

Your Invitation

The Council for Children with Behavioral Disorders (CCBD) announces its 7th Biennial international conference which focuses on **Ensuring a Brighter Future for Troubled Children/Youth: Challenges and Solutions**. Through this conference, all of us who provide direct or indirect services to students with challenging behaviors can learn more effective and efficient ways to ensure that appropriate and quality services are available which meet the challenges and provide viable solutions.

The conference program will have numerous features that will be of interest to you.

- ◆ **Preconference Forums:** Two preconference forums will be featured on Thursday: *Implementing the Regulations for IDEA 2004: Implications for Students with Learning and Behavioral Challenges* and *What's in Legislation and Litigation that Impact Students with Learning and Behavioral Challenges: Lessons to be Learned*. Offered at 12:00 - 2:00 p.m. and 2:15 - 4:15 p.m., respectively.
- ◆ **Preconference Workshops:** Seven preconference workshops will be featured beginning at 12:00 Noon on Thursday, the first day of the conference. Each workshop will be 2 hours in length and will focus on critical issues facing professionals in the field. Attendance at the preconference workshops will be limited by the space available.
- ◆ **Training Strands:** Numerous topical training strands designed to enable persons who desire indepth knowledge on a given topic to acquire 3 to 6 hours of training on a selected topic.
- ◆ **Regular Sessions, Workshops, Panel Discussions, Product or Teaching Demonstrations, and MUCH MORE** will be featured throughout the conference.
- ◆ **Exhibit Show:** Will be ongoing throughout the conference beginning on Friday, 8:00 a.m.
- ◆ **CCBD Continuing Education Credits (CEUs)** will be available. (Details on registration form.)
- ◆ **Release of the 2008 Mini-Library Series on E/BD published on CD-ROM.** The series consists of 7 monographs representing selected strands in the conference program. (See conference registration form to pre-order.)

Highlights:

- ★ **General Opening Session, Thursday, 6:00 p.m.,** featuring Dr. James M. Kauffman, long time special educator, author, and international lecturer. He will speak on *What is Progress in Special Education for Students with E/BD?* You won't want to miss this session!
- ★ **Welcoming Reception, 7:30 - 9:00 p.m. - Come Join the Festivities!**
- ★ **Friday's Luncheon - A special feature to be announced.**
- ★ **Saturday's Luncheon - *Students and Parents Tell It Like It Is*** presented by students and parents from the Challenge/Journey Program, Denton County Special Education, Sanger, TX.

The conference has been planned with YOU in mind! You are invited to be a part of this great event! Make your plans NOW to attend!

Lyndal M. Bullock, Conference Chairperson

Special Features

Preconference Forums

Thursday, October 4, 2007

12:00 - 2:00 p.m.} *Implementing the Regulations for IDEA 2004: Implications for Students with Learning and Behavioral Challenges*

Leader: Bev Johns, Consultant, Jacksonville, IL

This forum will focus on the current implementation of IDEA 2004. Regulations and the impact of those regulations on students with learning and behavioral challenges will be examined. The most recent interpretations and legal challenges will be discussed. Practical implementation strategies will be offered.

2:15 - 4:15 p.m.} *What's in the Courts that Impact Students with Learning and Behavioral Challenges: Lessons to be Learned*

Leaders: Mitchell Yell, University of SC, Columbia and Antonis Katsiyannis, Clemson University, SC

The focus of this forum will be on several court cases that have implications for services to students with learning and behavioral challenges.

Preconference Workshops

Thursday, October 4, 2007

There will be seven preconference workshops.

12:00 - 2:00 p.m.} *Response-to-Intervention* (2 hours, repeated)

2:15 - 4:15 p.m. } Leader: Brenda Schuererman, Southwest Texas State University, San Marcos

In this workshop, issues related to the concept of Response-to-Intervention (RTI) as an alternative approach to identification and intervention with students evidencing learning and behavioral problems will be examined. Discussion will include recent research on RTI and emergent best practices for its implementation in school settings.

