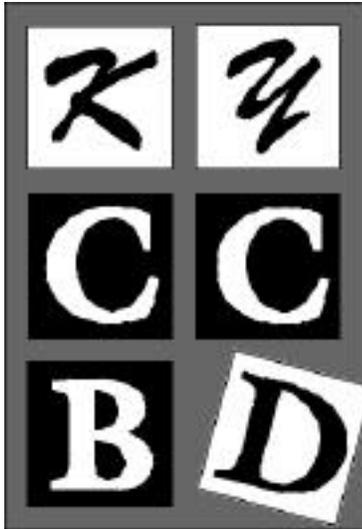


The Newsletter of the *Kentucky* Council for Children with Behavioral Disorders



President's Message

Donna Meers

WELCOME to all KY-CCBD members. I hope you have had a good start to the school year and are beginning to settle into your routine!

I am both honored and excited about serving as your President for the next year.

Our subdivision is committed to promoting the education and general

welfare of children and youth with or at-risk for developing behavioral disorders or serious emotional disturbance (EBD). In addition, we are committed to encouraging and promoting professional growth and research as a means of better understanding the problems related to children and youth with or at-risk for developing EBD. To demonstrate this commitment, we plan and organize the Behavior Institute held each summer. As most of you already know, we increased the number of participants' attending this conference from 800 to 1200 and moved the Institute from Lexington to Louisville. With this many changes, the chances of something going wrong were great. We are delighted to report that the Institute was a tremendous success! I have had the opportunity to speak to several people who indicated that the Institute was the best ever. This success only can happen with dedicated members like you. A well deserved "Pat on the back" goes to all who helped plan, organize, present, attend, and uphold this year's Institute. In a few weeks, we will begin planning and organizing Behavior Institute 2000. If you have any ideas or suggestions, please do not hesitate to send those to me or any other board member. Remember e-mail addresses can be found on our Web site: <http://sac.uky.edu/~cjliu0/kyccbd/home.html>.

In addition to our Behavior Institute 2000 plans, we also have discussed many other exciting activities to serve you. Our state regional representatives met at Behavior Institute '99 and generated many ideas to help you feel more supported in your role as a practitioner in the field of EBD. Some of the ideas were to host social hours or to provide a guest speaker in your region. Please let us know if you have additional ideas or suggestions. The next regional

meeting will be in October. Believe me when I say that each regional representative cares about you and are there to help with questions or concerns. If they do not know the answer, chances are, they will know someone who does. Please do not hesitate to contact your regional representative today. Again, names and email addresses can be found on our Web site.

Another activity we are involved is the Exceptional Children Conference in November and the Council for Exceptional Children Conference (KY-CEC) in February. Both are held in Louisville. Each year, KY-CCBD organizes a behavioral training strand. Please plan to attend these conferences and to attend the KY-CCBD general board meeting held at each. This is a great way to meet your regional representatives and other KY-CCBD members. Please visit the [conference listing](#) section of the Behavior Homepage (<http://www.state.ky.us/agencies/behave/homepage.html>) for more information regarding these state conferences.

Again, I am very honored and excited about the next year. I would like to focus on maintaining and involving our KY-CCBD members and upholding the purpose of this subdivision. I encourage all of you to make your voice heard so that we can improve our support to you and, ultimately, to the children and youth who display challenging behavior.

Sincerely,

Donna T. Meers
donnameers@home.com

Successful Membership Campaign

In an executive board meeting held earlier this year, Tammy Williams, KY-CCBD Membership Co-Chair, suggested holding a new membership drive at Behavior

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Institute '99. This campaign involved paying the CCBD subdivision dues (a \$22 value) for the first 100 new Council for Exceptional Children (CEC) members who signed up at the behavior Institute. WHAT A BRILLIANT IDEA! We recruited more new members at this Institute than ever before – **51 New Members, a 30% increase in the overall membership of KYCCBD.** If you know any of our new members or if you live in their Region, please be sure to welcome them to the **BEST SUBDIVISION IN KYCEC.**

