



Behavior Bulletin

Newsletter of the Kentucky Council for Children with Behavior Disorders
Spring 2006

President's Message

Greetings to all!

As I sat down this morning to write the president's message, I couldn't help thinking about one thing. It was so amazing and bothersome that it wouldn't let me get to my writing until I addressed it first, so here goes... I just realized that, were I still in the classroom teaching students identified as Emotionally/Behaviorally Disordered, that I would not be considered a "Highly Qualified Teacher" under the emerging guidelines of No Child Left Behind. There... I said it. Wow.



Jim Whitaker
KYCCBD President

Now, I always knew that I was not specifically trained in all the content areas that I was required to present to my students (which did concern me), but I would always go to general education teachers for ideas and bring their content back to my students. This worked. Even then though, I knew that the best exposure to academic content was "out there" in the general education program and, like other EBD teachers, made every effort to give my students the organizational, academic, and especially the social skills they needed to be successful in those classrooms, with direct or indirect collaboration depending on the needs of the student. This model gave me more time to work with my students on their behavioral deficits in the self-contained setting before mainstreaming them into the general program. This worked, too.

With No Child Left Behind what we're seeing now, not only in Kentucky but across the nation, is a concerted effort to not only have schools meet certain performance standards, but to also address the gaps in performance that are emerging in students from minorities, low socio-economic backgrounds, students with Learning/Behavioral Disorders, and you name it. THE RESULT... (I'm preaching to the choir now, I know, so let's all say it together): A significantly (dramatically?) higher presence of special education students in general education programs across the board. THE CHALLENGE... (Choral response once more): General education teachers will need more specific skills in dealing with tough kids than ever before while still continuing to present academic content that is critical to the performance of ALL students. To us – the administrators, teachers, paraprofessionals and specialists – it seems to all boil down to the fact that general education and special education personnel are going to have to effectively join forces as never before. Though collaboration/inclusion in its many shapes and forms has been around for a long time, it is safe to say that this increase in special needs students in general education classrooms could be exponential, and that pretty much sums up our mission for the upcoming KYCCBD Behavior Institute, 2006: To provide high powered strategies for everyone who educates our toughest kids, not just for the special education teachers! And, we have a little informal data that indicates in past years we've been addressing this issue all along, since KYCCBD has noticed an ever increasing number of general educators attending the Behavior Institute. Hey, we feel great about this!

OK, we've talked about why and what needs to be done on the surface, but let's get specific about how this year's Institute is designed to address these issues and needs.

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John Seita will be this year's keynote speaker, and will conduct break-out sessions as well. One trend that really stands out across the nation is that, when a school scores low on Culture and Climate issues, academic progress within that school is negatively impacted to some degree. Among other things, Mr. Seita will directly address this issue by focusing on strategies to develop positive relationships between teachers and students... yes, especially those that are behaviorally challenging. And this is pretty neat as well, he doesn't believe in what are sometimes referred to as "throw away kids"... he was one of them.

Stan Davis will also be focusing on strategies to improve school culture and climate by addressing student-to-student interactions, which will lead him to present effective strategies to address bullying. Though Mr. Davis trains nationally, he is currently implementing a bullying prevention program in a middle school three days per week, so his content will include strategies for getting students to buy into and own schoolwide Anti-Bullying efforts. He will also present Anti-Bullying strategies for classroom teachers to use in isolation in situations where there may not be a schoolwide effort to address bullying behavior.

Dianna Day will be conducting sessions that will present educators with a very wide range of classroom management strategies that have been shown to be effective within the general education classroom. It has been our experience in KYCCBD that there are innumerable general education teachers out there that would gladly implement classroom management strategies that would increase their amount of instruction time and decrease misbehavior if they were just presented with them.

Christian Moore is a master at presenting strategies that are very effective in motivating students with challenging behaviors to give direct social skills training a chance, hence the name of his program: "Why Try?". Christian knows the answer to that question very well, since he was a card-carrying troubled kid himself and now holds a masters degree from Brigham Young University. His materials are high interest for students, teachers, and anyone who attends his sessions, and are also concrete and user friendly.

Dianna Browning Wright will present strategies for planning and implementing effective intervention plans in detail for our toughest students in the area of behavior as well as academics. Participants will be presented with completed intervention plans to assess and rate them as to their effectiveness, practicality, and how well they address the particular needs of an individual student. Ms. Wright will also present content on Manifestation and Threat Assessment, as well as Differentiated Instruction.