12:00 - 2:00 p.m. } *Teaching Elementary School Children with Aggressive and Violent Behaviors*

2:15 - 4:15 p.m. } (2 hours repeated)

Leaders: Nancy and Michael George, Centennial School of Lehigh University, Bethlehem, PA

Strategies for working with aggressive/violent children at the elementary school level will be highlighted. Emphasis will be on school-wide, classroom level, and individual techniques to teach children ways to deal with frustration and anger without the use of aggression and violence. In addition, descriptions of evidence-based procedures designed to safely deal with escalated behavioral outbursts will be highlighted.

12:00 - 2:00 p.m.} *Aggressive and Violent Behaviors of Youth in the Secondary School*

2:15 - 4:15 p.m. } (2 hours, repeated)

Leader: Richard Van Acker, University of IL at Chicago

Strategies for working with aggressive/violent children at the secondary school level will be highlighted. Emphasis will be on school-wide, classroom level, and individual techniques to teach children ways to deal with frustration and anger without the use of aggression and violence. In addition, descriptions of evidence-based procedures designed to safely deal with escalated behavioral outbursts will be emphasized.

12:00 - 2:00 p.m.} *Scientifically Based Instructional Practices for Teaching Students with Behavioral Disorders Early Reading, Written Language, and Mathematic Skills*
2:15 - 4:15 p.m. } (2 hours, repeated)
Leader: J. Ron Nelson, University of Nebraska, Lincoln

Students with behavioral disorders are likely to experience significant academic deficits. Participants will learn scientifically based early reading, written language, and mathematic skills instructional programs and practices for students with behavioral disorders. The focus will be on remediation of mastery and/or fluency deficits in these areas.

12:00 - 2:00 p.m.} *Data-Based Decision-Making to Address Academic and Behavioral Problems*
2:15 - 4:15 p.m. } (2 hours, repeated)
Leader: Robert A. Gable, Old Dominion University, Norfolk, VA

A step-by-step process of data collection, graphing, and analysis as it relates to both academic and behavioral problems of students with emotional/behavioral disorders will be examined. Various strategies that have proved effective in accomplishing that goal will be presented. In addition, multiple examples and rules related to data-based decision-making will be highlighted.

12:00 - 2:00 p.m.} *Keeping Minority Males in School* (2 hours, repeated)
2:15 - 4:15 p.m. } Leaders: Ralph Gardner III, Christopher Yawn, and Temple Lovelace, The Ohio State University, Columbus

The focus of this workshop will be on the increasing the number of male students who fail to complete public education. An examination will be made of the demographics (e.g., ethnic, socioeconomic, linguistic factors) that pertain to males with or at-risk for emotional/behavioral disorders. Discussion will highlight research on social policy and school disciplinary practices that impact a student's decision to stay in school. Finally, information will be presented on promising programs and practices to encourage students from diverse backgrounds to complete their schooling.

12:00 - 2:00 p.m.} *Service Learning as an Effective Intervention for Students with or At-Risk for Emotional/Behavioral Disorders.* (2 hours, repeated)
2:15 - 4:15 p.m. } Leaders: Michael Hazelkorn, University of West Georgia, Carrollton and Bonnie McCarty, College of Charleston, SC

Service learning is an instructional method where students apply their social competence, cognitive problem-solving and academic skills and knowledge to address real-life situations in their own communities. Increasingly, students with disabilities have become involved in service learning to help meet their educational goals. In this workshop, focus will be on ways to integrate service learning into the ongoing program for students with challenging behaviors. Distinctions between service learning and volunteerism will be drawn. One particular service learning project will be used to illustrate the essential steps and potential outcomes of the service learning process, including examples of instruments used to measure academic and social-emotional gains. Consideration will be given to how to implement service learning, projects that have been effective, suggested resources, and other details of interest to service providers.

