon in Wood Duck Pond



Improving the Performance of Students with a Trauma History

Dr. Robert Hull - University of Missouri and Educational Seminars, Millersville, MD

This presentation will improve educator's success in teaching students who have been exposed to adverse circumstances. Trauma undermines a student's ability to learn, form relationships and manage their feelings/behavior. When teachers educate with a trauma perspective they can structure their teaching methods to meet the complex needs of these students.

Workshop B - Thursday from 9 am - noon in MN Valley Ballroom IV



Elements of Effective Instruction: Essential & Practical Tools for Schools of the Future

Dr. Richard P. West - Utah State University, Logan, UT

This workshop will describe the research findings and the intervention implications derived from Indicators of School Quality (ISQ) data. Four instructional variables have been identified which account for 2/3 of the variance of academic achievement. These variables are four times more predictive of school success than community risk factors, five times more than parent support, 15 times more than teacher qualifications, 37 times more than school leadership, and 60 times more than school resources. The strongest relationships are found for young and disadvantaged learners.

Indicators of School Quality (ISQ) is a comprehensive school assessment system based on the principle of "wise crowds." Participants will learn about the ISQ model, methods for data collection and analysis and the powerful implications for improving school outcomes for struggling students. The training will provide information about each critical element of effective school instruction and specific examples of practical strategies and tactics to apply across a wide variety of school settings.

Workshop C - Thursday from 9 am - noon in MN Valley Ballroom III

Featured Workshops



Resistance to Change: Overcoming Limitations Through the Application of the 80/20 Principle

Dr. John Maag - University of Nebraska - Lincoln, NE

Public schools often have organizational structures that form barriers for dealing effectively with students' challenging behaviors. Resistance to change occurs at both institutional and individual levels. Improving student behavior requires shifting away from established paradigms and the impediments they cause. It is not easy to change paradigms because they exist as unquestioned tacit understanding and changing them exposes individuals and institutions to risks they may not be willing to take. This presentation exposes the logical flaws in the dominant paradigm and common misconceptions for managing students' challenging behaviors. Also presented is a method for establishing new paradigms by making use of the 80/20 principle which states that 80% of efforts result in only 20% of outcomes. The goal is for schools to develop flexibility and maximize resources for addressing students' challenging behaviors.

Session S72 - Workshop 1 - Saturday from 8:30 am - noon in White Pelican Bay



Developing Educationally Meaningful and Legally Correct IEPs Using the S.M.A.R.T. Process

Dr. Mitchell Yell - University of South Carolina - Columbia, SC

S.M.A.R.T. IEPs are educationally meaningful and legally correct and are a win-win for teachers, students, and parents. My goals in this presentation are to (a) discuss the essential attributes of a S.M.A.R.T. IEP, (a) present a four-step process for developing S.M.A.R.T. IEPs and (b) demonstrate how parents and teachers can develop annual goals that are ambitious and measurable.

Session S73 - Workshop 2 - Saturday from 8:30 am - noon in Wood Duck Pond

Continuing the Dialogue

The Behavioral Institute for Children and Adolescents is pleased to announce a new opportunity for conference participants to continue dialogue on session presentations and themes. A new on-line discussion board will be available for access immediately following the International Child and Adolescent conference. You will be able to participate in discussion threads on topics of interest, post documents and maintain communications with others who share your interests and concerns.

For additional information and updates contact us at:

Behavioral Institute for Children and Adolescents
1711 County Rd B W, Suite 110 S
Roseville, MN 55113
Ph. 651-484-5510
Fax 651-483-3879
www.behavioralinstitute.org
info@behavioralinstitute.org (email)

Conference Schedule & Info

Wednesday, November 3rd

7 - 8 pm **Registration & Exhibit Set-up**

Thursday, November 4th

8:00 am **Registration/Light Breakfast/Exhibits/Bookstore**

9 am - noon **Workshops** 3 choices - participants must pre-register

A - "Autism Spectrum Disorders: What We Know, What We Don't Know, and Where We're Going"

B - "Improving the Performance of Students with a Trauma History"

C - "Elements of Effective Instruction: Essential & Practical Tools for Schools of the Future"

noon **Lunch** (for pre-registered workshop participants)

1 - 4:30 pm **Breakout Sessions**

4:30 - 5 pm **Welcome Reception**

5 pm **Exhibit Hall Closes**

5 - 7 pm Opening Keynote & Dinner - "Who is Failing Whom? A Look at the Challenge of Meeting the Needs of Students with Emotional, Behavioral & Mental Health Disorders"
- Rick VanAcker, Ph.D.

Friday, November 5th

8:00 am **Registration/Light Breakfast/Exhibits**

8 - 9 am **Poster Sessions**

9 - 11:30 am **Breakout Sessions**

11:30 am - 1 **Keynote Luncheon:** "A Transdisciplinary Approach to Child and Adolescent Mental Health Promotion"
- Nimi Singh, M.D., M.P.H.

1 - 1:30 pm **Poster Sessions**

1:30 - 5 pm **Breakout Sessions**

5 pm **Exhibit Hall Closes**

evening **Social Event Fundraiser - Comedy Show at Mall of America**
purchase tickets at CCBD exhibit

5 - 9 pm **CCBD Executive Committee Meeting**

Saturday, November 6th

8 - 8:30 am **Registration/Light Breakfast/Bookstore**

8:30 am - 12 **Workshops & Breakout Sessions**

noon **Bookstore Closes**

8 am - 4 pm **CCBD Executive Committee Meeting**

Schedule subject to change

The following disclaimer applies to all Behavioral Institute for Children and Adolescents sponsored events and activities:

DISCLAIMER STATEMENT

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

NOTES:

- If you need assistance or special services, 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 conference headquarters.
- 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:

- **Presenters** will receive a certificate of presentation.
- **Attendees** will receive a certificate of attendance listing registered attendance hours.
- Please inquire at the registration table regarding CEUs for:
National Association of School Psychologists NASP
MN Board of Peace Officer Standards and Training
MN Board of Psychology
MN Board of Social Work
MN Board of School Administrators
- **Continuing Graduate Education Credit** is available from St. Cloud State University. If you are interested, please pick up materials at the registration desk.

Thursday

THURSDAY												
REGISTRATION (Ballroom Foyer)												
BREAKFAST/EXHIBITS/BOOKSTORE (MN Valley Ballroom I & II)												
	MN VALLEY I & II	MN VALLEY III	MN VALLEY IV	EXEC BDROOM (11)	CARDINAL PERCH (2)	EAGLES NEST (3)	HAWKS RIDGE (4)	MALLARD POINT (5)	OWL OVERLOOK (6)	WHITE PELICAN BAY (7)	WOOD DUCK POND (8)	BLUE HERON (1)
8:00 - 9:00												
9:00 - noon	EXHIBITS BOOKSTORE SILENT AUCTION	Workshop C Elements of Effective Instruction: Essential & Practical Tools for Schools of the Future	Workshop B Improving the Performance of Students with a Trauma History								Workshop A Autism Spectrum Disorders: What We Know, What We Don't Know and Where We're Going	
12 - 1:00 pm	Lunch (for pre-registered workshop participants)											
1:00 - 2:00	EXHIBITS BOOKSTORE SILENT AUCTION		T1 Autism	T2 Academics	T3 Research	T4 PBIS	T5 PBIS	T6 Academics	T7 Mental Health	T8 PBIS	T9 Class Mgmt	
2:15 - 3:15			T10 Autism	T11 PBIS	T12 Research	T13 ADHD	T14 Assessment	T15 Training	T16 Mental Health	T20 PBIS	T17 PBIS	
3:30 - 4:30								T18 Academics	T19 Mental Health	T21 Class Mgmt		
4:30 - 5:30	Welcome Reception (Ballroom I-II)											
5:00 - 7:00	Opening Keynote - Dr. Rick Van Acker (Ballroom IV) Dinner (Ballroom III)											

Notes:

Session #

Time

Room

Title

Notes

Friday

FRIDAY

REGISTRATION (Ballroom Foyer)
 BREAKFAST/EXHIBITS/BOOKSTORE (MN Valley Ballroom I & II)
 POSTER SESSIONS (FOYER)

