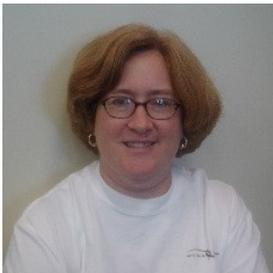


Behavior Bulletin

President's Message



Stephanie Clayton
KYCCBD President

Winter is here and 2007 promises to be a great year! 2006 seemed to fly by but we accomplished great things. I just want to shout praises to the many teachers and support staff who are working diligently with the students of Kentucky, preparing them for a successful future. At a gathering last month, I listened as a group of 60 year old Kentuckians shared fond memories of teachers who inspired them in their early years. These folks were not educators and I do not remember what started this line of conversation but it was wonderful to hear how, for 50 years, these people could recall exact words of hope spoken by their teachers. Words! Of course the students were taught valuable academic skills but that is not what they remembered. These former students remembered how one special teacher inspired them to keep trying, to believe in themselves, and to always work hard and forge ahead. Some stories included the fact that there was not always much encouragement from home, in fact

hard times were happening in many of their families. These stories were proof that we do make a difference, not only with our imparted knowledge, but with our words of encouragement and positive outlook on life. Children in today's schools need the same level of encouragement and we have the power and the daily opportunity to offer hope to precious children who will someday be 60 year olds. Will they remember us as inspirations in their lives? Will our words to them encourage or discourage them to do their best, to keep trying, and to believe in their abilities to succeed? Keep up the good work and don't give up hope that you make a huge difference in many lives every day.

2007 offers teachers in Kentucky 2 opportunities to gain new understanding and professional growth. The National CEC Conference is being held in Louisville. Mark your calendars for this extravaganza of exceptional educational experiences! The conference will be held April 18-21, 2007 at the Convention Center in downtown Louisville and thousands of attendees are expected to visit, with hundreds of sessions available. Not only is there the opportunity to attend, but there are also volunteer opportunities. CEC is offering a 40% discount off of the registration fee for those who volunteer, so be sure and sign up for a job by contacting Bill Porter at bill.porter@simpson.kyschools.us or KyCEC President, Pam Coe at pam.coe@qrrec.ky.gov. These folks are working hard to make sure that Kentucky CEC members and the CEC divisions do not miss the opportunity to show off the Kentucky hospitality that we are known for having. I strongly encourage you to consider volunteering in some capacity.

Plans are also underway for the 2007 Behavior Institute in Lexington which will be held June 25, 26, and 27, 2007. A dedicated group continues to meet each month to plan the BI and progress is made after each meeting. Any of you wishing to help with the BI in some way, please contact your region representative or any of the officers. Contact information is on the KyCCBD website at <http://ebd.coe.uky.edu/kyccbd/home.html>

Have a safe and happy winter!
Stephanie Clayton
President KyCCBD

Our Goals Include:

- > Promoting support networks for parents and professionals.
- > Promoting quality services for children and youth.
- > Advocating for children and youth, their families and professionals.
- > Disseminating information through professional meetings, conferences, newsletters and the annual EBD Summer Institute.

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School Based Mental Health Resource is Available Online



“Those that know, do. Those that understand, teach.”
Aristotle

Krista Kutash, Albert J. Duchnowski, and Nancy Lynn have released a guide entitled, "School-Based Mental Health: An Empirical Guide for Decision-Makers." The guide provides practical information and advice for those engaged in developing and implementing effective evidence-based services in the school setting. This resource (1) describes the principal models and approaches identified in the literature from mental health and education, (2) critiques the empirical support for the approaches described, and (3) suggests how science, policy, and practice can be integrated to achieve effective school-based mental health service systems through the adoption of the public health model. It can be accessed online at <http://rtckids.fmhi.usf.edu/rtcpubs/study04/default.cfm>

FREE MONEY

Classroom Decoration Contest

You enhanced the classroom environment for your students. You didn't expect anything but the joy of having an exemplary classroom that made you and your students smile upon entering each day.

Reward yourself! Enter into a competition that could earn you a cool \$75 gift certificate to the teacher store of your choice.

Send pictures and a short paragraph outlining your decorations to laurendowell@insightbb.com

The contest is restricted to classrooms that work primarily with students with behavior disorders.



**Kentucky Council for Children
with Behavior Disorders**

E-mail: laurendowell@insightbb.com



The Classroom: *Salt of the Earth*

Ophelia Payne

It was a normal day, well as normal a day in my room can be. I had been running around on my planning period (blessed thing) and had forgotten to get lunch. No problem, I can tap someone else to watch the guys for a minute to pop out and grab a bite to bring back to the room.

