



Behavior Bulletin

Winter 2011/2012

President's Message ~Tai D. Doram

"Waking On the Wrong Side of the Bed, Not really!"

Special education half a world away. Imagine going to sleep in your nice cozy "California King" bed at home. (To me, home was about making the most of your opportunities. Feeling that many times I had to prove myself and outshine those around me to just feel that I was on the same playing field. I needed an IEP, darn it)!

In special education we tell ourselves that we have to diminish the numbers that show over-representation of males and ethnic minorities. But on the flip side when you look at the promotion or growth of the same populations when they become adult professionals, it is reversed. Back to my sleep.

Imagine when you awaken, everyone looks just like you. I scream. AAAAAAUGH! No more Lawrence Welk? What am I to do? Not really, just a joke. However, being of mixed racial background, everyone really does look like me! As I walk the streets, people see there is a noticeable difference, not in skin or hair but that I have been gone for a while, and now I think I am a little better than the others (locals). The truth is, I am not a local. I am still that supposed minority who now cannot convince anyone that I am a minority (never liked the expression anyway)! What a day!

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Behavior Institute 2012

It's hard to believe, but planning is underway for the 17th Behavior Institute. Mark your calendars NOW for **June 27th and 28th, 2012**. Registration will begin the evening of June 26th. The Behavior Institute will be held at the Lexington Convention Center, Lexington, Ky. Keep checking the Behavior Home page for the most up-to-date information (<http://www.state.ky.us/agencies/behave/misc/bi01.html>).

We are a very friendly group of volunteers and would love to have your assistance in planning for the Behavior Institute. Join us in person OR online.

In person: Meetings are held at the CKSEC Training Facility, 2331 Fortune Drive - Suite 110 in Lexington.

On-line option via WebEx or GoToMeeting: Instructions for joining the Web-based meeting option are sent to KYCCBD members via our Member Yahoo E-Group. To become a member of the Member E-Group, please send an email to donnameers@insightbb.com, note your wish to join the group, and she will be glad to add you.

Mark Your Calendar!
Behavior Institute
June 27-28, 2012

Planning meetings are held 10am-Noon on the following dates:

- Jan 21, 2012
- Feb 18, 2012
- Mar 17, 2012
- Apr 21, 2012
- May 19, 2012
- Jun 16, 2012

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The people are telling me that I am from this island versus another and so on, and so on. Amazing, Islands fighting over my identity? Many have told me the stories of us growing up together or how long I have been away. I cannot even prove that, I AM AN AMERICAN MINORITY (for the first time in life I wanted to be that guy). I am not an Asian because here (Oh, I am in Saipan, M.P., a territory of the United States) because on the island there are 27 different groups and 60 different dialects to say the least. Have I died and gone to the wrong heaven? Where are the white people? With a smile.

I am here to teach and work with the District on issues related to Special Education. In the schools, the push towards total inclusion is prevalent with caseloads ranging from 30 to 56 students per Special Education teacher. There is no beast called Limited English Proficiency since it is everyone's second language. The most difficulty I seem to have understanding people comes from a native Louisianan with an accent thicker than mud.

Coming from the States, I could see that the people are 25 years behind. The workload is too hard. The number of students on your caseload and milk at \$7.00/gal is enough to make you jump the next flight out. However, the people are inviting, accepting, and warm (the people, not the Government). They want to help and to be helped. They want to bridge the gaps that keep so many diverse population from reaching greatness.

I have traded 3,000 ft² home, three vehicles, air conditioning, and a hot shower for a small two bedroom apartment, no hot water, 2010 Dodge Nitro for a 1995 Toyota Camry with no air. What was I thinking? I tell you what I was thinking: Teachers, we are the ones that reach beyond the call of DUTY to ensure that the very best is afforded to all of Mother Earth's beautiful children. It is our empathetic and compassionate voice of reason that eliminates the hate and injustice of our world. We are and will forever be the voice of fairness, prosperity, service, trust, protection, and our world community! My teachers touched my soul, even the ones that came much later in life. That is why I have made the trade.

Come join us in KYCCBD. Be that voice of reason and fairness that refuses to turn a back on any child. Stand with us as we look under every rock for the best practices for academic and behavioral success. Come and join an elite family of friends, neighbors, and colleagues serving the children of Kentucky.

Tai D. Doram

President, KYCCBD

Our Web Site Has Moved!

Recently, the Kentucky Council for Exceptional Children (KyCEC) invited KYCCBD to post information on their recently redesigned Web page (<http://kycec.org/>). We decided to move our entire site to allow visitors easy access to KyCEC, KYCCBD, and all other state subdivisions. Our new address is http://kycec.org/ccbd_about.htm. From this page, you can access board members and regional representative names and contact information, meeting dates, and membership information. We hope you will find this move useful!

Add us to your Favorites:

http://kycec.org/ccbd_about.htm



Childhood Trauma: It Doesn't Simply Go Away!