Time	Room	Title	Notes
8:00 - 9:00	MN VALLEY I & II	EXHIBITS BOOKSTORE (bidding ends at 3 pm)	
9:00 - 10:00	MN VALLEY III F22	MN VALLEY IV F23 Safe Schools	WOOD DUCK POND (8)
10:15 - 11:15	MN VALLEY III F22	MN VALLEY IV F23 Safe Schools	WOOD DUCK POND (8)
11:30 - 1:00	Keynote Lunch - Dr. Nimi Singh (Ballroom IV)		
1:00 - 1:30	POSTER SESSIONS (Foyer)		
1:30 - 2:30	F37 Autism	F38 Cultural	F45 PBIS
2:30 - 2:45	Refreshment Break (Exhibit Area Ballroom I-II) Last Chance for Silent Auction		
2:45 - 3:45	F47 Autism	F48 Academics	F55 PBIS
4:00 - 5:00	F57 Law & Policy	F58 Cultural	F64 Class Mgmt
EVENING	FUNDRAISER EVENT - Mail of America (purchase tickets @ CCBd Exhibit) CCBD EXECUTIVE COMMITTEE MEETING - Woodlands (1st floor)		

AV & PRESENTER RESOURCE ROOM

Notes:

Session #

Time

Room

Title

Notes

Saturday

SATURDAY												
REGISTRATION (Ballroom Foyer)												
BREAKFAST/BOOKSTORE (MN Valley Ballroom I & II)												
Time	MN Valley I & II	MN Valley III	MN Valley IV	EXEC BDROOM (11)	CARDINAL PERCH (2)	EAGLES NEST (3)	HAWKS RIDGE (4)	MALLARD POINT (5)	OWL OVERLOOK (6)	WHITE PELICAN BAY (7)	WOOD DUCK POND (8)	BLUE HERON (1)
8:00 - 8:30				S66 Safe Schools	S67 Academics	S68 Academics	S69 Academics	S70 Safe Schools	S71 Mental Health	S72 Workshop 1	S73 Workshop 2	AV & PRESENTER RESOURCE ROOM
8:30 - 9:30	BOOKSTORE		S65 Class Mgmt	S75 Law & Policy	S76 Research	S81 Academics	S82 Academics	S77 Transition	S78 Mental Health			
9:45 - 10:45			S74 Class Mgmt	S79 Secure Settings	S80 Law & Policy	S81 OPEN	S82 OPEN	S83 Training	S84 OPEN			
11:00 - 12:00												

Notes:

Session #

Time

Room

Title

Notes

Great Opportunities - Great Causes

Participate in the following activities during the conference to help support our profession while having fun or take home a great deal. Tax-deductible proceeds will be used to assist the following 501c3 non-profit organizations that support professionals who work with at-risk youth:

- ◆ Council for Children with Behavior Disorders Foundation (CCBD Foundation)
- ◆ Behavioral Institute for Children and Adolescents (BICA)
- ◆ Minnesota Council for Children with Behavioral Disorders (MNCCBD)

Friday Night - Lighten Up & Laugh at The House of Comedy

SHOWTIME: Friday, 8:00 pm at the Mall of America

DINNER: 6:00 pm (additional cost, full menu available)

Bonus - Those eating dinner prior to the show receive a free ticket for a future House of Comedy show

TRANSPORTATION: FREE & available through hotel shuttle

COST: \$45.00 includes show with special seating, Mall of America coupon book (see below) and tax-deductible donation

Rocky LaPorte has opened for headliners such as Louie Anderson, Gary Shandling, Drew Carey, Tim Allen and many more. He has won many comedy competitions and been featured on numerous television shows. He also has done a large amount of charity work including St. Jude's, homeless shelters, cancer research and police and fire departments.

Mall of America Coupon Book

DETAILS: Books contain discounts for more than 200 establishments at the Mall of America for a total combined savings of \$1,700! Discounts are good through Dec. 31, 2010.

COST: \$10.00

Silent Auction

Exhibit Area - MN Valley Ballroom I-II

Thursday - Friday (bidding ends 3 pm Friday/winners posted 4 pm)

Thank you to our generous donors* who include:

Behavioral Institute for Children and Adolescents
Best Buy
Blue 4 Books
Catherine Wood
The Fairies Nest
Find It Games
Fry Bread Love

Guilford Publications
Jimmie Johnson Foundation
MSP Airport Hilton
New Harbinger Publications
Pacific Northwest Publishing
Ramada Plaza Minneapolis
Research Press
Twin Cities Gold & Silver

* donors as of program printing

Conference Hotel Layout

Registration across from 10
 General Sessions MN Valley III-IV
 Exhibits MN Valley I-II
 Silent Auction MN Valley I-II
 Bookstore MN Valley I-II
 Coffee/Refreshments MN Valley I-II
 Poster Sessions Ballroom Foyer
 Speakers Resources/AV .. 1 Blue Heron



CONFERENCE REGISTRATION - 8 AM - 5 PM
 Second Floor near Ballroom

BEGINNING AT 8:00 AM

Visit our Exhibitors and Enjoy
 Breakfast
 MN Valley Ballroom I-II

BEGINNING AT 9:00 AM

Workshop A **Wood Duck Pond**

Autism Spectrum Disorders: What We Know, What We Don't Know, and Where We Are Going

Juane Heflin - Georgia State University, Atlanta, GA

Given hypervigilant media attention, dramatic increases in the number of individuals being identified, and the mystique of the condition, it is almost impossible to go through a day without hearing something about autism spectrum disorders (ASD). The barrage of information is frequently confusing as the claims being made are contradictory. Do gluten-free, casein-free diets really help? Which behaviors are related to the autism spectrum and which behaviors are typical of all children and adolescents? Do vaccines really cause ASD? If not, what does cause ASD? If he's so smart, why does that young man with ASD do such stupid things? Dr. Heflin will separate fact from fantasy, provide the bottom line on what is known and unknown about ASD, and discuss what the future holds for children and youth with ASD, as well as those who work with them.

In-Depth Workshop 3 hours

Workshop B **MN Valley IV**

Improving the Performance of Students with a Trauma History

Robert Hull - Educational Seminars, Millersville, MD

This presentation will improve educator's success in teaching students who have been exposed to adverse circumstances. Trauma undermines a student's ability to learn, form relationships and manage their feelings/behavior. When teachers educate with a trauma perspective they can structure their teaching methods to meet the complex needs of these students.

In-Depth Workshop 3 hours

Workshop C **MN Valley III**

Elements of Effective Instruction: Essential & Practical Tools for Schools of the Future

Richard West - Utah State University, Logan, UT

This workshop will describe the research findings and the intervention implications derived from Indicators of School Quality (ISQ) data. Four instructional variables have been identified which account for 2/3 of the variance of academic achievement. These variables are four times more predictive of school success than community risk factors, five times more than parent support, 15 times more than teacher qualifications, 37 times more than school leadership, and 60 times more than school resources. The strongest relationships are found for young and disadvantaged learners.

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In-Depth Workshop 3 hours

**Lunch for Pre-Registered Workshop
 Participants 12-1 pm**

Lunch tickets in registration packets.
 Pick up box lunches in Ballroom Foyer.
 Seating available in Ballroom III or Balcony Area.

BEGINNING AT 1:00 PM

T1 MN Valley IV

Assessment and Intervention for Escape Maintained Behavior in Classrooms

Jennifer McComas - University of Minnesota, Minneapolis, MN

Children exhibit problem behavior in classrooms for a variety of reasons. When the reasons involve escape or avoidance of tasks, one approach is to further assess to identify what aspects of the tasks are aversive. This presentation will address a variety of assessment and intervention options for escape maintained behavior in classroom settings.

Autism Spectrum Disorders 1 hour

T2 Exec Bd

Integrating Social Skills and Literacy

Barbara Braaten - BICA, Roseville, MN; Judi Golden - Minneapolis Public Schools, Minneapolis, MN

This presentation builds on the premise that books can explain difficult concepts and inspire children who are challenged by limited social skills. The presenters have developed a bibliography of 53 titles that look at five attributes to assist students in being successful at school and in the community. The books have been selected for students in grades K-8 and address empathy, cooperation, aggression reduction, confidence/self-esteem, and positive problem-solving. The literacy skills focus on improving comprehension through questioning, vocabulary and reflection. This presentation addresses a Sprint Character Education Grant awarded to work with homeless/highly mobile students in a large urban area. Participants will receive a copy of the book list and themes addressed by each book.

Academics 1 hour

T3 Cardinal Perch

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

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

Research into Practice 1 hour

T4 Eagle's Nest

Encouraging The Discouraged

Dale Babcock - Nerduab, ID & Nancy Busse - Mankato, MN

Students who are discouraged are very difficult to work with. Typically, educators have learned to use praise instead of encouragement. In the book Drive by Pink, he states that intrinsic motivation is much more effective in helping people be productive. He quotes different research studies that substantiate his thoughts. Praise is external motivation, therefore, it is not as effective in long-term use for student motivation. Students will learn the difference between encouragement and praise. The participants will learn some specific language that encourages the students. Participants will practice using this language in dyads to build skill and confidence in using this unique language. Participants will also develop a plan to encourage themselves as working with discouraged people tend to discouraged ourselves.

