



# Behavior Bulletin

Newsletter of the Kentucky Council for Children with Behavioral Disorders  
Fall 2005

## President's Message

Greetings to everyone!

As incoming president, I absolutely have to start my first message by thanking the incredibly capable members of the entire KYCCBD Executive Board, as well as all of the CCBBD members and volunteers who have made my transition from president elect to president very smooth. Special thanks to Laura McCullough for her gentle guidance and vision, to Alan Siegel for the Robert's Rules of Order "instruction sessions", to Donna Meers for, well, just keeping my ADD in check, and to past president Laura Hamilton for leaving things in such good order and for her continued work as Behavior Institute Coordinator.



Jim Whitaker  
KYCCBD President

I don't know how many of our members are aware of this, but the Behavior Institute Planning Committee begins meeting on a monthly basis early in August. Until I got involved in Institute planning several years ago, I personally had NO idea how many people work so long and hard to see that things are planned as well as possible, and then executed efficiently. As we review session and Institute evaluations, I want to thank each of you who responded for your relevant feedback. In addition to the many good pieces of information you provided us with (which we will naturally attempt to act upon), the vast majority of you were very positive about the new location of the Institute at the Hyatt Convention Center in Lexington. This naturally pleases us. Thanks to the management at the Hyatt and Radisson, and to Mitch Kirchner with Mitch's Meetings for hooking us up with them and so much more.

Mark your calendars NOW! We will be returning to the Hyatt Convention Center in Lexington for the KYCCBD Behavior Institute on June 26-28, 2006. And, I have the honor of announcing the 2006 Institute theme of, "***From Risk to Resilience.***" The Planning Committee just approved this last week, so it's still warm.

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## Rachel Scott's Chain Reaction IN ACTION in Nelson County By Stephanie Clayton

On September 9, 2005 many Old Kentucky Home Middle School students, staff, and parents accepted Rachel's Challenge to start a chain reaction of kindness at school, at home, and in the community. Scott Dodge with the organization, Rachel's Challenge, came from Atlanta, Georgia presenting Rachel Scott's story and challenge to Old Kentucky Home Middle School. Mrs. Reynolds, the school's counselor, first learned of Rachel's Challenge after attending the 2005 Behavior Institute in Lexington. Mrs. Reynolds, along with Principal Ryan Clark, Assistant Principal Paige Wood, and eight other staff members attended the Behavior Institute and heard first-hand from Darrell Scott, Rachel Scott's father, how one person can make a positive difference in the world.

Mrs. Reynolds and her colleagues were so inspired by the presentation that they wanted to  
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"If it weren't for BI, I'd be stuck in that first year 'deer in headlights' every day in front of a bunch of angry young men. Thanks, BI for giving me hope, courage and humor!"

Behavior Institute  
2005 Participant

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## Chain Reaction cont.

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include Darrell's message in their efforts to improve the culture and climate in their middle school of about 560 students. Rachel's Challenge accepted Mrs. Reynolds' invitation to come to OKHM and provide a school wide presentation, a small class discussion time, and an evening session for parents. 75 people attended the evening session and parents comments were all positive. Some parents stated that they wished they'd known how good it was going to be so that they could have encouraged others to attend. The presentation was well received by both students and staff.

According to Melanie Reynolds, most students immediately began discussing topics related to bullying (being kind to others, empathy for others, etc) in the classroom sessions held later that day and many students signed a banner proclaiming their intent to accept Rachel's challenge. Follow-up activities are planned using the curriculum introduced by Scott Dodge with leadership groups being formed and meetings being scheduled once a month to further the chain reaction.

One strategy that has immediately been added is that of teachers adding notes of observed acts of kindness among the students to the school's pre-existing "Snap Jar" program. The Snap Jar contains positive notes that students drop into a jar in the office. Those notes are read throughout the school each morning during announcements. From now on, the snap jar will include positive notes of observed acts of kindness that teachers see students doing. Each note read will result in that grade level or "house" receiving points in the school-wide incentive program.