When asked to think about traumatic experiences faced by children and youth, most will consider events such as sexual or physical abuse, school shootings, or natural disasters. However, children and youth can experience other events that may not typically be viewed as traumatic, such as loss of a loved one; extended separation from a parent or caregiver, such as military deployments or long-term hospitalizations; or loss of home due to fire, flooding, or economic conditions. Child traumatic stress occurs when children and adolescents are exposed to traumatic events or traumatic situations, and when this exposure overwhelms their ability to cope.

Consider the recent research suggesting that "1 out of every 4 children attending school has been exposed to a traumatic event that can affect learning and/or behavior" (NCTSN, 2008). While some children "bounce back" after a traumatic event, the impact of these events does not simply go away when they are over. Traumatic experiences can result in a significant disruption of development and have long-term consequences. How children experience traumatic events and how they express their distress depends, in large part, on the children's age and level of development.

Preschool and young school-age children exposed to a traumatic event may experience a feeling of helplessness, uncertainty about whether there is continued danger, a general fear that extends beyond the traumatic event and into other aspects of their lives, and difficulty describing in words what is bothering them or what they are experiencing emotionally.

What to look for:

- Loss of previously acquired developmental skills, such as speech or toileting skills
- Difficulty falling asleep or disturbed sleep due to nightmares, night terrors, or fear of going to sleep
- Unable to separate easily from parents at school or might not be willing to play in the absence of a family member
- Traumatic play—a repetitive and less imaginative form of play that may represent children's continued focus on the traumatic event or an attempt to change a negative outcome of a traumatic event.

How to help:

- Provide comfort, rest, and an opportunity to play or draw
- Provide reassurance that the traumatic event is over and that the child is safe
- Help children verbalize their feelings so that they don't feel alone with their emotions
- Provide consistent caretaking by ensuring that children are picked up from school at the anticipated time and by informing children of parents' whereabouts can provide a sense of security for children who have recently experienced a traumatic event
- Tolerate regression in developmental tasks for a period of time following a traumatic event.

1 out of every 4 children attending school has been exposed to a traumatic event that can affect learning and/or behavior.

Types of Traumatic Experiences

- Community Violence
- School Violence
- Intimate Partner Violence
- Medical Trauma
- Natural Disasters
- Abuse or Neglect
- War or Terrorist Attacks
- Traumatic Grief, such as loss of loved one



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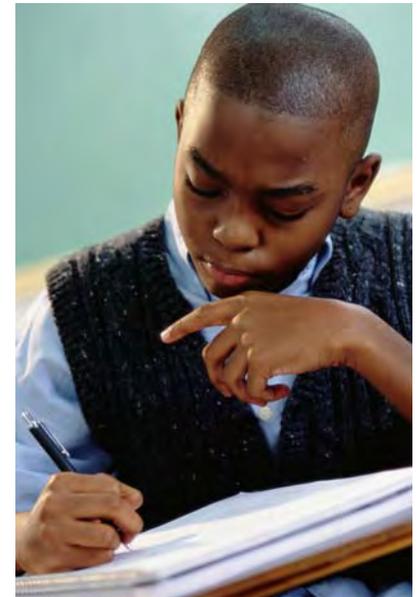
For school-age children, a traumatic experience may elicit feelings of persistent concern over their own safety and the safety of others in their school or family. Children may be preoccupied with their own actions during the event and often experience guilt or shame over what they did or did not do during a traumatic event. School-age children might engage in constant retelling of the traumatic event, or they may describe being overwhelmed by their feelings of fear or sadness.

What to look for:

- Sleep disturbances, including difficulty falling asleep, fear of sleeping alone, or frequent nightmares
- Greater difficulties concentrating and learning at school
- May complain of headaches and stomach aches without obvious cause
- Some children engage in unusually reckless or aggressive behavior.

How to help:

- Provide supportive environment for expressing fears, sadness, and anger
- Encourage them to discuss worries
- Acknowledge the normality of their feelings and correct any distortions of the traumatic events
- Encourage children to tell teachers when their thoughts and feelings interfere with concentration and learning.



Adolescents exposed to a traumatic event may feel self-conscious about their emotional responses to the event and experience feelings of fear, vulnerability, and concern over being labeled “abnormal” or different from their peers.

What to look for:

- Withdrawal from family and friends
- Often experience feelings of shame and guilt about the traumatic event
- May express fantasies about revenge and retribution
- May foster a radical shift in thoughts about the world
- Some engage in self-destructive or accident-prone behaviors.

How to help:

- Encourage discussion of the event and associated feelings
- Discuss expectations of what could have been done to prevent the event
- Discuss the expectable strain on relationships with family and peers, and offer support in these challenges
- Discuss thoughts of revenge following an act of violence, address realistic consequences of actions, and help formulate constructive alternatives that lessen the sense of helplessness the adolescents may be experiencing.