Postive Behavior Intervention Support 1 hour

T5 Hawks Ridge

Addressing the Academic and Behavioral Needs of Difficult Students

Ron Benner - National Education Association NEA, Seymour, CT & Daryl Gates - National Education Association NEA, Shreveport, LA

Teachers and administrators are confronted with difficult or hard-to-reach students. This session will offer strategies to help these students achieve success in the classroom. The session will offer academic and behavioral strategies. These are strategies that focus primarily on elementary and secondary students. The level of material is intermediate.

Postive Behavior Intervention Support 1 hour

T6 Mallard Point

Strategies for Teaching Vocabulary

Pete Kelly - Truman State University, Kirksville, MO

One major task associated with teaching just about anything is teaching vocabulary and concepts. The Clarifying and the Lincing Routines are two strategies for teaching and learning concepts that are teacher-friendly and empirically validated. The Clarifying and Lincing Routines are highly portable, flexible, and relevant to teachers working across a wide range of disciplines and grade levels.

Teaching Core Academics in Elementary/Secondary 1 hour

T7 Owl Overlook
I Feel Better Now! Trauma Intervention Program for School-aged Children

Caelan Kuban - The National Institute for Trauma and Loss in Children, Grosse Pointe Woods, MI

This presentation will benefit all professionals working with at-risk and traumatized elementary aged children. Trauma's impact on learning and the successful results of an evidence-based research study using I Feel Better Now! program, a structured sensory based trauma intervention program, will be discussed. For all levels.

Mental Health Issues and Youth 1 hour

T8 White Pelican Bay
Eliminating the Feeling of "I am stupid" in Children & Handling Mistakes Effectively

Paul Bernabei & Tom Cody - Top 20 Training, St. Paul, MN

A. The feeling of stupid is running rampant in schools...and in young people. Join us as we take a look at the causes of stupid, the responses that we see in students...and some solutions to the problem.

B. Mistakes are part of life...and there is no neutral response to a young person when they make one. Join us as we examine a new way to look at mistake making. Young people who deny, hide or justify their mistakes are reluctant to leave their comfort zones... or to learn new things. We have some ideas that may be helpful to turn mistakes into positive things.

Positive Behavior Intervention Support 2 hours

T9 Wood Duck Pond
Behavior Contracts in the Secondary Classroom

Karen Bostic - University of Nebraska Kearney, Omaha, NE

In this session, I will teach classroom personnel the uses of behavior contracts. Teachers will be given examples of behavior contracts that are practical and easy to implement, learn how to design one, when they should be implemented, and who should be involved in the process. Additionally, we will discuss real life cases in which behavior contracts have worked as well as when they have not been as successful as hoped.

Effective Classroom Management 1 hour

BEGINNING AT 2:15 PM

T10 Ballroom III
Tips for Successfully Including Students with Autism Spectrum Disorders in General Education Classrooms

Kathi Wilhite - East Carolina University, Greenville, NC

This introductory level session will include a brief overview of the common characteristics of students with autism spectrum disorders and the impact of these characteristics on success in the general education environment. Tips for enhancing the success of students with autism spectrum disorders in general education classrooms will be provided.

Autism Spectrum Disorders 1 hour

T11 Exec Bd
Specific and Effective Tools to Renew Motivation and Build Resiliency in Youth

Steve Robinette - Why Try Organization, Provo, UT

This presentation provides the audience with renewed motivation and specific tools to build resiliency while teaching important social and emotional skills to youth. Steve Robinette walks the audience through a strength-based approach to helping youth overcome their challenges using multiple intelligence methods that emphasize the youths' learning styles, including visual analogies, music, and hands-on activities.

PBIS 2 hours

T12 Cardinal Perch
Teaching Happiness and Well-being to Improve the Lives of Youth with EBD

Lonna Moline - District 112, Eastern Carver County Schools, Chaska, MN

Learn how to systematically teach the skills of how to be a successful human: to create and sustain meaningful relationships, to find and develop strengths, and care for the body and mind. Concepts include: emotions, resilience, strengths and flow, relationships, mindfulness and meaning. This session provides a philosophical background, as well as concrete research supported ideas to use to help students flourish. (all levels)

Research into Practice 2 hours

T H U R S D A Y

T13 **Eagle's Nest**
Natural and Alternative Treatments for ADHD

Dr. Jim Alexander & Dr. Delrae Messer - Finish Line Chiropractic, Burnsville, MN

Dr. Jim and Dr. Delrae will be discussing natural and effective ways to treat ADHD and emotional and behavioral disorders. Topics discussed will be nutrition and diet, supplements and toxic chemicals in our foods and environment leading to symptoms associated with ADHD and behavioral disorders to name a few. This intermediate-level presentation is intended for teachers and parents of all ages of students.

ADHD 2 hours

T14 **Ballroom IV**
Measuring Whether Students With Behavior Disorders Are Receiving Effective Instruction: Current and New Directions

Peter Nelson & James Ysseldyke - University of Minnesota, Minneapolis, Minnesota

In this session we focus on what we know must be in place for instruction to be effective for all students, including students with disabilities. We will focus on environmental components identified by Ysseldyke and Christenson. This intermediate level presentation will focus on general classroom instruction and will be applicable to professionals in elementary, middle, and secondary school settings.

Assessment 1 hour

T15 **Mallard Point**
Middle School Needs Assessment Project - Establishing a Foundation for Developing Expertise in School-based Prevention Practices

Hal Jackson - Washington State University, Moscow, ID

A model is presented for building middle schools' capacity to implement and sustain the use of effective prevention and targeted intervention practices to address the needs of at-risk youth. The presenter will share preliminary results of a 1-day needs assessment and focus group forum involving 4 middle schools. This presentation is designed for middle school teachers, school counselors, psychologists, administrators and community mental health providers.

Personnel Training and Development 1 hour

T16 **Owl Overlook**
De-escalation, Co-regulation & Student Access to the Curriculum

Pamela Charles - Resilient Youth Educational Services, Montebello, NY

The intended audience for this presentation is elementary, middle and high school, teachers, principals, deans and clinicians. The purpose of this presentation is to teach a professional skill set that allows adult to co-regulate with children and youth in a manner that reduces the "threat" of learning. Researched based strategies like Collaborative Problem Solving, (Greene, 1988) and others will be reviewed.

Mental Health Issues and Youth 2 hours

T17 **Wood Duck Pond**
Custom-fitting the Elements of Effective Instruction: When to Adapt and When to Adopt

*Richard West - Center for the School of the Future, Logan, UT
 Richard Young - McKay School of Education, Brigham Young University, Provo, UT*

Participants in this session will become familiar with the Elements of Effective Instruction and will learn to custom-fit each one to their schools and classrooms. They will learn when and how to adapt practices, and when to preserve aspects of previous applications of the elements.

Positive Behavior Intervention Support 1 hour

BEGINNING AT 2:15 PM

T18 **Hawks Ridge**
Practical Strategies for Working with Cross Categorical Groups

Mary McGrath - Reflections Resources Ltd, Burnsville., MN

Learn a system based on IDEA from Reaching Students with Diverse Disabilities: Cross Categorical Ideas and Activities, to simultaneously engage students who have a variety of disabilities. Discover how to use it in daily practice. Suitable for elementary, middle and secondary at an introductory/intermediate level.

Teaching Core Academics in Elementary/Secondary 1 hour

T19 **Mallard Point**

Look At Me Now: Youth Advocacy and Transition

David McClung - Rural Childrens Initiative, Plainview, TX

Throughout our country children and youth are being affected by decisions that are being made, but somehow their voice is often missed. Discover how advocacy and youth-guided principles can make a difference in your community.

Mental Health Issues and Youth 1 hour

T20 **White Pelican Bay**

Using Data Driven Decision-Making in a PBS Program to Improve Student Outcomes

Chris Huzinec & Stewart Pisecco - Psychological Software Solutions, Houston, TX

This session examines how an innovative web-based technology can help teachers address behavioral issues in their classrooms and collect meaningful data. It will describe how administrators can then use this PBS Program to secure the information needed to make decisions that improve district efficiency and result in positive outcomes in student behavior and academics.

Positive Behavior Intervention Support 1 hour

T21 **Wood Duck Pond**

Creating Positive Learning Environments: Antecedent Strategies for Managing the Classroom Environment & Student Behavior

Tachelle Banks - Cleveland State University, Cleveland, OH

Teacher conceptualization of behavior problems is important in determining what strategies are used to prevent problematic classroom behavior. If teachers view a students' behavior as symptomatic of a poorly organized classroom, they may seek ways of reorganizing the environment to maximize occasions for occurrence of appropriate behavior and the prevention of behavior problems. That is, teachers consider antecedent approaches and attempt to set the occasion for appropriate behavior to occur. This session will describe approaches for setting up antecedent classroom strategies designed to prevent problematic behavior and enhance comprehensive classroom management plans.