## And there's more....

On September 16, 2005, Missy Jenkins, a victim in the Heath High School shooting in Paducah, Kentucky 8 years ago, spoke to a group of students at Old Kentucky Home Middle School. Missy's visit was a follow-up to Rachel's Challenge and included the MTV sponsored video, "Bullies, Loners, and Violence" that Missy participated in. Missy, a counselor with the day treatment center in Calloway County and a member of the KYCCBD, told her story to 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students encouraging them to be kind to others and realize that even one harsh word or statement can have a negative impact on that person's life. She urged students to treat others with respect and to report any information they have regarding issues of bullying and safety, to teachers and other adults.

Missy continues to help make schools a safe place for everyone and currently participates in discussions regarding the recent proposed legislation on bullying. Missy's message to the students at OKHMS was one of perseverance and hope despite the challenges that life brings. She told students that being paralyzed and using a wheelchair has not stopped her from driving, dancing, riding a horse, and working with troubled students. Her message was thought provoking and powerful. Thanks Missy!

Teachers and students in the school are already taking the challenge. A group of students in the school have approached a teacher offering to tutor other students in their building. The students in the school have already been showing extra effort to be kind to each other throughout their day by sitting with students outside of their normal routines, helping do things for teachers, and by saying nice things to people they typically do not interact with.



Paige Wood (Assistant Principal), Ryan Clark (Principal) and Melanie Reynolds (Counselor) of Old Kentucky Home Middle School



Missy Jenkins sharing her story with Old Kentucky Home Middle School



Missy Jenkins and Melanie Reynolds

## Welcome!

We are pleased to welcome our newest KYCCBD regional representatives - **Valerie Uebelhor (Region 5, Central, KY)** and **Lauren Dowell (Region 2, South Central, KY)**! If you are interested in taking a leadership role in KYCCBD, consider a region rep position. We are still looking for representatives for South Central, South Eastern, and Jefferson County. Contact Kathy Isenhour for more information at [kisenhou@fayette.k12.ky.us](mailto:kisenhou@fayette.k12.ky.us)



Valerie Uebelhor and Lauren Dowell

Welcome to **CJ Perkins** from Boyd County—he is the new KYCCBD CAN Coordinator! As CAN Coordinator CJ will keep us abreast of legislation and advocacy events related to special education, educators, and students with behavior disorders.

### Turn Your Ideas into Reality with a \$1000 KYCCBD Mini-Grant



KyCCBD offers 4 Mini-Grants of \$1,000 annually. Application guidelines are below:

1. Your KYCCBD membership must be current.
2. Funds are earmarked for programs that serve students identified as EBD and/or their parents.
3. Proposals must address academic and/or social skill development.
4. Include a brief description (100-250 words) for the proposed use of the funds, including clearly stated outcomes or objectives, population served, and manner in which additional funds will be generated, if necessary.
5. The proposal should present a reasonable set of activities that can be completed with the \$1000 or explain how additional funds will be secured.
6. The proposal must be signed and dated.
7. The applicant cannot have been a recipient of a mini-grant during the previous school year.

#### MINI GRANT APPLICATION FOR 2004-2005 (Attach brief description—see Guideline #4)

Name \_\_\_\_\_

KYCCBD Membership #: \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_ Email \_\_\_\_\_

Position \_\_\_\_\_

District(s) \_\_\_\_\_

Age of Students Served \_\_\_\_\_

Type of Classroom \_\_\_\_\_

I understand that if awarded the mini-grant, I will submit a brief written report to the KYCCBD Executive Board along with receipts verifying the use of funds as proposed. In addition, I understand that I am required to conduct a poster presentation at the Behavior Institute. Projects implemented with the help of the KYCCBD funds will be highlighted in a KYCCBD newsletter.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Submit application and description to:  
Laura Hamilton, 151 Lincoln Station Dr., Louisville KY 40067  
[lharrison@safeandcivilschools.com](mailto:lharrison@safeandcivilschools.com)

## FROM SCIENCE TO PRACTICE

### Study Finds Teacher Concern Associated with Reduced Anti-Social Behavior Among Troubled Youth

Having a teacher who students perceive as caring is associated with lower rates of drug and sexual risk behaviors among troubled youth, according to a recent study in the *Journal of Adolescent Health*. Although previous studies have found that behavior improves when teachers show concern for students, this is the first study to show a significant association between teacher connectedness and antisocial behavior among delinquent teens.