While some children “bounce back” after a traumatic event, the impact of the event does not simply go away when it is over.

By understanding how children experience traumatic events and how they react, parents, teachers, and service providers can help them through this challenging time. The goal is to restore balance to these children’s lives and the lives of their families.

Resource Review by Tai D. Doram, Northern Marianas Island College/
KYCCBD President

Raymond G. Miltenberger's *Behavior Modification : Principles and Procedures (5th Ed.)*

The fifth edition of Raymond G. Miltenberger's *Behavior Modification: Principles and Procedures* (2011/12) continues to maintain the quality of the first four editions while incorporating several unpretentious but effective revisions. The intention of the book is to serve as an introductory textbook. For me, the book is one of the best of its kind. I am using this edition in my own undergraduate Classroom Behavior Management course.

Structure

The organization of the book was revised by combining some chapters from the previous edition. The number of chapters is a nice feature because some of the topics could be handled easily in the context of other discussions. For example, Miltenberger incorporated basic principles of differential reinforcement into the shaping chapter and combined material similarly in other chapters. This textbook begins with a historical overview (introduction) and then moves to a presentation of measurement and methodology (Part 1). The arrangement is logical and is uniform with other textbooks on applied behavior analysis. The next section is on basic principles (Part 2). In previous editions, the order of presentation within this section seemed out of sync both historically and conceptually. However, the 5th edition is more consistent with a natural progression of modification procedures. Part 3 is a section titled "Procedures to Establish New Behavior," and Part 4 is titled "Procedures to Decrease Undesirable Behavior and Increase Desirable Behavior." The chapters within these sections relate to application of the basic principles described in Part 2. This text covers so much information that at times it seems to be spread in a manner that does not flow smoothly. With that said, each chapter is broken down into manageable parts. There are quizzes at the end of each chapter as well as a test.

Content

In the book, Miltenberger implies that the terms behavior modification and applied behavior analysis are interchangeable (p. 6). Many behavior analysts make an effort to distinguish the field of applied behavior analysis as one with a strong emphasis on analysis: the tendency to identify why a behavior is or is not occurring and to determine how or why a particular intervention works. Not all applied behavior analysis is behavior modification and not all behavior modification is applied behavior analysis. However, since intervention and modification is more widely used in everyday practice, Miltenberger's verbiage is good usage of behavior-analytic principles and application. This text is an introduction for undergraduate students to the field of applied behavior analysis. It is easy to follow, very interesting, and accurate in my opinion. Miltenberger seems to remain current in research, keeping informed of changes in the field. A nice feature of the book is that many of the examples stress that principles, such as reinforcement, extinction, and punishment, are facts of nature. There are numerous examples of real-life situations that serve to clarify basic principles. Miltenberger provides a wide range of examples across populations and target behaviors. Included also are self assessments and an improved test bank.



Raymond G. Miltenberger's *Behavior Modification : Principles and Procedures (5th Ed.)*

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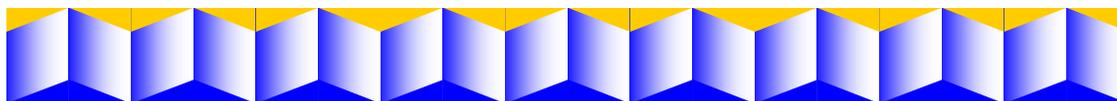
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New to this edition

The new edition introduces the term “Motivating Operations” as a more contemporary term for establishing and abolishing operations and provides greater structure to help students learn the proper ways to utilize terms. There are more succinct and clear examples of applications and misapplications of each procedure. It is an updated applied behavior analysis textbook with a more detailed and higher-level discussion of methods, principles, and procedures; thus, allowing the student to learn the strengths and possible pitfalls of behavior principles when applying to daily life.

Conclusion

Throughout the book, Miltenberger uses easy to understand language and urges the reader to apply the learned principles to their own self-management projects. The text is very clear and concise; the examples are good and understandable. Each chapter is broken down into manageable parts making it is easy to navigate. Miltenberger’s book is an incredible overview of behavior modification and behavior principles. The book again is comprised of so many real life situations and the methodology of behavior modification proposed here does not make assumptions about inner mental states, but it discusses what we are able to measure directly. This is a very comprehensive text, and I highly recommend this for all levels of behaviorist!



GETTING INVOLVED

KYCCBD is most effective when our membership is actively involved. If you are a member, please consider how you can renew or increase your involvement in KYCCBD activities. There are many needs presenting diverse opportunities from Behavior Institute planning to advocacy to coordinating activities for members in your region. If you would like to get involved, please contact a Board Member or Regional Representative at http://kycec.org/ccbd_board.htm

Know someone that wants to become a member of KYCCBD? Send them to the membership information website at http://kycec.org/ccbd_join.htm

Get involved!
KYCCBD
needs you!