NAME	REGION	NAME	REGION
Karen Nassori	1	Cathleen Johnson	4
Sandra Woodward	2	Donna Huff	8
JoeAnn Spence	4	Donna Brown	5
Stella Breck	3	Kathleen Kellers	5
Elizabeth Croney	5	Stephanie Bryan	5
Gwen Buffington	5	Lori Dallas	2
Robert Williams	7	Debbie Anderson	1
Kim Morgan	5	Vicki Hinchey	1
Karon Booth	2	Robbie McKinney	2
Michelle McDaniel	1	Leslie Hunley	5
S. Carole Holcomb	1	Sonya Mooser	3
Dana Burnett	2	C.L. Holden	3
Sandra Anderson	1	Susan Hey	5
Elizabeth Denny	8	Doris Blevins	8
Florence Wieder	2	Elizabeth Webb	1
Donna Mayerson	4	Steve Gerken	5
Kimberly Wilson	3	Anne Weaver	3
Frank Sloan	4	Susan Shelton	5
Sarah Alley	7	Cathy Camic	5
Gail Altman	3	Angela Bray	6
Stanley Arachikavitz	2	Diane Beauchamp	5
Lynne Glover	4	Beth Harvey	3
Terry Ann Bednar	3	Robin Howard	6
Karen Higdon	3	Bruce McKain	2
Deborah Roberts	4	Cynthia Connors	5
Sharon Minton	3		

The next General Meeting for KY-CCBD will be at the Fall CEC Conference. The meeting will be held November 22nd at 4:30 p.m. in the Laffoon Room. Please try to be there – we value your input.

Using Senior Citizen Volunteers
Beth Anne Pruitt, Ed.S.

Using volunteers in the schools is not a new idea. Many schools utilize volunteers in a variety of ways. Often volunteers serve a school by duplicating materials, helping with students on special projects, and working one on one with students. Volunteers often include college students and parents. How about senior citizen volunteers?

One Fayette County school used senior citizen volunteers from a local volunteer program, Retired and Senior Volunteer Program (RSVP), to implement a supplementary reading program called, *Great Leaps Reading* that builds reading fluency in students with reading difficulties. The volunteers worked in teams to provide one-on-one tutoring to three or more students within a classroom. The volunteer teams were organized in order to provide tutoring to students at least four days of the school week. The teams were developed according to the number of days a volunteer could serve. For example, one volunteer in a team would tutor in a classroom on Monday, Wednesday, and Friday. The other volunteer on that team would tutor in the same classroom with the same students on Tuesday and Thursday. The team arrangement varied across classes based on the number of volunteers and the number of days volunteers were available.

While serving as tutors using the *Great Leaps Reading* program, the senior citizen volunteer tutors also collected data for a research study being conducted by a University of Kentucky graduate student. During training in how to use the tutoring program, tutors were also trained in data collection procedures.

Data collection is essential for monitoring student progress and making instructional decisions. Senior citizen volunteers were used to assist in data collection for on-going monitoring of academic and behavioral objectives included in student IEP's.

When recruiting senior citizen volunteers consider the following guidelines. Choose volunteers who are committed and will be able to attend consistently. Provide adequate training in the procedures you want to be followed when collecting data or working with students. This may include some behavior management procedures. Remember that many volunteers do not have an educational background. Monitor sessions very closely in the beginning to ensure that more training is not needed. Provide feedback and modeling when procedures are not followed. Once you are confident that the volunteer is effective with procedures, continue to periodically monitor sessions. Make sure that you positively reinforce

the volunteer by letting them know how much their time in your classroom is needed and appreciated.

The main goal of the *Great Leaps Reading* program study was to measure reading fluency gains made by the students. The results indicated that every student in the study made at least a one grade level gain within the program. However, one of the most exciting outcomes was the positive experiences reflected on a survey completed by the volunteers at the end of the study.

Recruiting volunteers to serve in public school classrooms can be a frustrating process. Don't fail to consider a group of individuals who may be available, willing, and very effective volunteers—senior citizens.