Among the sample (N=550 males and females in 8 regional detention centers in Georgia), adolescents who reported low teacher connectedness were twice as likely to use marijuana and amphetamines, to be sexually active, have sex while high or have sex with a partner who was high, and have multiple sexual partners. The youth were asked about their relationships with teachers and their substance use and sexual behaviors prior to being arrested and placed in a detention center.

Supportive adults are clearly important in adolescents' lives and, for some youth, teachers are the adults with which they spend the most time. For troubled youth, who are already experiencing psychosocial difficulties, the protective value of teacher connectedness is critical.

Led by Dexter Voisin, Assistant Professor in the University of Chicago's School of Social Service Administration, the study underlines the importance of providing additional training for teachers in connecting with delinquent youth. Strategies may include using teachers as coaches or after school leaders, mentoring programs, and establishing cooperative learning groups. It is important that every student feel close to at least one supportive adult at school.

### An Alarming Trend By Donna Meers

### Editorial



As the school year begins, I'm noticing a trend and am becoming alarmed. I believe it must be in response to a need/mandate to reduce suspension rates?

In more and more districts, I'm finding rooms called "Opportunity Rooms," "Successful Teamwork for Educational Progress (STEP), Suspensions and Failure Eliminated (SAFE) and "Transition Room." In my opinion, these are just different names for "In School Suspension." Please see the following definitions I use to make this determination:

- a. Time Out: Time-out involves denying a student access to all sources of reinforcement (e.g., teacher/peer attention, participation in on-going activities) as a consequence of undesired behavior. Adult initiated and if serving as a punisher, we should see a reduction in behavior after its use. Usually a short amount of time (< 15 minutes). (Please see "Effective Use of Time Out": <http://www.state.ky.us/agencies/behave/bi/TO.html>)
- b. In School Suspension: A more potent form of time out in which the student is removed from all opportunities to receive reinforcement (instruction, visual and auditory stimulation, peer interactions). Can be a permanently designated room in your building in which study carrels or dividers are used to ensure that students cannot see or interact with each other. This room is supervised at all times. Adult initiated and if serving as a punisher, we should see a reduction in behavior after its use. (Please see "Implementation of I.S.S. suggestions: " Administrator's Desk Reference pages 221-223.)

Recently, I have visited many of these rooms because students I'm called to observe are serving time in them. Most of these kids have been in school 8 weeks and have already served 5-10 days in these rooms. I am VERY worried as there doesn't seem to be a procedure to assess the effectiveness of these rooms on student behavior. In my opinion, if the kids have already been in there that many times, their behavior indicates that these rooms are serving as a reinforcer not as a punisher as intended. With students who have severe behavioral challenges, these rooms are actually counter productive.

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### **Editorial By Donna Meers**

The problem I'm having the most difficult time coming to terms with is the fact that I don't believe we (districts) are doing what we need to do to help teach the students something different. In many cases, the students are receiving zero instruction in how to act responsibly (social skill instruction), no plan to allow practice in using the new behavior, and no plan for providing on-going positive and corrective feedback. In my opinion, this qualifies as educational child abuse.

If your district is using this type of process to try and reduce suspensions for kids with behavioral challenges and doesn't have a plan for teaching new behaviors, monitoring, and providing on-going feedback to students with behavioral challenges, please see the following and encourage use of these suggestions before kids are sent to I.S.S. rooms.

The Peacock Hill Working Group (1991) recommended strategies, which, if implemented with fidelity, have proven successful with children who exhibit challenging behaviors.

**First**, systematic, data-based interventions that have a strong empirical basis must be applied by teachers. The Teacher's Encyclopedia of Behavior Management is a great place to start.

**Second**, continuous assessment and monitoring of the students' progress is essential. Teachers must make decisions regarding the continuation or modification of the intervention based on data analysis.

**Third**, provisions for practice of the new skills must be in place. Teachers need to provide sufficient time for the student to acquire the skill and to provide opportunities for student practice in various settings to promote maintenance and generalization of the skill.