Conference Hotel Information

See Website: <http://www.unt.edu/behavioraldisorders/ccbdconference>

Hotel Booking Website: <http://www.starwoodmeeting.com/StarGroupsWeb/booking/reservation?id=0607060045&key=13C63>

Hotel: The Westin Dallas Fort Worth Airport Hotel, 4545 West John Carpenter Freeway, Irving, TX 75063;
Phone: 972-929-4500; Fax:972-510-2471.

Rates: \$124.00 single/double (plus taxes). Rates quoted are effective October 2, 2007 through October 7, 2007. You are encouraged to make your hotel reservations well before the deadline, because we expect to sell out the room block early. Block of rooms will be held until September 7, 2007 or until block is filled. After 9/07/07 reservations will be accepted on space availability basis at prevailing rates. When contacting the hotel, identify the group as the **Council for Children with Behavioral Disorders (CCBD)**. Check-in time is 3:00 p.m.; check-out time is 12:00 p.m.

Make Your Reservations Early

Training Strands

Friday - Saturday, October 5 & 6, 2007

Strand A

Alternative Educational Programs Designed to Ensure Positive Student Outcomes. (3 sessions).

The focus of this strand will be on a range of placement intervention options (e.g., day and residential treatment, interim alternative placements, remedial education education programs, charter schools) for children/youth with challenging behaviors. Discussion will revolve around legislation and litigation that has helped shape current polices and practices. In addition, evolving evidence-based practices that focus on social, behavioral, academic, and vocational instruction will be examined.

Mary Quinn, American Institutes for Research, Washington, DC

Strand B

Mental Health Issues in Children and Youth.

(3 sessions). There is an increasing number of children and youth who enter school with serious mental health needs (e.g., depression, bi-polar). Many of these students do not qualify or at least do not receive special education services and often those who do receive services are labeled as emotionally disturbed. It is important that school personnel be aware of these special needs and how to advocate for the students. This strand will focus on evidence-based practices to address the needs of these students.

Joseph Ryan, Clemson University, SC

Strand C

Autism Spectrum Disorders: Effective Strategies to Promote Positive Student Outcomes. (3 sessions).

In this strand, the focus will be on the identification and assessment procedures, proven effective intervention strategies, and evolving school- and home-based program options for students with autism spectrum disorders. Emphasis will be on evidence-based practices that may be implemented by direct service providers.

Jennifer Loncola, DuPaul University, Chicago, IL

Strand D

Teaching Math to Secondary School-Age Students with Emotional/Behavioral Disorders.

(3 sessions). This strand will focus on math-related academic deficiencies among adolescents with emotional/behavioral disorders. Discussion will highlight assessment and intervention strategies and procedures that have proven to be effective in programs

designed for secondary school-age youth.

Joseph Gagnon, George Mason University, Fairfax, VA and Cutting Mulcahy, University of MD, College Park

Strand E

Teaching Reading to Secondary School-Age Students with Emotional/Behavioral Disorders.

(3 sessions). This strand will focus on reading and reading comprehension deficiencies among adolescents with emotional/behavioral disorders. Discussion will highlight assessment and intervention strategies and procedures that have proven to be effective in programs designed for secondary school-age youth.

Michael Rozalski, University of New York at Genesco

Strand F

Early Intervention for Children At-Risk for Social/Emotional Problems. (6-sessions).

The focus of this strand will be on legislation/litigation that has influenced policies and/or practices related to early intervention. Discussion will include an examination of the accumulated research and its implications for early intervention for children who may be at-risk for social/emotional problems and their families. Emphasis will be on evidence-based practices.

Maureen Conroy, Virginia Commonwealth University, Richmond

Strand G

Providing Services for Elementary School-Age Children from Culturally, Ethnically, and Linguistically Diverse Backgrounds Who Are At-Risk for E/BD. (6 sessions).