Functional Behavioral Assessment: An Interactive Training Module

The Kentucky Department of Education and the Department of Special Education and Rehabilitation at the University of Kentucky have released a new CD-ROM based tutorial that teaches the process of functional behavioral assessment. *Functional Behavioral Assessment: An Interactive Training Module* (FBA CD-ROM) is intended for use by administrators, teachers, school psychologists, counselors and others who work with students who exhibit challenging behaviors. Copies of the FBA CD-ROM have been distributed to Directors of Special Education, members of the Kentucky Behavior Consultant Network and Special Education Co-ops.

Carl Liaupsin, Terry Scott and C. Michael Nelson of the Department of Special Education and Rehabilitation developed the CD-ROM at the University of Kentucky with assistance from the Media and Design Production Group. A year of careful development by a team of content, instructional design and media professionals ensures that the FBA CD-ROM contains accurate information and professional design qualities.

Functional Assessment of Behavior: An Interactive Training Module contains an overview of the functional behavioral assessment process, an in-depth training tutorial and guided case studies. Case examples, interactive comprehension checks and classroom video clips that allow learners the opportunity to practice data collection techniques and interpret the collected data. All of the forms necessary for conducting a functional

assessment are included in the tutorial and can be printed from the CD-ROM.

The FBA CD-ROM is a cross-platform program; it will run on both Macintosh and Windows operating systems. The specific requirements for either platform include:

- OS 7.5+ or Windows 95+
- 32 MB of RAM
- Audio Card and Speakers
- Quicktime (provided on the FBA CD-ROM)
- Adobe Acrobat (provided on the FBA CD-ROM)
- Printer Access

The FBA CD-ROM is intended for single machine installation; it is not network compatible. If you have problems installing or running the program, please contact your building or district technology coordinator. If you have further questions about the use of the FBA CD-ROM, please visit our web page (<http://sac.uky.edu/~cjliau0/fba/>) or contact:

Carl J. Liaupsin, (cjliau0@pop.uky.edu)
Department of Special Education and Rehabilitation
Rm. 227 Taylor Education Bldg.
University of Kentucky
Lexington, KY 40506

Mini-Grants

We are planning to award at least **eight** mini-grants this year!!! That's one per region. Interested? Send in your application as soon as possible. GOOD LUCK!

Continues on page 4

KYCCBD MINI-GRANT CRITERIA

1. You must be a KYCCBD member. (Preference is given to those who have been a member for at least one year.)
2. Funds are earmarked for students identified as EBD and/or the parents of such students.
3. Proposal goals must address academic and/or social skill development.
4. Objectives must be stated with clarity.
5. Proposals should clearly and concisely summarize the request.
6. Proposals should present a reasonable scope of activities that can be conducted with the resources budgets or it should outline how additional funds will be generated.
7. The proposal must be signed, dated, and postmarked by the set deadline.

8. The applicant cannot have been the recipient of a prior KYCCBD mini-grant in the previous year.

KYCCBD MINI-GRANT APPLICATION FOR 1996-97

NAME _____

KYCCBD # _____

ADDRESS _____

TELEPHONE _____

POSITION _____

DISTRICT/KERA REGION NUMBER _____

AGE OF STUDENTS SERVED _____

TYPE OF

CLASSROOM _____

I understand that if awarded the mini-grant, I will submit a brief written report concerning its use to the KYCCBD Board along with receipts verifying the use of funds as proposed. Projects implemented with the help of KYCCBD funds will be highlighted in the KYCCBD Newsletter and in the KYCCBD membership display at the EBD Summer Institute.

Signature _____

Date _____

Include a brief description (100-150 words) of the proposed use of funds including outcomes/objectives, population served, and the manner in which additional funds (if needed) would be generated.