Effective Classroom Management 1 hour

Welcome Reception

Ballroom I-II
4:30 - 5:00 pm

Visit with exhibitors and colleagues

*Cheese/crackers, veggies,
wine and non-alcoholic beverages provided.
Cash bar available.*

Opening General Session

Ballroom IV
5:00 pm

Who is Failing Whom? A Look at the Challenge of Meeting the Needs of Students with Emotional, Behavioral & Mental Health Disorders

Rick VanAcker - University of Illinois at Chicago, Elgin, IL

There appears to be a general feeling in the U.S. that the American Education System is broken. Comments are often heard about how schools fail their students and fail their communities. The truth of the matter is that schools do not fail their communities until after the community fails the school. This keynote address will focus on the challenges confronted by public and private schools attempting to meet the unique challenges of students with serious emotional, behavioral, and mental health disorders. Schools alone cannot effectively address the needs of many of these children and youth. To be effective, groups of individuals working in transdisciplinary teams with community support are necessary. Some realistic models for school-based intervention and strategies for building effective school-wide and community partnerships will be highlighted.

Dinner Buffet

Ballroom III
immediately following general session

CONFERENCE REGISTRATION - 8 AM - 5 PM
 Second Floor near Ballroom

BEGINNING AT 8:00 AM

Visit our Exhibitors and Enjoy
Breakfast

MN Valley Ballroom I-II

Poster Sessions

MN Valley Ballroom Foyer

BEGINNING AT 9:00 AM

F22 **Ballroom III**

How Aerobic Exercise Affects Academic Engagement in Young Children with Autism Spectrum Disorders

Cheryl George & Kathryn Oriol - Lebanon Valley College, Annville, PA

According to the National Autism Center’s National Standards Project (2009), exercise is identified as an emerging treatment for reducing stereotypic behaviors and teaching play skills. Few studies have explored the impact of aerobic exercise on academic responding and on-task behavior. A study will be presented which found improved academic responding in young children with Autism Spectrum Disorder (ASD) following exercise. A follow-up study in progress will also be described. This presentation will be of interest to early childhood professionals and parents; material will be presented at an introductory level.

Autism Spectrum Disorders 1 hour

F23 **Ballroom IV**

First Do No Harm: A Look at How Teachers and School Administrators May Inadvertently Create an Environment Conducive to School Violence

Rick Van Acker - University of Illinois at Chicago, Elgin, IL

Considerable evidence has been identified to suggest that the climate of the school and the nature of the interactions displayed between teachers, school administrators and the students can go a long way in either the prevention or the exacerbation of school aggression and violence. This workshop will explore some of the key issues and identify practical ways for teachers and officials to collect meaningful data related to these issues in their school. Additionally, information will be presented on a peer triad feedback system that has been shown to be effective in improving classroom interactions between teachers and students who present challenging behaviors.

Safe Schools 1 hour

F24 **Exec Bd**

Ostracism and Isolation—How to Break the Chain

Jonathan Friesen - Mora, MN

Award-winning author Jonathan Friesen spent many of his teen years separated from the world. His Tourette Syndrome and various emotional disorders built a wall he could not overcome. But others could! You will learn strategies to become one of these precious “others,” able to rescue ostracized youth from their pain.

Mental Health Issues and Youth 1 hour

F25 **Cardinal Perch**

The Concomitance of Learning and Behavior Problems: An investigation of frequency, typology, and effective interventions

Vance Austin & Micheline Malow - Manhattanville College, Port Chester, NY

This breakout session will examine the high correlation between learning disabilities and behavioral disorders. This recursive relationship has been acknowledged in the literature, but has, unfortunately, been largely overlooked. The session targets practitioners working in all school-age levels, to include elementary, middle, and secondary and provides materials appropriate for participants at the introductory and intermediate levels of the field.

Research into Practice 1 hour

F26 **Eagle’s Nest**

Integrating Data-Based Decisions in Academics and Behavior to Provide a Meaningful Response to Intervention Model

Gale Naquin & Stacy Whitaker - Insight Education Center, New Orleans, LA

This session will describe specific universal screening instruments, benchmark assessments, and intervention progress monitoring in the areas of behavior, mental health and academics. Presenters will discuss how a district consisting of 89 elementary, middle, and high schools is using and combining data to improve systemic outcomes. Outcome data will be shared.

Integrating Academic/Non-academic Instruction 2 hours

F R I D A Y

F27 Hawks Ridge
Counseling Resistant Adolescents

Kevin Curtin - Alfred University, Alfred, NY

This session will provide an overview of the various aspects of counseling resistant adolescents, more specifically, those students identified as difficult, treatment-resistant, emotionally disturbed, or at-risk. Whatever the label, mental health clinicians need the insight, understanding, and most of all, the techniques when working effectively with this challenging population.

Mental Health Issues and Youth 1 hour

F28 Mallard Point
Transition of Students with Emotional/Behavioral Disabilities – Essential Elements for Effective Practice

Doug Cheney - University of Washington, Seattle, WA

In this session, I will explain the essential elements of an effective transition program for students with emotional/behavioral disabilities. These elements have been described in the a recent text that had chapters written by several nationally prominent researchers and practitioners. The elements range from assessment practices, curriculum choices, IEP development, transition plans, personal futures plans, and vocational decision making approaches. This session is a prelude to sessions by other chapter authors.

Transition 1 hour

F29 Owl Overlook
Utilizing Interdisciplinary Teams to Bridge the Communication Gap Between Disciplines and Improve Outcomes for Students with Emotional and Behavioral Challenges

Tiffany Dabler & Lewis Jackson, Ed.D - University of Northern Colorado, Greeley, CO

A pervasive disconnect in service delivery exists across disciplines serving students with emotional/behavioral challenges. This often results in an absence of necessary two-way communications between medical and school personnel, poor monitoring of interventions across time, and little balance between medical and behavioral intervention components. We offer an enhanced version of the interdisciplinary team as a solution to these issues and describe how such teams can be developed. This presentation is for a wide audience of professionals across education, psychology, social work, and medicine.

Mental Health Issues and Youth 1 hour

F30 White Pelican Bay
Addiction Loves Silence: Prevention Requires Action!

Kevin Spading & Kari Erdman - Minnesota Prevention Resource Center, Mounds View, MN

Session attendees will learn how to be equipped with prevention resources, strategies and weblinks that prevent and empower recovery to families and communities specific to addiction. The Minnesota Prevention Resource Center, an organization funded by the Minnesota Department of Human Resources, is located in Mounds View and is positioned to be helpful to provide resources, training and technical assistance to build local capacity to address such issues.

Substance Use 2 hours

F31 Wood Duck Pond
Efficient Classroom Management for the New Teacher

Kelley Lassman - Long Island University, Brooklyn, NY

This workshop is designed for new teachers, teachers wanting a new start, or anyone who supports new teachers. The participants will learn new strategies, review previously learned strategies, and walk away from the workshop with a clear understanding and plan on how to manage a classroom. Our teachers newest to the profession often have heard many classroom management terms and have an idea of strategies they want to implement, however, may not have determined a comprehensive plan for classroom management. This workshop is designed to assist teachers in their induction (first three) years of teaching to refine the plan they have, to establish a new plan if they need it, and walk out of the workshop with at least 20 new strategies to put in place next week.

Effective Classroom Management 2 hours

BEGINNING AT 10:15 AM

F32 Exec Bd
Classroom Uses of the Behavioral Objective Sequence

Kathi Wilhite - Eastern Carolina University, Tarbaro, NC & Sheldon Braaten - BICA, Roseville, MN

This presentation will provide an overview of the variety of ways that teams can use information from BOS assessments in the classroom setting. Uses to be discussed include skill assessment, intervention decision making, IEP development, alignment with social skills curriculum, progress monitoring, and environmental decision making.

Assessment 1 hour

F R I D A Y

F33 Cardinal Perch
Explanatory Styles of Youth with EBD: How They Relate to Their Behavior

Lonna Moline - District 112, Eastern Carver County Schools, Chaska, MN

The results of this research provide the first look into the explanatory styles of youth with EBD. The research fills a gap in the current literature, providing information on how students with EBD make attributions for events that happen to them and how those attributions relate to teachers' perceptions of their behavior. This research is unique and adds an important avenue for understanding youth with EBD. By gaining a better understanding of the explanatory styles of youth with EBD, practitioners can attempt to better comprehend the nature of the disorder and work towards making positive changes.