**Fourth**, the treatment must be matched to the problem. The student's needs must be considered and an intervention must be designed around those needs.

**Fifth**, a multi-component treatment must be considered. Because children with EBD often have multiple problems, a combination of interventions may be necessary to address all problem areas (e.g., social skill training, psychopharmacological prescriptions, family treatment or parent training).

**Sixth**, programming for the transfer and maintenance of skills must be included in the intervention plan. That is, teachers must implement strategies (as part of the intervention plan) that address the transfer and maintenance of the target skill instead of teaching the skill in isolation.

**Finally**, commitment to sustained intervention must be realized. Persistent emotional and behavioral disorders are conceptualized as developmental disabilities, which may require intervention for an extended period of time.

*For more information and assistance regarding implementation of alternatives to in-school suspension, please contact your Special Education Cooperative Network by calling 859-441-4225 or visiting the Kentucky Department of Education website at [www.education.ky.gov](http://www.education.ky.gov).*

### **Hearts for Kids Award**

The purpose of this recognition is to honor the people involved in making the education and school experiences of children with challenging behaviors a successful and pleasurable one. This recognition is for all individuals involved in the education process. It might be a special or regular education teacher, paraprofessional, counselor, principal, assistant principal, cafeteria worker, bus driver or office personnel. Anyone involved in the education process is able to be nominated and recognized.

Anyone may nominate a colleague. The nominator must submit a short nomination form about his/her colleague. Contact Carla Rasheed at [crashed@hardin.k12.ky.us](mailto:crashed@hardin.k12.ky.us) to receive a copy of the nomination form. Nominees that are selected may only be recognized once. All selected will be recognized in our newsletter and will receive a certificate of appreciation. Nominations will be accepted continually throughout the school year.



# ACRES Conference

American Council on Rural Special Education  
26<sup>th</sup> Annual National Conference: "Rural Roots: 1980-2006"  
March 22-25, 2006  
Radisson Plaza Hotel – Lexington, KY

CONFERENCE REGISTRATION FEES:	Received By <u>2/21/06</u>	Received After <u>2/21/06</u>
Member Full Conference	_____ \$275	_____ \$315
Full Conference with 1 yr ACRES membership	_____ \$350	_____ \$365
Non-member Full Conference	_____ \$345	_____ \$385
Student Rate	_____ \$150	_____ \$175

## SPECIAL EVENTS:

**Wednesday Pre-conference Workshop (10:00 – 5:00):** \_\_\_\_\_ \$30 ((limited to 50 participants)  
"Online Instruction"

(includes ACRES monograph on online instruction, round trip transportation, keynote, breakout demonstrations, and refreshments)

**Friday Evening at the Kentucky Horse Park** \_\_\_\_\_ \$30 (limited to 50 participants)

(includes roundtrip transportation, meal, tour of museum, and parade of breeds)

**Saturday afternoon at Labrot & Graham Distillery** \_\_\_\_\_ \$30 (limited to 50 participants)

(includes round trip transportation through horse farm country, tour with sampling, and time in gift shop)

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## CALL FOR SESSION PROPOSALS

### CONFERENCE THEME:

*RURAL ROOTS: 1980-2006*

Proposal Deadline: December 16, 2005

## ON-LINE OR PAPER SUBMISSION

For more information, contact the following conference co-chairs: Dr. Jack Mayhew [jmayhew@weber.edu](mailto:jmayhew@weber.edu), Dr. John Schuster at [jschu01@uky.edu](mailto:jschu01@uky.edu), or Dr. Belva Collins at [bcoll01@uky.edu](mailto:bcoll01@uky.edu)

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**Visit <http://extension.usu.edu/acres/conference/> for information about proposals and the upcoming conference!**

## President's Message cont.

Jim Whitaker

I attended my first Behavior Institute in 1994, and can honestly say that I've never been the same... that I was inspired to perfect my craft, that my students and now the school staff members I work with have been positively affected, and that I owe more than I can explain to the Institute and the many wonderful and gifted people who make it happen year after year.