Mail to:
Barb Ungvary
151 S. Locust Hill Dr. #705
Lexington, KY 40517

KYCCBD Executive Board

E-Mail Addresses

(*) Indicates voting members

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TREASURER*

Tom Denton Not Available ☹

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CAN COORDINATOR*

Barbara Ungvary bungvary@fayette.k12.ky.us

HISTORIAN

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Harrison Elementary School Adopts Effective School-Wide Intervention Programs

Dr. Terry Scott, University of Kentucky

Harrison Elementary School in Fayette County has recently completed its first year as a model site for school-wide systems of positive behavioral support and effective (direct) instruction. When approached in the Fall of 1997, Harrison School was in crisis with large numbers of students failing academically and behaviorally. Since being involved, important academic and behavioral outcomes have seen dramatic improvements across the board.

The National Center for Positive Behavioral Interventions and Support (PBIS) is an U.S. Dept. of Education project involving the University of Kentucky in partnership with four other universities across the nation. The goal of PBIS is to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school practices. Under the direction of Drs. Deborah Slaton and Terry Scott from the Dept. of Special Education and Rehabilitation Counseling at the University of Kentucky, Harrison School received training and support to create effective disciplinary and academic practices across the entire school. Specifically, Dr. Slaton worked with the school to adopt and implement direct instruction in reading, while Dr. Scott worked with staff to create plans for the prevention of problem behaviors across the school.

Of special concern to the site-based council at Harrison school were the inordinately high numbers of SAFE (detention) placements and suspensions, in conjunction with historically poor reading scores. Comparing the 1997-1998 school year to the most recent (1998-1999) school year, dramatic decreases in both SAFE placements were apparent. The average daily hours spent in SAFE dropped by 61% and suspensions by 76% during the first year under positive behavioral support. Furthermore, these drops were consistent across both Caucasian and minority students. Over this same period, reading scores consistently rose across all grades. According to state measures, CTBS scores rose 56%, the largest increase of any school in the county.

Drs. Slaton and Scott attribute Harrison's success to the staff's commitment to change and

willingness to adopt and sustain research-based practices. More information about PBIS and systems of positive behavioral support are available on the Web at <http://www.pbis.org/>.

KYCCBD Position Statement on the Proposed Kentucky Administrative Regulations

Dear Mr. Armstrong,

The Kentucky Council of Children with Behavior Disorders (KYCCBD) has kept abreast of the activities of the Regulatory Advisory Committee (RAC) over the past several months. This group represents all of Kentucky's special educators serving students with emotional and behavioral disorders (EBD). Kentucky CCBD is one of the largest and most active state federations of the national Council for Children with Behavioral Disorders. Recently, information has been distributed relating to the eligibility of children and youth under the EBD definition. This letter is to express the opinion of the Executive Board of KY-CCBD on that important issue.

We are aware that support has been offered within the Commonwealth for adhering to the minimum regulations established by the passage of the Individuals with Disabilities Education Act of 1997 (IDEA). The reason most commonly expressed is to keep paperwork and unnecessary regulations to a minimum. We support that concept, but are acutely aware that by adopting the IDEA regulations intact, children and youth with EBD will be denied services they have received for many years.

Controversy regarding the issues of defining the population of students currently identified as EBD, determining students' eligibility for services under this label, and the exclusion of the so-called socially maladjusted population from services has occurred before at both the state and national levels (Bower, 1982; CCBD, 1990). Therefore, a brief review of the history of these issues is appropriate.

In 1992 a stakeholder group consisting of parents, teachers, special education administrators, school psychologists, colleagues from higher education and mental health professionals developed the Kentucky EBD Technical Assistance Manual. This manual was the result of countless hours of discussion, research, extensive review and pilot testing of concepts presented. It presents guidelines based on nationally recognized effective practice for the assessment and identification of students for services under the EBD label. Kentucky has been lauded by a number of professional leaders and state and national organizations, including CCBD and the National Special Education/Mental Health Coalition, for our technical assistance manual. This manual still is regarded as a model for other states.