Research into Practice 1 hour

F34 Hawks Ridge
Using The Science Writing Heuristic to Improve Science Comprehension and Critical Thinking Skills

Jonte' (JT) Taylor, Minkowan Goo, Erica Kaldenberg & Jay Gorsh - University of Iowa, West Liberty, IA

This presentation provides an overview of the Science Writing Heuristic (SWH); a structured inquiry based approach that can improve students with LD critical thinking skills. Introduction to the SWH and initial research findings at the elementary school level will be presented. The objectives of this lecture will be geared towards special and general education teachers of students with LD.

Teaching Core Academics in Elementary/Secondary 1 hour

F35 Mallard Point
Four Strategies For Creating Postive Transition Outcomes for Students with Emotional or Behavioral Disorders

Francie Murry - University of Nothern Colorado, Greeley, CO

Four major strategies for promoting successful transition outcomes will be presented. These strategies provide the necessary support to school personnel often overwhelmed by the emotional, behavioral characteristics and primary needs of students with EBD. This presentation will be interactive and focused on ways to implement strategies for increasing school engagement, self-advocacy, agency connections, and mentoring for students leaving high school.

Transition 1 hour

F36 Owl Overlook
Partnership with Mental Health: All 3 Tiers of the Pyramid

Sandra Keenan - American Institutes for Research, Washington D.C.

This session will provide a framework and strategies for integrating education and mental health supports in schools and communities. Through the creation and support of a continuum of services, from promotion, prevention and intervention, all students have access to an array of supports and services. Specific strategies for including mental health providers in school based support teams will be discussed.

Mental Health Issues and Youth 1 hour

Keynote Luncheon

Ballroom IV

11:30 am

A Transdisciplinary Approach to Child and Adolescent Mental Health Promotion

Nimi Singh - University of Minnesota, Minneapolis, MN

BEGINNING AT 1:00 PM

Poster Sessions & Exhibits

Ballroom Foyer / I-II

POSTER SESSIONS - Friday

Poster sessions will be on display all day Friday in the Ballroom Foyer. Poster presenters will be available to discuss topics and answer questions from 8 - 9 a.m. and 1 - 1:30 p.m. Please stop by and support their efforts!

Improving Skills for Thinking and Writing of Students with Emotional/Behavior Disorders

Mary Adkins - Goucher College, Baltimore, MD

Intended audience - elementary special education teachers
Results of single subject design across subjects will be presented as a means to help educators bring research to practice in the area of story writing. Participants will leave with a good foundation in Self-Regulated Strategy Development (Graham & Harris, 1996) in the area of story writing. Level of material - introductory

Creating Authentic Relationships with Students and How it Can Boost Academic Performance.

Jennifer Raser - Special Education Teacher Wheatland High School, Wheatland, WY

I would like to present information that I compiled from research for my graduate paper. I found that when teachers take time to say hello to students and get to know them as individuals, academic performance improves. The information provided in this session would be helpful to all educators regardless of the level they teach. The materials would be presented at the introductory level.

Where the Males Aren't: The Need for More Male Special Education Teachers

Steven Kaatz - Bethel University, St. Paul, MN

Although males make up the vast majority of those labeled EBD or SLD, few males are special education teachers, Why? The session describes the present situation and then suggests possible remedies.

Educating Traumatized Children

Bob Hull - University of Missouri and Educations Seminars, Millersville, MD

This session will present information about trauma victims including prevalence, sources and the impacts of these experiences. Models of trauma response from mental health services and informed school workforce will be explained and a framework for workforce training.

Practice Effective Guidance Strategies (PEGS)

Sheldon Braaten - BICA, Roseville, MN

A series of research-based software self-study training programs will be demonstrated. This software is designed to help teachers become skilled at using positive behavior strategies with their students. Software includes early childhood, elementary and adolescent versions.

Why it's Not Just Handwriting

Mary Beckman - ez Write, Elk River, MN

Learn about the connections among handwriting, reading and creative writing skills. Handwriting is the "Hands on Way" that students learn to read. Mary Beckman is the lead author of the new ez Write Handwriting Program, a multi-disciplinary, multi-sensory approach that bridges handwriting to reading. She will present research on the importance of handwriting and how handwriting relates to other curriculum areas.

BEGINNING AT 1:30 PM

F37 Ballroom III

Applying the Technology of Verbal Behavior Analysis within the Classroom Environment

Richmond Mancil - Kentucky Autism Training Center, Louisville, KY

Children diagnosed with autism and other developmental delays often do not acquire language repertoires comparable to those of their same-aged peers. Several researchers have utilized the analysis of verbal behavior to address the communication issues. The purpose of this presentation is to apply this technology to naturalist environments for teachers of individuals with ASD and make the connection to the importance of a verbal behavior repertoire and social interaction.

Autism Spectrum Disorders 1 hour

F38 Ballroom IV

Study of Latina Self-efficacy for Mathematics, Science and Engineering

Francie Murry - Univ. of Northern Colorado, Greeley, CO

This study will report the effects of an after-school program focusing on the use of electronics and engineering on the self esteem/self efficacy of adolescent Latina students in a restitution program. It was hypothesized that female role models would have a positive effect on female students self esteem and increased interest in science and engineering. Current evidence indicates that women are still underrepresented in traditionally male dominated fields such as science, mathematics, and engineering. One factor in women’s success in these fields is self-efficacy. Self efficacy deals with a person’s beliefs about their abilities. Additional variables discussed are self-regulation and problem solving.

Services for Culturally Diverse Populations 1 hour

F39 Exec Bd

The New Bullies: Current Issues in Intervention and Prevention

John Snakenborg - Dominican University, River Forest, IL

In addressing cyberbullying, school officials are struggling to understand the requirements of state anti-bullying measures and promote safe school environments. This session will review the latest research on bullying and present some of the challenges and opportunities involved in integrating new technologies in schools.

Safe Schools 1 hour

F40 Cardinal Perch

Teaching during the Graveyard Shift: Strategies to keep adult learners awake, engaged, and learning

Shelley Neilsen Gatti, Lynn Stansberry Brusnahan & Todd Busch - University of St Thomas, Minneapolis, MN

Some teacher preparation programs are designed for working adults. Classes are held in evenings after students have put in a full day of teaching or working in the role of a para-professional. This presentation will provide an overview of evidence-based strategies for adult learners and share a variety of strategies and activities to keep adult learners awake, engaged, and learning.

Personnel Training and Development 1 hour

F41 Eagle’s Nest

He could LEARN if only.....

Brad Wing - Intermediate School Dist. 287, Golden Valley, MN

Students could learn academic skills if only ... their behavior was under control, their home life was less chaotic, education had more resources, etc. How can educators do the job of “teaching” with everything so out of control! This session will offer concrete applicable strategies to use with students who display less than “school-ready” behaviors. What becomes important to emphasize throughout the school day? What is a meaningful measure of success with at risk (or already failing) students? Come to this session to hear one model of success - even for students with a Fetal Alcohol Spectrum Disorder!

Integrating Academic/Non-academic Instruction 1 hour

F42 Hawks Ridge

Using Ipad Technology to apply the principles of Universal Design for Learning (UDL) to Reading and Math Instruction for Children with Emotional and Behavioral Disabilities.

Autumn Kelley & Adrian Pellew - Specialized Educational Services Inc SESI, Yardley, PA

Ipad technology offers a wealth of multimedia and sensory based instruction that is engaging and effective with middle and high school students with emotional and behavioral needs. A overview of how to use classroom assessments, RTI principles, and student learning profiles to create an easily managed school wide learning plan that uses the wonder and power of the Ipad to engage students in learning achievement. Suggested apps for grades K-12, rubrics for assessment, and a suggested action plan will be given at the training.

Integrating Academic/Non-academic Instruction 1 hour

F R I D A Y

F43 **Mallard Point**

Preparing for Postsecondary Life: An Alternative Program Model

Thomas Valore - Positive Education Program, Cleveland, OH

This presentation will provide a description of a comprehensive educational/mental health program for troubled and troubling secondary students. It serves as an example of how theory can be put into practice offering a real-life example of a program model designed for transitioning young people to the adult world.

Transition 1 hour

F44 **Owl Overlook**

Strategies to Build School Mental Health Programs: Lessons Learned from Exemplarily Safe Schools/Healthy Student Initiatives

Elizabeth Freeman - American Institutes of Research, Lexington, SC & Barb Zandlo-Hutchinson - National Center for Mental Health Promotion and Youth Violence Prevention / Education Development Center, Inc., Minneapolis, MN

Schools struggle to provide educational climates that enhance ability of students to learn, build social competencies and address mental health needs. Safe Schools/Healthy Students partner with agencies/organizations to develop strategies to develop successful school mental health programs. The session will provide strategies to build successful school mental health programs and highlight exemplarily SS/HS initiatives, and lessons learned.