In addition to this incredible roster of out-of-state presenters, we are always blessed with a wealth of highly skilled and engaging expert presenters from Kentucky. Please know that painstaking care has been taken to ensure that all strands of content (from both out-of-state and in-state presenters) have been designed to come together to create a cohesive and relevant overall conference experience for everyone.

I want stop now to take this opportunity to sincerely thank all of the great people on the KYCCBD Behavior Institute Planning Team for all their incredible energy, expertise, creativity, and time that they've given of so generously to insure that the 2006 Institute maintains and even exceeds the standards of previous years. And, all of this in the face of what has been an unprecedented number of personal losses and trials for this group over the past year. I also want to thank the KYCCBD Executive Board for their incredible patience with their new (soon to be past!) president. You guys have all propped me up, provided explanations and suggestions, extended deadlines, done incredible things that I don't even know about and that I would never have thought to do, and so much more. Thanks for growing me! I don't have the words.

SEE YOU ALL AT THE 2006 KYCCBD BEHAVIOR INSTITUTE IN LEXINGTON, JUNE 26-28!

PEACE...

Not a Highly Qualified Teacher,
jim

BEHAVIOR INSTITUTE 2006, "From Risk to Resilience," June 26-28 Lexington Convention Center, Lexington, Kentucky

Registration Guidelines, please read before completing form:

<p>1. Pre-registration is required by June 1. No on-site registration.</p> <p>2. Registration is on a first-come, first-served basis up to a limit of 1,400 participants.</p> <p>3. Each participant is expected to attend all three days of the training, June 26, 27, 28.</p> <p>4. In-state registration fee of \$130 per person (\$50 for KY-CCBD members) and Out-of-State fee of \$250 per person (\$130 for CCBD members) must be enclosed (NO STAPLES) with registration form.</p> <p>5. CHECKS ONLY. Purchase Orders, credit cards or cash will not be accepted.</p> <p>6. Confirmation/denial of registration letters will be sent following receipt of registration/payment materials.</p> <p>7. Registration problems: Mitch Kirchner, Mitch's Meetings Management, at Mitch@mitchsmettings.com or 859-335-0337.</p>	<p>8. For lodging reservations contact the following hotels and ask for the Behavior Institute room block. Hyatt Regency (\$105 s/d; 115 triple/quad) 800-233-1234; 859-253-1234 Radisson Plaza (\$131 s/d; 141 triple/quad) 800-333-3333; 859-231-9000</p> <p>9. Up to 18 hours of Professional Development credit are available, and should be arranged through your school. A minimum of 6 hours EILA Credit is available pursuant to 704 KAR 3:325, Section 4 (2); will apply for full credit.</p> <p>10. For additional information/speakers visit our Web site, www.state.ky.us/agencies/behav/misc/bid1.html</p> <p>11. Emergency Cancellation requests must include a written explanation. Those received by June 1 will be refunded, less \$10 for handling. Cancellation requests after June 1 may not be granted a refund.</p>
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University credit for Behavior Institute attendance is available from Murray State University. The course is SED 685: "Positive Instructional Behavioral Supports for Students at Risk and with Severe Emotional Behavioral Disorders". The graduate application is available on the Murray website. For more information contact Arlene Hall, Ph.D. at Arlene.Hall@coe.murraystate.edu

TO REGISTER:

Enter fee to right, complete form and mail with check to address below.

In-State Fees:

_____ Regular (\$130)
_____ **Member (\$50)

Out-of-state Fees:

_____ Regular (\$250)
_____ **Member (\$130)

**** Enter CEC or CCBD Identification Number to receive discount:**

<p>Please print clearly. Provide name as it should appear on badge, e.g., Alex (vs. Alexandra) Smith.</p> <p>Name _____</p> <p>District _____</p> <p>School/Org _____</p> <p>Provide your HOME contact info in case we need to contact you after school recess. Confidentiality will be maintained.</p> <p>Address _____</p> <p>City, ST, Zip _____</p> <p>Phone, work _____</p> <p>Phone, home _____</p> <p>***E-MAIL, work _____</p> <p>***E-MAIL, home _____</p> <p style="background-color: yellow; text-align: center;">*** NEW! Confirmations will be e-mailed. Please provide a LEGIBLE "address."</p> <p>Do you need special ADA accommodations, e.g., assistive listening devices, etc.? If so, please list: _____</p> <p style="text-align: center;">MAKE CHECKS PAYABLE TO KY-CCBD</p> <p>Mail to: KY-CCBD Behavior Institute 2006 PO Box 24602 Lexington, KY 40524-4602</p> <p>NOTE: This address is for Behavior Institute Registration Only</p>	<p>Level of Classroom Mgmt and/or Behavior/EBD Expertise: Check One</p> <p>____ Novice/Basic Level</p> <p>____ Experienced - Intermediate</p> <p>____ Experienced - Advanced</p> <p>Age or Grade Level of Interest: Check If Applicable</p> <p>____ Preschool</p> <p>____ Primary</p> <p>____ Upper Elementary</p> <p>____ Middle School</p> <p>____ High School</p> <p>Position: Check One</p> <p>____ Principal, Assistant Principal</p> <p>____ LBD Resource or Collaborative Teacher</p> <p>____ EBD Classroom Teacher</p> <p>____ Alternative School Teacher</p> <p>____ General Education Teacher</p> <p>____ School Counselor or Psychologist</p> <p>____ Special Education Administrator</p> <p>____ Behavior Consultant</p> <p>____ Mental Health or Social Services</p> <p>____ KECSAC/Justice/State Agency</p> <p>____ Paraprofessional</p> <p>____ Other (list): _____</p>
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Turn Your Ideas into Reality with a \$1,000 KYCCBD Mini-Grant

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

1. You must be a member of the KYCCBD.
2. Funds are earmarked for, but not limited to, programs that positively impact students identified as EBD and/or their parents.
3. Consideration will be given to proposals that address positive behavior supports for students who are at risk of being identified as EBD and/or their parents.
4. Proposals must address academic and/or social skills development.
5. You must Include a brief description (100-250 words) for the proposed use of the funds, including:
 - Clearly stated outcomes or objectives;
 - Population served;
 - Manner in which additional funds will be generated, if needed.
6. The proposal must present a reasonable set of activities that can be accomplished with \$1000 (or explain how additional funds will be generated).
7. The proposal MUST be signed and dated.
8. The applicant must not have been a recipient of a mini-grant during the previous calendar year.
9. Voting members of the Executive Board are not eligible to apply.
10. The Executive Board will review the proposals in the order they are received. Mini-grants will be awarded to the first four applications that successfully meet the above criteria.
11. The first day for submitting a mini-grant application will be July 1st of each year.

MINI GRANT APPLICATION

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 _____

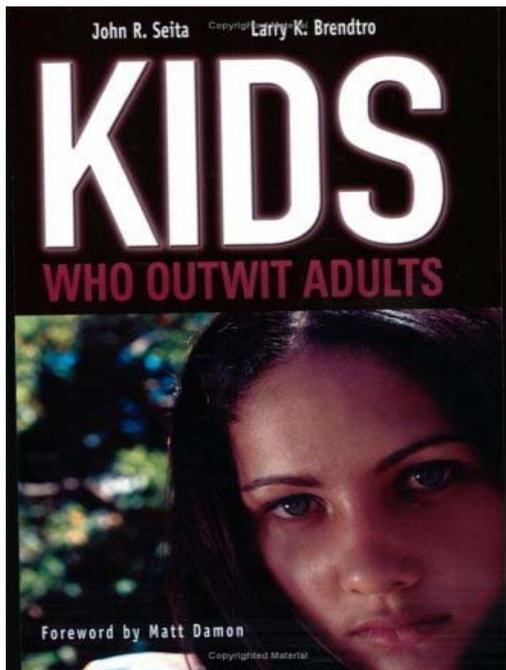
Date _____

*Submit application and description to Past-President:
Laura Hamilton, 151 Lincoln Station Drive, Simpsonville, KY 40067
lhamilton@safeandcivilschools.com*



Check This Out
~Review by Stephanie Clayton

“Kids Who Outwit Adults” by John Seita and Larry K. Brendtro



Kids Who Outwit Adults is a well written book that offers us, as adults, a study in the private logic of defiance. Using research and his personal experiences as a child in the foster care system, Seita explains concepts such as the ‘privilege of family’ and how young people at risk come to use defiance as a weapon to challenge and outwit adults. The book explains how we can help these students move from risk to resilience by building trusting relationships in classrooms and schools. The book also suggests strategies such as tapping into student strengths instead of focusing on behavior used to anger and defy adults. This book is not only a study in the causes of defiance and self-destructive behaviors, but also a study of solutions. There are direct and easy to understand suggestions for how adults can create connections of trust with youth which are necessary in helping them reach their potential. Adults who have worked with angry and defiant youth will find this book a valuable, user-friendly tool to help reclaim our at-risk youth.

Look for this book at The Self-Esteem Shop at the 2006 Behavior Institute!