The recommendations of the RAC appear to suggest a need to change terminology, definition and eligibility. However, no evidence has been offered as to why these changes are necessary. None of the advocates for this change have presented empirical data or scholarly work from professional journals supporting the need for change. You may be familiar with the effort that occurred in the 1980s to change the federal label and definition from seriously emotionally disturbed to EBD. This effort was not successful, however, states were allowed to create their own labels and definitional criteria, as long as the appropriate population of students would be identified. The lobby that promoted the current federal definition and label expressed the fear that removing the social maladjustment exclusionary clause would open a floodgate, similar to what was experienced with the discrepancy definition of Learning Disabilities, so that massive numbers of students would be

identified, more than could be served. As you know, our experience in Kentucky over the past eight years has been that a flood of students meeting our eligibility criteria (which contains no automatic exclusions or inclusions, just the definition and four criteria) has not occurred. Students with EBD continue to be under-represented and under-served in Kentucky, as in virtually every other state. The EBD Technical Assistance Manual launched an effort to increase services to students with this disability in Kentucky. While the number of children served has almost doubled in six years we are still serving less than one percent of the total school-age population.

The federal definition of SED is based on one developed for California in 1959 by Eli Bower. His original definition did not exclude students who are socially maladjusted. Bower (1962) strongly disagreed with the federal definition's attempt to exclude students with social maladjustment, on the grounds that if they met the conditions of the definition, they would have to be socially maladjusted. In 1990, a special issue of Behavioral Disorders, the official journal of the Council for Children with Behavioral Disorders, addressed the topic of social maladjustment. This issue summarized the research demonstrating that it is not possible to reliably discriminate between students with social maladjustment (conduct disorders) and those with emotional disturbances.

Another historical issue, specific to Kentucky, needs to be raised. In 1994, the Kentucky Administrative Regulations were revised to align with the previous reauthorization of IDEA. In addition, the regulation addressing EBD (707 KAR 1:200 Section 7) was re-written to more closely fit the EBD Technical Assistance Manual. Unfortunately, this regulation does not reflect the Manual accurately in terms of the definition or the criteria for determining eligibility for EBD.

Will schools be more disciplined or safe if we deny children with challenging behavior or social maladjustment specially designed instruction? Common sense suggests that this will not be the case. It appears that the impetus for these changes is based on the opinions of some of our colleagues. With all due respect to their opinions and desires, we suggest that facts and data should be the basis for changes in the regulations.

Therefore, the consensus of the Executive Board of Kentucky CCBD is that the existing administrative regulation pertaining to definition and eligibility standards for EBD be replaced by the definition and criteria from the EBD Technical Assistance Manual. More specifically, the current regulatory language should be revised to, as closely as possible, reflect the terminology, definition, wording, and eligibility standards contained in the 1992 EBD Technical Assistance Manual.

Enclosed with this letter are four supporting documents. These represent the most current and relevant facts concerning the issues addressed in this letter.

Please contact us if you have any questions or for any additional

information. We are prepared to represent or testify about our position at any forum or hearing that may be scheduled in the future. Your consideration is appreciated.

Sincerely,

Donna Meers, President
Kentucky Council for Children with Behavioral Disorders

Please join with all members of KYCCBD in supporting this Position Statement. If you have a connection to the Regulatory Advisory Committee (check with your Regional Exceptional Child Consultant) make sure you let them know how important it is that no significant changes be made in the Kentucky Administrative Regulations as they relate to the area of children and youth with Emotional and Behavioral Disabilities.

The attention span of a typical human being is ten praises, six promises, or one preachy statement. (Jocco Grand)

His thoughts were slow,
His words were few,
And never formed to glisten.
But he was a joy to all his friends ---
You should have heard him listen.

A KYCCBD Welcome to Toyah Robey!

Toyah Robey has been hired to replace Mike Waford who left KDE to join the Central Kentucky Special Education Cooperative. Toyah has five years experience in the classroom in both Mercer County and Fayette County. In both places she worked in special class settings. Toyah has also had experience with teaching social skills in a medium security prison setting. Toyah can be reached at the Kentucky Department of Education, 8th Floor.

Welcome to KYCCBD as a KDE Liaison!!

We make every attempt to be sure that every member of KYCCBD gets a newsletter. If you or someone you know did not receive a newsletter (obviously you heard about it from someone), PLEASE contact Susan Isaacs or Alan Siegel and we will make sure you get one sent to you. Thanks.

Kentucky Council for Children
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