Mental Health Issues and Youth 1 hour

F45 **White Pelican Bay**

School-wide Behavior Support Research: Treatment Integrity, Outcome Measures and Initial Results

Leia Blevins & James Fox - East Tennessee State University, Johnson City, TN

A school-wide positive behavior support (SWPBS) case study at a rural Elementary school (600 + students) is presented. Data showed ODRs decreased from baseline to the SWPBS intervention and an inverse relation between reinforcer tickets given for targeted positive behaviors and ODRs. Issues and implications for SWPBS will be discussed.

Positive Behavior Intervention Support 1 hour

F46 **Wood Duck Pond**

Educating Special Education Students with a History of Traumatic Events


Robert Hull - Educational Seminars, Millersville, MD

Numerous children have been exposed to traumatic or adverse circumstances, sometimes having a chronic impact on student performance. Multiple studies have indicated that a high proportion of special education students have a trauma history. This session will assist educators in responding to these children's complex needs within the classroom setting.

Mental Health Issues and Youth 1 hour

2:30 - 2:45 PM - Break in Exhibit Area

sponsored by



Silent Auction bidding ends at 3 p.m. / Items may be picked up at 4 pm.

BEGINNING AT 2:45 PM

F47 **Ballroom III**

A Template for Enhancing Instructional Context for Students with Autism Spectrum Disorders

Juane Heflin - Georgia State University, Atlanta, GA

Research supporting best practices for students with autism spectrum disorders (ASD), as well as a clearer understanding of the neurological basis underlying the conditions, have led to the generation of specific recommendations for establishing effective instructional contexts and providing instruction tailored to the unique needs of students with ASD. Important considerations for setting up classrooms, enhancing engagement, coordinating groups, and differentiating instruction for students on the autism spectrum will be described. An instrument that can be used to ensure delivery of appropriate educational services to students with ASD will be provided. The instrument enables teachers and administrators to: a) develop new classrooms that support the learning needs of students with ASD, b) document skills and supports that instructional teams have as strengths in providing educational services, and c) identify areas for improvement in existing classrooms.

Autism Spectrum Disorders 1 hour

F R I D A Y

F48

Ballroom IV

Why it's Not Just Handwriting

Mary Beckman - ez Write, Elk River, MN

Learn about the connections among handwriting, reading and creative writing skills. Handwriting is the "Hands on Way" that students learn to read. Mary Beckman is the lead author of the new ez Write Handwriting Program, a multi-disciplinary, multi-sensory approach that bridges handwriting to reading. She will present research on the importance of handwriting and how handwriting relates to other curriculum areas.

Teaching Core Academics in Elementary/Secondary 1 hour

F49

Exec Bd

Provide a consistent, easy and highly effective, evidence based life skills and anger management program - Every lesson prompted by DVD role plays and discussions.

Linda Hebert-Ford Ed.D. - Worldview Publishing, Tampa, FL

Even a novice can provide engaging, consistent, effective, evidence based life skills training (social skills and anger management). A full curriculum will be presented for grades 4-12 that ensures transfer of training through 34 DVD docudrama style lessons in which students role play and discuss the skills while complimentary reproducible materials provide a curriculum that is thorough yet flexible.

Professional Development/Training/Product 2 hours

F50

Cardinal Perch

An Evolution of Change: Creating a Public Day School Community of Learners

Latif Abdulalim & Jill Jakulski - FairfaxCounty Public Schools, Burke, VA

This session will provide information specific to a successful public day school model for middle school students with EBD. Included will be discussion about looping as a programmatic option; a unique teaming structure; a variety of instructional delivery options; self-advocacy and empowerment seminars; and service learning and pre-employment experiential learning.

Continuum of Intervention and Placement 1 hour

F51

Eagle's Nest

What Parents and Teachers Need to Know About a Positive Behavior Support (PBS) Model and Reasons for Getting Their School Involved?

Ron Benner - National Education Association NEA, Seymour, CT & Daryl Gates - National Education Association NEA, Shreveport, LA

This workshop will model a presentation that the NEA IDEA Resource Cadre has given successfully in many states. It is used to give teachers and/or parents a working knowledge of what PBS is and why it should be implemented within the school or district. Since there is more than one PBS system or model this presentation will generalize the PBS concepts to give the attendee a framework to build their own workshop presentation.

Positive Behavior Intervention Support 2 hours

F52

Hawks Ridge

Building Reading Fluency for All Students

Kenneth Campbell - Diarmuid Inc, Gainesville, FL

For children who cannot read fluently by third grade, behavioral problems increase. Knowing the elements of reading fluency for disabled readers from third to tenth grade is not difficult - it does however demand effective practices and committed leadership.

Teaching Core Academics in Elementary/Secondary 1 hour

F53

Mallard Point

Building Transition Partnerships with Families of Youth with EBD

Donna Wandry - West Grove, PA

Current research is conclusive: building partnerships with families improves outcomes for secondary youth with EBD. This session will offer a framework schools and agencies can use to engage families in meaningful ways and roles in transition planning for post-school outcomes. Participants will have an opportunity to evaluate their own levels of involvement in family engagement and discuss strategies they can employ in their own situations.

Transition 1 hour

F54 Owl Overlook
Strategies to Fund School Mental Health Programs

Elizabeth Freeman - American Institutes of Research, Lexington, SC

This session is intended for administrative and professional staff in the areas of mental health, schools, and health organizations. In today's limited funding climate, many school mental health programs are developed through grant funding opportunities. At the end of grant funding, many school districts struggle to sustain the comprehensive mental health programs developed in schools. This session will provide strategies to gain community support, current funding options and lessons learned from various school mental health programs that are currently used to sustain funding.

Mental Health Issues and Youth 1 hour

F55 White Pelican Bay
Updating your Behavior Management Toolkit

Stacy Whittaker - University of New Orleans - Insight Educational Center, Metairie, LA

Presenters will describe how school-level problem-solving teams can use many sources of information to more effectively and efficiently drive the decision making process in an integrated RTI/PBS model and improve overall school functioning. Presenters will review the use of coach cards, Microsoft Excel spreadsheets for data management, graphing, tracking, progress monitoring and data based decision making. For all levels of elementary, middle and high school.

Positive Behavior Intervention Support 1 hour

F56 Wood Duck Pond
Managing Challenging Behaviors: The Best of Two Worlds

Lory LaPointe - University of South Dakota, Vermillion, SD

An effective method of perceiving and managing challenging student behaviors is the key to improving the quality of life for students as well as their teachers. Understanding the function of behavior through the lens of Glasser's Choice Theory and incorporating that enlightened perspective with the mandated procedures of FBA will provide participants with a more effective and humane approach to dealing with challenging behaviors of children and youth. Managing challenging student behaviors is a routine part of life for personnel in schools, mental health centers, juvenile justice programs, and other agencies serving children and adolescents. Managing these behaviors effectively is a priority in improving the quality of life for these students. In this session practitioners at all levels of experience will learn skills and perspectives that will also improve the quality of their lives as effective behavior managers.

Effective Classroom Management 1 hour

BEGINNING AT 4:00 PM

F57 Ballroom III

Legal Issues in Educating Students with Behavioral Disorders: Current Trends and Developments

Mitchell Yell - University of South Carolina, Columbia, SC
Antonis Katsiyannis - Clemson University, Clemson, SC
Terri Collins - University of North Carolina at Wilmington, Wilmington, NC

The purpose of this presentation is to provide an update on legal developments of importance in the education of children and youth with behavioral disorders.

Law and Policy 1 hour

F58 Ballroom IV

To Identify or Not to Identify

Lindiwe Magaya - Georgian Court University, Lakewood, NJ
Florence Muwana - University of Illinois, Champaign, IL

The identification of students who are culturally and linguistically diverse as having emotional and/or behavioral disorders (E/BD) has been documented and continues to be a challenge. Understanding and defining behavior culturally, contextually, and circumstantially is essential. Practitioners of all levels will benefit from this presentation as a variety of behaviors from different cultures are discussed.

Services for Culturally Diverse Populations 1 hour

F59 Cardinal Perch

The Janus Project: The Damsels of Deviance Reveal All

Marilyn Kaff & James Teagarden - Kansas State University, Carbondale, KS

The Damsels of Deviance Reveal All is a continuation of the Janus Oral History Project. Participants attending this session will experience the insightful dialogue captured during a series of interviews with twelve influential women in the field.