ANOTHER RESOURCE

****ACHIEVING POSITIVE OUTCOMES WITH CHALLENGING ADULTS****

Teachers, administrators, and school support staff often find themselves interacting with adults who are unhappy and are not afraid to show it! The page 'Working With Angry Adults: Ideas to Manage Conflict and Still Achieve Good Outcomes' contains suggestions to calm others when they are angry, to reduce one's own tension and stress in the face of anger, to set up meetings that are more relaxed and less confrontational, and to negotiate with adults in school settings in a manner that is most likely to result in 'win-win' outcomes

Visit 'Working With Angry Adults: Ideas to Manage Conflict and Still Achieve Good Outcomes' at: http://www.interventioncentral.org/htmldocs/interventions/behavior/challenging_adults.shtml

The KYCCBD Executive Board Needs You!!!

Openings

The KyCCBD Executive Board has announced openings for Vice President and Secretary. These positions will be filled by election at the General Membership Meeting to be held at the 2006 Behavior Institute.

This position of Vice-President is held for a four-year term through the succession of the President-Elect, President, and Past-President. The Vice-President is elected annually, and may not run for re-election for one year following the close of the four-year term. The position of Secretary is a two year term. The roles and responsibilities of these two positions can be found in the KYCCBD Policies and Procedures at http://ebd.coe.uky.edu/kyccbd/files/PPMaster06_02.pdf

Election Procedures

Nominees for office must have a current CCBD membership number and must have held that membership for no less than one year prior to nomination.

Individuals nominated must affirm their agreement by a separate **letter of interest** to the Past-President, and must include the following:

CEC membership number of the nominee to validate CCBD membership

Statement that presents, in 1000 words or less, the following:

- Description of a key issue for KYCCBD (this may involve students, professionals, or other issues relative to the position) and how nominee poses to address the issue;
- How the nominee, if elected, will work to meet the mission of KYCCBD;
- Background and experience with CCBD and/or KYCCBD, and working with students with emotional or behavioral disorders.

The deadline for nominations and all supporting material is the close of the Spring KyCEC Conference. If you or someone you know is interested in being considered for one of these positions, please submit name, address, phone, email, professional title/affiliation, office to be considered, and letter of interest (as outlined above) to:

Laura Hamilton
KYCCBD Past President
151 Lincoln Station Dr.
Simpsonville, KY 40067
502-722-0997 (Home)

Electronic submission preferred at: lhamilton@safeandcivilschools.com

The Behavior Blog provides space for Kentucky teachers of students with Emotional and Behavioral Disorders to find support

Top 10 Reasons to go to <http://www.behaviorblog.blogspot.com/>

10. You've been accused of being too "soft" on them.
9. You have written at least one goal that focused on "appropriate public behavior".
8. You find yourself saying, "He just doesn't understand the specific rewards and consequences associated with that particular behavior."
7. You've used the phrase, "There is too progress! She only had five outbursts today!"
6. Other teachers seem skittish when you come up to talk to them.
5. ARC meetings happen so often that spring means nothing to you.
6. "We have to do a FBA before the BIP and it has to be done at the ARC with the IEP." (You understood that.)
5. You have kept a straight face while explaining the expectations for passing gas at school.
4. In the midst of seeming pandemonium, you can find at least ten things right with the picture.
3. A parent has just about cried in your presence because you were the *only* teacher that sent home a positive note.
2. You can't remember a week that didn't involve glitter or glue somewhere in your lesson plans.
1. You need to know others who do what you do!

Know someone with a HEART FOR KIDS?

The purpose of the "HEART FOR KIDS" award is to honor those involved in making the education and school experiences of students with challenging **behaviors** a successful and pleasurable one. Anyone involved in the education process can be nominated and recognized—a special or general education teacher, paraprofessional, counselor, principal, assistant principal, cafeteria worker, bus driver or office personnel.

Contact Carla Rasheed at crasheed@hardin.k12.ky.us to request a copy of the nomination form. All selected will be recognized in our newsletter and will receive a certificate of appreciation. Nominations are accepted continually throughout the school year. Awardees may only be recognized once.

Save the Date...

20th ANNUAL KENTUCKY EARLY CHILDHOOD SUMMER INSTITUTE

“The Race to Classrooms of Excellence”

JUNE 12-14, 2006

Lexington Convention Center and Hyatt Regency

Registration & Information: Anderson County Regional Training Center (502)839-2513

Editorial

ISS: An Overview of How It's Done in Our County—posted by a BD teacher*

We have an ISS room that is brandished about with our students with special needs. It is a regular size classroom that serves up to 14 students. It's in the back corner of the school, beside some shirt-tail offices and an extra-curricular area. If you walked down any hallway, you wouldn't notice it. There is no talking. Lunch is silent. The group is herded three times a day to the restroom where they enter one by one and leave in the same orderly fashion. The teacher is quiet, steady, and clear about expectations. Very few students act out while in ISS. You have to follow the rules or you get another day. Bet you'd never guess what this leads to... you got it—the kid that never leaves!