This is all very nice and fuzzy and, as I said, I continued to see the benefits to myself and others that came from my yearly attendance. But then one day during the Institute it all got to be so much more exciting and "real"... that was the day Alan Siegel led me to the membership table, forced my VISA out of my wallet, handed it to Wanda Fouts, and 'encouraged' me to become a member. I've never been anything but grateful. Now, here's what I want you to hear... my growth as an educator became exponential when I was appointed to the E-Board and, instead of WATCHING it happen, became involved with the people who MAKE it happen. Come join us... help MAKE IT HAPPEN again this year in Lexington... better than it's ever been! Just contact any of the E-Board members or your Regional Reps if you want to join in.

PEACE,

jim

PS

I know that those of you who are in the classroom or work directly with students are battenning down the hatches and readying yourselves **and** your students for those special little challenges that "Holiday Madness" tends to inspire at this time of year. I encourage those of you who have attended Behavior Institutes in the past to think back to strategies that were presented, because there is always something else out there to try. Dig into your notes, remember that this is the time of year to make sure your expectations for student behavior are crystal clear and that you're referring to them on a regular basis.

## Resource Review

Alan Siegel

### *The Tipping Point* (Malcolm Gladwell)

If you have wondered what it is that makes an idea or a product take off, then this book has the answers for you. *The Tipping Point* is a fascinating and engaging explanation of the phenomenon of social epidemics. Through this book we are introduced to new concepts that attempt to account for how concepts, products, and social trends take off in our society.



In explaining the impact of the Tipping Point, we are introduced to the Three Rules of Epidemics. These include the concepts of the Law of the Few, the Stickiness Factor, and the Power of Context. Each provides us with a way to understand many of the social phenomena that we are faced with in education.

The Law of the Few suggests that there are three types of people with whom we come in contact; Connectors, Mavens, and Salesmen. Each of these types of people are critical to the success or failure of a social epidemic.

The author talks about the concept of Stickiness; or why some ideas seem to take hold and others do not. In his discussion, he spends a great amount of time discussing the success of such education programming as Sesame Street and Blue's Clues. Each is successful in its own way and for its own specific reasons, however, without the Stickiness Factor; it is unlikely that we would have heard of either of these groundbreaking shows.

The Power of Context is based on the observation that the circumstances and timing of an event or idea shapes how the public accepts or rejects it. We have all heard the adage that you shouldn't sweat the small stuff and it is all small stuff. The author suggests that sweating the small stuff is exactly what makes an idea take off.

The Tipping Point is a discussion of the concepts that offer answers to why some things "stick" with us and others do not. In a larger sense, it has implications for how we can disseminate new ideas and strategies; especially those that address the needs of students with challenging behaviors.

KyCCBD Publications Co-Chair  
39 Richmond Ave.  
Lexington, KY 40502

Visit the KyCCBD Website at  
<http://ebd.coe.uky.edu/kyc cbd/home.html>

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## Kentucky Council for Children with Behavior Disorders

<http://ebd.coe.uky.edu/kyc cbd/home>

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JWhitaker@safeandcivilschools.com

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sclayton@nelson.k12.ky.us

#### **VICE PRESIDENT**

Karen Frohoff  
kfrohoff@madison.k12.ky.us

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bagel40@insightbb.com

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Laura Hamilton  
lhamilton@safeandcivilschools.com

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Tom Denton  
tdenton1@jefferson.k12.ky.us

#### **PUBLICATIONS CO-CHAIRS**

Tena Robbins  
vestena.robbins@ky.gov

Elizabeth McLaren

emclaren@uky.edu

Donna Meers, Web Manager

donna.meers@insightbb.com

#### **MEMBERSHIP CO-CHAIRS**

Jo Price  
jprice@nelson.k12.ky.us

Cheryl Lyvers  
clyvers@btown.k12.ky.us

#### **KDE LIAISONS**

Laura McCullough  
laura.mccullough@education.ky.gov

Toyah Robey  
toyah.robey@education.ky.gov

#### **CAN COORDINATOR**

CJ Perkins  
cjperkins@boyd.k12.ky.us

#### **REGIONAL REP.COORD.**

Kathy Isenhour  
kisenhou@fayette.k12.ky.us

#### **HISTORIAN**

Karen Meade-King  
Karen.king@uky.edu