

# POSITIVE APPROACHES TO CHALLENGING BEHAVIORS:

## *Looking, Listening and Learning*

*A lifespan statewide conference*

Wednesday, September 24, 2008

8:00am to 4:00pm

Crowne Plaza Hotel

100 Berlin Road

Cromwell, CT 06419

Breakfast and Lunch provided



### GEORGE SUGAI, PHD

#### ☉ Keynote “Positive Behavior Support and Responsiveness-to-Intervention”

The purpose of this presentation is to describe the defining elements of responsiveness-of-intervention and positive behavior interventions and supports. Examples and outcomes will be described to highlight samenesses and differences between Response to Intervention and PBS

### PAT AMOS, MA

#### ☉ Accommodating Sensorimotor Differences of People on the Autism Spectrum - A relationship-based approach

In the six decades since the concept of autism was first constructed, it has been a diagnosis in search of a definition. Once considered a mental illness, autism later came to be treated as fundamentally a communication or behavior problem. Successful new approaches to supporting individuals on the autism spectrum suggest that they may share an array of sensorimotor differences which, when understood and accommodated, need not inhibit their ability to communicate clearly and creatively, to enjoy warm and satisfying relationships, and to live the lives they choose. This workshop will update participants on new perspectives in the field and their practical applications.

#### ☉ Eliminating Aversives, Restraint, and Seclusion: What we know now

The rising tide of positive interventions has failed to lift all boats, and the continued use of dangerous and coercive interventions to change the behavior of many people with disabilities remains one of the most disturbing human rights abuses of our times. For those new to the issues involved in preventing aversives, restraint, and seclusion, or those looking for a refresher course on our evolving knowledge base, this workshop will offer an overview of the field and highlight current advances and gaps in research, policy, and practice. Participants who are developing policies and procedures for their organizations, agencies, or school districts will learn what elements have and have not proven effective for promoting safety and prevention. Significant differences between the MH and the ID/DD systems will be discussed, as will the central importance of organizational culture and leadership in framing choices about how to respond to behavior that challenges us.

### CHRISTOPHER OLIVA, PHD

#### ☉ Restraint Prevention: Positive Behavior Supports in Action

This session is intended for Special and General Education School personnel and parents interested in providing support to students with behavioral challenges in educational environments who are most at risk of physical restraint and other intrusive interventions. This session will address conducting functional behavioral interventions and designing intervention plans based on those assessments to create educational environments that are respectful. Case studies will be used to illustrate these strategies. Specific emphasis will be on the critical steps of identifying variables that influence and/or maintain behavior(s) and developing effective individualized interventions.

### FREDDA BROWN, PHD

#### ☉ Respectful Approaches to Behavior Support: Moving Away from the Culture of Coercion.

For many years we have fought against the use of aversive strategies to reduce problem behavior, and have developed a technology of highly effective positive behavioral supports. Much progress has been made and many states have placed prohibitions or restrictions on the use of coercive interventions, with guidelines for development of respectful behavioral interventions. However, there is a class of strategies that do not look like the “aversives” we have so strongly rallied to eradicate (e.g., contingent electric shock; seclusion), but that are indeed aversive. Because they do not fit the standard notions of “aversive” they are less likely to be restricted or monitored by regulatory groups—they fall “under the radar.” This presentation will (1) review the current status of our efforts against the use of aversive interventions, and (2) explore the less obvious culture of coercion to increase awareness of this phenomenon so that we can better support the development of respectful behavior supports.

AGENDA CONTINUED ON OTHER SIDE

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# AGENDA

## SARA B. WOOLF, MA

### ⊙ **Achieving PBS Outcomes: Strategies for teams to work smarter, not harder**

This session is intended for special and general education school staff, administrators, and parents interested in applying PBS strategies in school settings – at the individual level and school-wide. Families and school staff expend a great deal of time and energy supporting youngsters with challenging behavior. This session focuses on strategies for staff to use so they work more efficiently (smarter) when applying PBS strategies. **The session also focuses on suggestions for staff to streamline PBS approaches across multiple classrooms, settings, and staff.**

## ANNE MARIE DAVIDSON, CONSTANCE SMITH AND PAQUITA SIMS (SERC TEAM)

### ⊙ **Positive Behavior Supports for Young Children: Understanding the Universal Level**

Supportive and responsive relationships among adults and children are an essential component for promoting healthy social and emotional development in young children. In addition, having a high quality early childhood environment promotes positive outcomes for all children. In this workshop participants will learn strategies and techniques that will allow them to address these two critical components and begin implementing the universal level of Positive Behavior Support within their classrooms when working with children from general and special education backgrounds. Practical application of these elements will be provided to participants in an interactive and hands-on training format.

VISIT [CT.GOV/CTCDD](http://CT.GOV/CTCDD) OR [UCONNUCEDD.ORG](http://UCONNUCEDD.ORG) FOR FURTHER INFORMATION ABOUT THE CONFERENCE.

This conference is brought to you with funding from the Connecticut Council on Developmental Disabilities and in collaboration with the A.J. Pappanikou Center for Excellence in Developmental Disabilities, the Office of Protection and Advocacy and the State Education Resource Center (SERC).



CT Council on  
Developmental  
Disabilities  
[ct.gov/ctcdd](http://ct.gov/ctcdd)



A.J. Pappanikou Center for Excellence  
in Developmental Disabilities  
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Advocacy  
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[ctserc.org](http://ctserc.org)

Return application and fee by September 10, 2008 to: **Angela Spino**  
CT Council on Developmental Disabilities  
460 Capital Avenue  
Hartford, CT 06106

A limited number of Family Scholarships are available! Family members requesting scholarships will be notified as to availability at the time of their request. For accommodations and Family Scholarship requests, contact Angela Spino at 860.418.8709. The registration fee\* of \$55.00 per person, payable to “CT Council on Developmental Disabilities”, is due 09.10.08 with registration.

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APPLICATION FORM: POSITIVE APPROACHES TO CHALLENGING BEHAVIORS (PLEASE PRINT CLEARLY)

Name: \_\_\_\_\_ Agency/School: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_

Area of Interest:  Early Childhood (B-5)  School Age  Young Adult/Adult

Role:  Parent/Family Member  Professional  Self-Advocate

\*We regret that registration fees are non-refundable; however, you may transfer conference attendance to a colleague.

**Crowne Plaza Hotel**  
**100 Berlin Road**  
**Cromwell, CT 06419**

**DRIVING DIRECTIONS**

- Take I-91 N or S to Exit 21.
- Turn left off the exit.
- Hotel is on the left.