History 1 hour

BEGINNING AT 4:00 PM

F60 Hawks Ridge

SkillsTutor: Effective Online Tools to Improve Student Academic Performance

Bill Schmidt - SkillsTutor a division of Houghton Mifflin Harcourt

This workshop will focus on successful program implementation of SkillsTutor and Math Fact Fluency. Bill Schmidt, SkillsTutor, will share experiences and results from many districts throughout Minnesota using these instructional tools. This workshop will be interactive and will provide an opportunity for participants to explore, discuss, and experience these tools through online demonstrations and collaboration with colleagues.

Teaching Core Academics in Elementary/Secondary 1 hour

F61 Mallard Point

Coaching Parents to Bring Out the Best in Their Children

Tina Feigal - Center for the Challenging Child LLC, Roseville, MN

Wishing parents had more skills in bringing out the best behavior in their kids? Parent Coach Tina Feigal will share her ten years of experience in empowering parents to “heal” their children’s behavior using Present Moment Parenting.

Parent Coaching 1 hour

F62 Owl Overlook

Improving Social & Emotional Competence in Children and Youth: Using REBT in Classroom Settings

Tachelle Banks - Cleveland State University, Cleveland, OH

This session will discuss the need for a comprehensive intervention strategy for students who experience difficulty managing self-defeating emotions and behaviors in educational settings. A review of the literature will identify related research and describe how the application of Rational Emotive Behavior Therapy (REBT) has been implemented with children and adolescents who have been identified as having emotional disturbance in various educational settings.

Mental Health 1 hour

F63 White Pelican Bay

Recommendations Regarding the Use of Restraint and Seclusion in Schools

Susan Albrecht - Ball State University, Muncie, IN

A recent report of the federal Government Accountability Office on injuries and deaths of students in America’s schools from the use of physical restraint and seclusion has demanded the attention of policy makers and practitioners. This session will outline proposals in federal legislation to prevent and reduce inappropriate restraint and seclusion by establishing safety standards in schools and emphasizing the need for proactive and positive behavior strategies to prevent situations from rising to a level of frustration. All levels; all grades.

Law & Policy 1 hour

F64 Wood Duck Pond

RTI: How About Giving Students the Power to Change Their Own Behavior!

Gail Hanevold - Minneapolis Public Schools, Minneapolis, MN

Studies show how metaphors and visual cueing strategies create positive outcomes for elementary and K-12 special education students, including those with ADHD, and Aspergers. Participants will be given information on how to strategically motivate students to: generate cues, self regulate and improve their own behavior. Success is evidenced through the reduction in referrals, improved peer relationships, and academic achievement.

Effective Classroom Management 1 hour

CONFERENCE REGISTRATION - 8 - 8:30 AM

Second Floor near Ballroom

BEGINNING AT 8:00 AM

Visit our Bookstore and Enjoy
Breakfast

MN Valley Ballroom I-II

BEGINNING AT 8:30 AM

S65 **MN Valley III**

Understanding Misbehavior From the Inside Out

Dale Babcock - Neruduab, ID

This presentation will help teachers, counselors, and administrators understand the purpose of students misbehavior but more importantly how they inadvertently may play into the misbehavior pattern. The participant will be able to develop a behavioral plan with the information they learn. Understanding the purpose of behavior has been well documented as a useful tool in helping students change behavior. An understanding of the students and their own internal logic will help the participants redirect the students behavior in a more positive direction.

Effective Classroom Management 1 hour

S66 **Exec Bd**

Students with Mental Health Needs: What is Our Responsibility? What Can We Do?

Lynn Boreson - Wisconsin Dept. of Public Instruction, Madison, WI

Schools are seeing more and more students with significant mental health needs, often untreated even if diagnosed. Who are these students? What is the school's role in addressing those needs? What can schools do to support these students? Get some ideas for group and individual interventions, as well as resources for developing appropriate educational programming for these students, whether or not they are also identified as students with disabilities.

Safe Schools 1 hour

S67 **Cardinal Perch**

B.U.R.K.E. Seminars

Jill Jakulski - Burke, VA & Latif Abdulalim - Fairfax County Public Schools, Burke, VA

This interactive session will provide detailed information about how a seminar design can be used to promote and increase students' awareness and appreciation of their own personal characteristics, interests, strengths, and abilities. Video clips and student-produced artifacts will be included in the session, including excerpts from students' reflective journals.

Integrating Academic/Non-academic Instruction 1 hour

S68 **Eagle's Nest**

Visual Art Strategies Enhance the Learning Of Special Education Students Across Subject Areas in Care and Treatment Facilities

Linda Causton - Onamia Schools MLA, Milaca, MN

Evidence supports the value of teaching visual arts as a benefit to enhancing achievement across the curriculum. This presentation will describe strategies showing examples of student art that validates the research. The presentation is followed by a question and answer period. Handouts of the presentation, as well as a bibliography of the research, provided to all participants. This presentation is open for all participants of all levels.

Integrating Academic/Non-academic Instruction 2 hours

S69 **Hawks Ridge**

Can we impact learning through instructional design? Brain Rules proposes we can!

Ann Goldade - MSU Moorhead, West Fargo, ND

This presentation seeks to determine if instruction through a brain based framework as proposed by Medina (2008) significantly and positively improves student academic outcomes, specifically in acquisition and fluency building of basic math facts. The Brain Rules framework will be shared in the context of how we might see positive benefits in our educational settings. This is intended for all audience members at any level in their development.

Teaching Core Academics in Elementary/Secondary 2 hours

S A T U R D A Y

S70 **Mallard Point**
School-based Violence Prevention for Students With and Without Disabilities: Individual and School-Level Components

Kevin Sutherland, Terri Sullivan, Aashir Nasim & Al Farrell - Virginia Commonwealth University, Richmond, VA

The purpose of this presentation will be twofold. First, we'll discuss the development and implementation of an individual-level violence prevention curriculum for middle school students with and without disabilities. Second, we'll discuss a collaborative process with an urban middle school whereby goals and objectives for violence prevention were identified. The importance and feasibility of these goals were rated and sorted by teachers and administrators. Implications for the integration of individual and school-level violence prevention programs will be discussed.

Safe Schools 1 hour

S71 **Owl Overlook**
Fetal Alcohol Spectrum Disorders - Brain Damage, Mental Health or Behavior Problems?

Brad Wing - I.S.D. 287, Golden Valley, MN

When students enter public schools and their behavior is "different" from their peers, educators begin the hard work of helping the student learn and mature, academically, emotionally, and behaviorally. This session will explore various opinions of the medical diagnosis on the Fetal Alcohol Spectrum. This session is applicable to everyone.

Mental Health Issues and Youth 1 hour

S72 **White Pelican Bay**
Resistance to Change: Overcoming Limitations Through Application of the 80/20 Principle

John Maag - University of Nebraska, Lincoln, NE

Public schools often have organizational structures that form barriers for dealing effectively with students' challenging behaviors. Resistance to change occurs at both institutional and individual levels. Improving student behavior requires shifting away from established paradigms and the impediments they cause. It is not easy to change paradigms because they exist as unquestioned tacit understanding and changing them exposes individuals and institutions to risks they may not be willing to take. This presentation exposes the logical flaws in the dominant paradigm and common misconceptions for managing students' challenging behaviors. Also presented is a method for establishing new paradigms by making use of the 80/20 principle which states that 80% of efforts result in only 20% of outcomes. The goal is for schools to develop flexibility and maximize resources for addressing students' challenging behaviors.

In-Depth Workshop 3 hours

S73 **Wood Duck Pond**
Developing Educationally Meaningful and Legally Correct IEPs Using the S.M.A.R.T. Process

Mitchell Yell - University of South Carolina, Columbia, SC

S.M.A.R.T. IEPs are educationally meaningful and legally correct and are a win-win for teachers, students, and parents. My goals in this presentation are to (a) discuss the essential attributes of a S.M.A.R.T. IEP, (a) present a four-step process for developing S.M.A.R.T. IEPs and (b) demonstrate how parents and teachers can develop annual goals that are ambitious and measurable.

In-Depth Workshop 3 hours

BEGINNING AT 9:45 AM

S74 **MN Valley IV**
Teacher Child Interaction Training: Equipping Teachers and Paraprofessionals to Work Effectively with All Children

Jeff Jorgensen & David Stern - Alexandria School District, Alexandria, MN

TCIT is a modification of Parent-Child Interaction Therapy (PCIT), a short-term intervention program for children ages 2 through 7 who are experiencing behavioral, emotional or developmental difficulties. TCIT involves implementing the same core principles in a preschool through grade 3 setting in order to decrease disruptive behaviors in the classroom and improve the teacher-child relationship.