The focus of this session will be on the changing demographics of the elementary school-age population and the increasingly more diverse instructional needs of children. Discussion will include the influence of background and experience on learner characteristics, culturally and linguistically sensitive assessment practices, and relevant evidence-based curriculum, management, and instruction.

Festus Obiakor, University of WI at Milwaukee

Strand H

Drop-Out Prevention of Students with or At-Risk for Social/Emotional Failure. (3 sessions).

In this session, focus will be on the increasing number of students who fail to complete public education. An examination will be made of the demographics (e.g.,

ethnic, gender, socioeconomic factors) pertaining to students with or at-risk for emotional/behavioral disorders. Further, discussion will highlight research on social policy and disciplinary practices that impact students' decision to stay in school. Finally, information will be presented on promising practices to encourage these students to be school completers.

Suana Wessendorf, State of IA Department of Education, Ames

Strand I

Providing Educational Services in Secure Settings. (3 sessions). The focus of this strand will be on providing effective services to youth with challenging behaviors who are placed in secure settings (e.g., detention centers, correction facilities). Discussion will revolve around legislation and litigation that has helped shape current policies and practices. In addition, evolving evidence-based practices that focus on social, behavioral, academic, and vocational instruction will be examined.

Kristine Jolivet and David E. Houchins, Georgia State University, Atlanta

Strand J

Providing Services to Secondary School-Age Youth from Culturally, Ethnically, and Linguistically Diverse Backgrounds Who Are At-Risk for E/BD. (6 sessions). In this session the focus will be on the changing demographics of the secondary school-age population and the increasingly more diverse instructional needs of adolescents. Discussion will include the influence of background and experience on learner characteristics, culturally and linguistically sensitive assessment practices, and relevant evidence-based curriculum, management, and instruction.

Charlotte Ryan, Elizabeth Watkins, and Yvonne Novak, MN Department of Education, Roseville, MN

Strand K

Teaching Core Academic Subjects to Students with Emotional/Behavioral Disorders in the Elementary School. (3 sessions). This strand will focus on deficiencies in core academic subjects among elementary school-age students with emotional/behavioral disorders. Discussion will highlight assessment and intervention strategies and procedures that have proven to be effective in programs designed for elementary school-age children.

Kimber Vannest, Texas A & M University, College Station

Strand L

Re-Examination of Effective Classroom Management with Focus on Learners with or At-Risk for Emotional/Behavioral Disorders. (3 sessions). In this strand the focus will be on the critical review and analysis of past-to-present research on classroom management. In addition, an examination will be made of the proliferation of recent research that encourages the refinement and extension of old and new strategies. Emphasis will be on evidence-based practices that work in the classroom.

Kevin Sutherland, Virginia Commonwealth University, Richmond

Strand M

Integrating Academic/Non-Academic Instruction to Learners with or At-Risk for Emotional/Behavioral Disorders. (6 sessions). The focus of this strand will be on the reciprocal relationship between classroom learning, behavioral problems, and social/interpersonal deficits. Discussion will emphasize strategies and procedures that facilitate the integration of academic and non-academic instruction. Attention will be given to the challenge of maintenance and generalization with a focus on evidence-based practices that work in the classroom.

Sarup Mathur, Arizona State University, Tempe and Mary Bailey Estes, University of North Texas, Denton

Strand N

Physical Restraint and Seclusion. (3 sessions). In this strand problems, research, and recommendations in the use of physical restraint and seclusion in schools will be examined. In addition, federal and state policy issues related to physical restraint and seclusion will be highlighted.

Reece L. Peterson, University of Nebraska, Lincoln

Strand O

Advocacy in Behavioral Disorders. (3 sessions). CCBD is committed to promoting the education and general welfare of children and youth with emotional/behavioral disorders, encouraging research, promoting professional growth, and supporting those who provide services to these children and youth through its advocacy efforts. Sessions in this strand highlight three initiatives as the voice of CCBD in policy and practice for improving outcomes for students with E/BD.