BD Students in the Land of ISS

Our great BD team of teachers keeps an eye on the frequent ISS room users; however, there are students with unidentified behavior difficulties that are constant ISS room users but fall below the behavior radar. If a student hasn't been through our support system, I don't know them and I don't know the names to look out for.

A male student spent almost half a year in ISS. He's fine now but he'd decided that he would never get out and so completely stopped trying. I'd given up way before he did—he's a trooper. A female student who was transitioned from BD self-contained to resource/collaboration and general education spent 90% of her time in ISS.

ISS as Reward

My hero, Randy Sprick, says the ISS room is a joke. What kid with behavior problems would be intimidated by a nice, quiet room with five or six of your best buddies? Often, the things we use to “stick it to” our kids with BD are rewarding. I've got students that are mortified of large classrooms and crowds. ISS is heaven. It's quiet, well-managed, and few people are ever in there. “I can get my work done in there,” is a quote I've heard more than once. I wonder if I could be sentenced for a day; I'm so behind on some of my files...

One of my former students spent a fair amount of time in there this year. He was using it as a way to get attention from the staff—attention was a major motivator for this student—and it was super reinforcing. It was so much fun to see the assistant principal get upset that he decided to do it more! Bless his heart, it

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worked. You've got to love a kid with a plan. All compliments aside, we had an ARC meeting and found more appropriate ways for him to get his need for attention met. Problem solved but this was because the BD team was watching for problems and acted fairly quickly. He's on our "super high frequency" watch list.

Then there are the students that use ISS to avoid the doom teacher—the one that refuses to let it drop already. The one with the bull-dog teeth that latches on to some trivial thing ("Oh, you know, like not coming into class until after the bell rings and then throwing your books across the room. She won't shut up about it and won't leave you alone already. I already said "sorry" about a thousand times and God, this is ticking me off and Woah, I've got to get out of here or I'm going to get super mad..."). The one that doesn't follow the behavior plan and just takes his/her anger out on the class and then it escalates. It only takes my rather gifted students once to figure out that they need to avoid this teacher. On this same note, students who have a high dollar temper that just flares volcano-hot from seemingly cool mountains like ISS. It's safe. When your emotions are so out of control, ISS is the one place where you can be in control. Never mind that there is no learning; school is happening and it's not painful or dangerous. Having talked to some of my students and learning about how they feel when things get out of control—I'd choose ISS every day.

ISS as a Point of No Return

Apathy in the ISS rooms leads to more ISS which leads to more apathy which leads to more ISS... I wonder how long it would be before I dropped out of school or started screaming?

ISS Under the New Administration

We've got a new principal this year and let me tell you, we've gone from having ten or more ISS room users to fewer than five. This week there has been, on average, three per day. And, I don't recognize any of the names. The new administrator is super positive, and it's rubbing off on the staff and dusting down to the students. I can almost hear strains of "Whistle While You Work" as I wander the halls ever watchful for signs of students with BD in distress. So, even though the paragraphs above seem doom-laden, they are changing quickly. The administrator is supportive of positive behaviors without being fake. The students seem to like and respect him. He pays more attention to the good stuff rather than spending tons of time on the bad things. Not to mention, he's asked me MY opinion about a behavior a couple of times.

Now What?

So, what do we do now? Maybe what we need is a BD teacher that works with all kids. We need a person who finds problems before they get to "THAT POINT" and helps find replacement behaviors. We need someone who feels the pulse of the school and modifies things for those that need it, not just for those with paperwork. Our counselors are swamped with IGPs and college prep. Our school psychologist is super busy and is swamped working on behavior intervention plans for our students with IEPs. They just can't take on another huge task. I don't know who could.

Revelation

Oh, hold on—it's not one person—it's everybody. Oh, that would be where I come in—I need to get information about what we BD teachers need to do and then help the other teachers implement the modifications. So, how about if I figure out why our students are sent to ISS and then ask for information to pass on to our teachers? OK, well now we just have to repeat that process with all the BD teachers in the state. We can do that, right? Thanks for following the process of self-discovery with me.

*Some editorial privileges have been taken.

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

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