Effective Classroom Management 2 hours

S75 **Exec Bd**
The 2010 update on IDEA Court Decisions, OSEP Policy Letters, and Federal Legislation: Impact on Educational Assessment Practice Affecting Children and Adolescents with E/BD

David Walker - Hattiesburg, MS

Participants will learn about federal legislation, OSEP policy letters, and court decisions pertaining to the Individuals with Disabilities Education Improvement Act (IDEIA) and The Rehabilitation Act and Amendments that have occurred since September of 2009 and their impact on assessment practice as it relates to children and adolescents with emotional and behavioral disorders.

Law and Policy 1 hour

S76 **Cardinal Perch**

Secondary Prevention: Using Bibliotherapy to Help Students Who Are Struggling With Difficult Personal Experiences

Michael Rozalski, Emily O’Leary & Stephanie Bergin - State University of New York at Geneseo, Geneseo, NY

This presentation will summarize grant-supported efforts to review children’s literature dealing with themes such as divorce, death in the family, and disability awareness for the purpose of creating curriculum kits for a local library that can be used as resources for parents and educators when talking to children about these topics.

Research into Practice 1 hour

S77 **Mallard Point**

Cutting-Edge: Integrating Individuals with Intellectual Disabilities into College

Courtney Moffatt & Nutullah Kisa - Cutting-Edge, Madison, WI

Based on best practices, the Cutting-Edge is a full-inclusion model designed for adult learners with significant disabilities. The Cutting-Edge implements individualized learning objectives that are negotiated between the coordinators, faculty members, and the Cutting-Edge students.

Transition 1 hour

S78 **Owl Overlook**

Attachment and Play: Strategies and Interventions for Children and Adolescents in a mental health crisis

Kathleen Kane & Sarah Cross - Joining Hands Child and Family Counseling Services LLC, South Saint Paul, MN

This workshop is intended for mental health practitioners, professionals, school staff, day care providers, foster-parents, parents, anyone who works with children who experience out-of-control behaviors. This workshop will give concrete de-escalation techniques to use with children and adolescents in a mental health crisis. Learn how negative behaviors are often a result of dysregulation, and how trauma and attachment impact functioning and development. Attachment theory in relation to traumatized and emotionally dysregulated children will be described. Explore creative play strategies and other techniques and learn why they work for de-escalation.

Mental Health Issues and Youth 1 hour

BEGINNING AT 11:00 AM

S79 **Exec Bd**

Enhancing the “Facility-to-Home” Transition of At-Risk Youth

Lory LaPointe - University of South Dakota, Vermillion, SD

This presentation will identify effective strategies for assisting students, families, and agency personnel during the youth’s transition from an out-of-district placement back to the home, community, and school. Research from the fields of juvenile justice programs, mental health facilities, and school districts will be presented.

Services in Secure Settings 1 hour

S80 **Cardinal Perch**

Seclusion Timeout and Restraint: A Policy Update and Alternatives to the Aversive Techniques

Michael Rozalski - State University of New York at Geneseo, Geneseo, NY; Reece Peterson - University of Nebraska, Lincoln, NE & Dan Stewart - Minneapolis, MN

This presentation will summarize an analysis of state policy, research, and the law surrounding seclusion timeout and physical restraint in public schools in the United States. Presenters will discuss the need, and present suggestions for developing legally-correct policies on seclusion timeout and physical restraint for schools and discuss additional implications.

Law and Policy 1 hour

S81 **Eagle’s Nest**

OPEN

S82 **Hawks Ridge**

OPEN

S83 **Mallard Point**

Practice Effective Guidance Strategies (PEGS)

Sheldon Braaten - BICA, Roseville, MN

A series of research-based software self-study training programs will be demonstrated. This software is designed to help teachers become skilled at using positive behavior strategies with their students. Software includes early childhood, elementary and adolescent versions.

Professional Development/Training/Product 1 hour

84 **Owl Overlook**

OPEN

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504 Commerce Parkway, Verona, WI 53593-0160
800-327-4269 phone 608-845-8040 fax
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Attainment Company is a small company that is committed to creating quality products for people with disabilities. Located in Verona, Wisconsin, Attainment produces resources that help to identify and address emerging issues in special education.

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Behavioral Institute for Children and Adolescents

1711 W County Rd B, Suite 110 S, Roseville, MN 55113
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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.

Council for Children with Behavioral Disorders

1110 North Glebe Road, Suite 300, Arlington, VA 22201-5704
www.ccbd.net

The Council for Children with Behavioral Disorders (CCBD) is the official division of the Council for Exceptional Children (CEC) committed to promoting and facilitating the education and general welfare of children and youth with emotional or behavioral disorders.

Bolder Options

2100 Stevens Ave S, Minneapolis, MN 55404
612-379-BOLD (2653) phone 612-870-0754 fax
www.bolderoptions.org

Bolder Options is an activity-based, one-to-one youth mentoring program. We use running & biking, academic goal setting, and volunteerism to build self-esteem and encourage healthy habits in 10 - 14 year old youth.

Creative Behavior Interventions, LLC

Gail Hanevold
19 W 95th St, Bloomington, MN 55420
952-884-6367 phone hanevold@msn.com

Creative Behavior Interventions, LLC, was formed as a result of a teacher sabbatical. Behavioral strategies that incorporate Response-Cost techniques, and a visual cueing system, the Wrist-O-Pic, patent pending, were researched. Positive outcomes were evidenced. Subsequently, the Teacher's Tutorial, and the Wrist-O-Pic, which assists elementary and K-12 special education students with behavior, communication, memory, and organizational skills, became an online business: www.wrist-o-pic.com.

ez Write

Mary & Bruce Beckman
19063 Zane St NW, Elk River, MN 55330
763-241-8889 phone ezwrite@me.com

ez Write is a new handwriting program that is a multi-disciplinary and multi-sensory approach that bridges handwriting to reading and creative writing. There is curriculum for Preschool through 5th Grade.

Firelight Books

Nancy Nichols
11650 CR 4215, Tyler, TX 75706
800-975-0054 phone
ndnichols@yahoo.com www.firelightbooks.com

We are a group of educators whose experiences range from early childhood and elementary through secondary, including regular and Special Ed. We work with English language learners and the migrant population. Our expertise includes dyslexia identification and treatment. We understand the challenges of special populations, and we know about children who spend a lot of time in alternative settings. We have children in our heart, and we are very proud to be part of making the future a brighter place.

Fry Bread Love/Earth Circles

Gayle Weigle
PO Box 19059, Minneapolis, MN 55419
612-280-1484 phone
gayle@frybreadlove.org www.frybreadlove.org

Greeting cards and journals made by homeless youth - all proceeds directly benefit youth. Native made jewelry.

Growing Blue Flowers

Estella Yeung
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National Association for School Psychologists

4340 East West Highway Suite 402, Bethesda, MD 20814
301-657-0270 phone 301-657-0275 fax
www.nasponline.org

NASP represents school psychology and supports school psychologists to enhance the learning and mental health of all children and youth.

Nice Up the Place

Debbra Myers
2812 30th Ave S, Minneapolis, MN 55406
612-724-3359 phone
debbrameyers@usewireless.com

Jewelry with feathers, shells and semipresous stones, and clothing.

Reflections Resources

Mary McGrath
104 Woodcrest Dr., Burnsville, MN 55337
952-894-7707 phone
www.maryzmcgrath.com

Working with schools, parents, and organizations to reflect on and improve the quality of career, relationships, and life transitions. Mary provides presentations and workshops to assist with teacher retention, address teacher stress, enhance job relationships and encourage personal development that:

- *Reflect on personal wellness and growth areas.*
- *Renew job relationships.*
- *Develop action steps for immediate application.*
- *Aim for healthier workplace and school climate*
- *Assist with social and emotional retirement preparation*

Tourette Syndrome Association/Author Jonathan Friesen

Jonathan & Wendy Friesen
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320-679-2589 phone
jmfriesen11@yahoo.com
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The Tourette Syndrome Association provides information about TS to educators, families, and mental health professionals. We do this through school visits, professional conference interaction, and one-on-one family consultations. We provide materials and resources that help families and educators deal effectively with children exhibiting Tourette Syndrome and related conditions such as E/BD, O/CD and ADHD.

World View Publishing

Dr. Linda Hebert-Ford
521 Herchel Dr., Tampa, FL 33617
800-987-9444 phone
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www.jonathanfriesen.com

Worldview Publishing, Inc. - Producers of the plug and play DVD driven, evidence based, life skills curriculums used in over 4,000 sites. Right Choices -Social Skills Training, Tough Choices - Anger Management Training - Help Parenting Program

Acknowledgements

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Minnesota Council for Children with Behavioral Disorders
National Association of School Psychologists

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