Susan Albrecht, Ball State University, Muncie, IN

CCBD Conference Registration Form

Preregistration Postmark Deadline: September 17, 2007

Save time and money by registering by September 17, 2007. Preregistrations received after this date will not be accepted. On-site registration will be available at 10:00 a.m. on October 4, 2007 in the conference registration area of the Westin Hotel. Written requests for refunds will be honored only until August 30, 2007 and will be subject to a 25% handling fee. No requests for refunds will be honored after August 30, 2007. To register, check all the conference options you wish, and complete the information requested. Make checks, money orders, or purchase orders payable to **CCBD Conference**.

Mail registration and payment to: CCBD Conference, University of North Texas, P. O. Box 310860, Denton, TX 76203-0860. Please remit in U.S.A. dollars ONLY. (0) 940-565-3583; FAX: 940-565-4055; CCBD Federal Tax #: 54-1777499.

Print clearly or type:

Name: _____
 Address: _____
 City: _____ State/Province: _____ Country: _____ Zip/Postal Code: _____
 Phone Number: (O) _____ (H) _____ FAX: _____
 Office E-Mail: _____ Home E-Mail: _____

Conference Fees	Preregistration (Must be received by 9/17/07)	On-Site (after 9/17/07)
(Registration fee includes Thursday evening reception; Friday/Saturday morning breakfast breads, coffee & hot tea; Friday/Saturday luncheons.)		
Registration Fee: CEC/CCBD (regular membership)	<input type="checkbox"/> \$325.00	<input type="checkbox"/> \$360.00
(Required: Provide membership # _____ Exp: _____)		
Registration Fee: Regular Non-Member	<input type="checkbox"/> \$360.00	<input type="checkbox"/> \$395.00
Registration Fee: CEC/CCBD (student membership)*	<input type="checkbox"/> \$200.00	<input type="checkbox"/> \$235.00
*Provide CEC/CCBD student membership # (required) _____ Exp: _____		
*Faculty Advisor Signature (required): _____		
*Enclose copy of CEC/CCBD Student Membership Card (required)		
Total Conference Registration Fee:		\$ _____
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Other Options:		
Mini-Library Series on E/BD - CD - New Release-Conference Price \$20.00 each Qty: _____ \$ _____		
CCBD Continuing Education Units		
.1 to 1.6 CCBD CEU's available - see fees below # CEU's desired: _____ = \$ _____		
.1 = \$4.00; .2 = \$8.00; .3 = \$12.00; .4 = \$16.00; .5 = \$20.00; .6 = \$24.00; .7 = \$28.00; .8 = \$32.00; .9 = \$36.00; 1.0 = \$40.00; 1.1 = \$44.00; 1.2 = \$48.00; 1.3 = \$52.00; 1.4 = \$56.00; 1.5 = \$60.00; 1.6 = \$64.00		
Total of all Other Options Fees:		\$ _____
<hr/>		
Totals:	Total Conference Registration Fee	\$ _____
	Total Other Options (Mini-Library CD & CEU's)	\$ _____ <input type="checkbox"/> Check here if a vegetarian lunch is needed
	Total Payment	\$ _____

Method of Payment: Cash Check/Money Order Purchase Order Credit Card (see below)
 Visa Master Card Discover American Express

Credit Card #: _____ Exp.: Month _____ Year _____

CVV** #: _____

**Credit Card Verification Number (CVV). You are required to enter the 3- or 4-digit CVV. The CVV number is a 3-digit number in italics on the back of a Visa, MasterCard, or Discover Card. American Express cards feature a 4-digit number on the front, just above the credit card number.

Print name as it appears on credit card: _____

Credit Card Billing Address: _____

City, State, Zip _____

Signature _____

Note: If you have a disability and will need special accommodations, please inform us prior to the conference. Please attach special requirements to your preregistration form.