Now, you are going to need some background here in order to understand the story. Our superintendent is very respectful to all students, and as part of his respectful attitude, he refuses to cut in front of kids for lunch. He prefers that all teachers observe this common courtesy and, me being me, I'm all for the respect thing. That being said, I was out of the room for fifteen minutes rather than the two or three that I expected.

Upon my return to the room I *knew* that something was awry. How? Well, I could say that it's my innate behavior support teacher senses that were alerting me to the potential unrest in the room, but that would be a lie. It was the pale faces, the overt coughing, the worried stares in my direction.

I'm not Nancy Drew or anything, but I'm fairly good at determining what happened in my absence when these things occur. I scan the room and my piercing evil teacher gaze falls upon the victim of whatever mischief occurred. He's unable to speak and is going from pale to red and is taking on a green tinge around his jaw line.

I scan the room again. There, sitting with a sheepish look (as sheepish as a 15 year old BD kid can look) is what I take to be the perpetrator. He admits that he made the ghostly student sniff his boot and then hold his breath on a dare. I raise an incredulous eyebrow and he dips his head in what I later discover is mock shame.

"Did we not learn anything from last week's 'salsa' incident?" I begin. What follows is a barrage of, "Guys, I thought we learned not to do these dare things. Everyone knows that we're not down with the dares." I finish with the, "Man, I thought we'd gotten over this stuff." Not to mention a rather sigh filled, "This is disappointing."

Ghost student is now dry heaving in the hallway.

Meanwhile, there's another student who has gone from passive to squirmy and finally looks at the admitted darer and says, "I can't let you do this," and then he turns to me and says, "I did it."

"Your feet don't stink." I retort.

"No, I dared him to chug the salt. I didn't think he would do it. I couldn't let the other kid take the fall for me."

They were all worried about getting in trouble. So, what did I do?

Well, first and foremost, I called the school nurse.

Then I came up with a solution. I praised them.

The kid that took the blame was trying to save his buddy. The kid that was letting the other kid take the blame started to feel bad and then decided to fess up in order to set things right. The kid that took the dare got rather sick and that's about as much of a consequence as there needs to be on that one.

Everyone's fine now and I'm not proud of the actions of my students, but I'm so proud of the ways that they handled it.

The student that falsely admitted it, stayed by the sick student's side and offered him tissues while he was throwing up.

The student that did the daring apologized profusely (something he would have avoided mere months ago).

The student that took the dare got reinforcement of the lesson learned from the "salsa incident".

Me? Well, I got a laugh and some inspiration from my students. I would hope that my friends would be as dedicated to me as these guys were to each other.



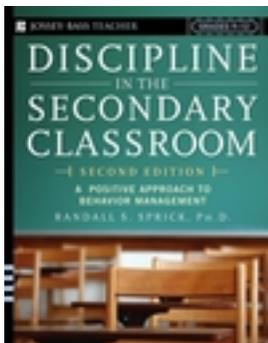
**Accentuate the positive.
Have a story that you want
to share? Send it in!**

**"Did we not learn
anything from last
week's 'salsa'
incident?"**

**Salt: Who knew it'd be a behavior
lesson in a bottle?**



The book is available from Pacific Northwest Publishing, PO Box 50610, Eugene OR 97405, 1-866-542-1490, or http://www.pacificnwpublish.com/sku_dsc.php.



This book is available online or in the catalog at Pro-Ed Inc. That's www.proedinc.com or 1-800-897-3202 order #10573.

Discipline in the Secondary Classroom

Recently, Randy Sprick has published the Second Edition of Discipline in the Secondary Classroom. In this book, Randy discusses how discipline and lack of motivation are two of the most challenging problems facing today's teachers. This resource gives teachers in grades 9-12 step-by-step guidance for designing a behavior management plan to prevent misbehavior and increase student motivation. The book is a hands-on resource that contains easy-to-

implement strategies distilled from a research-based approach that is proactive, positive, instructional, and effective.

Discipline in the Secondary Classroom, Second Edition contains forms, samples, and evaluation tools that will help teachers continually fine-tune their management plan. Both new and experienced teachers will find this book invaluable for designing a management plan that prevents problems, moti-

vates students, and teaches them to behave responsibly. The book also equips the teacher with techniques for responding to misbehavior in a calm and consistent manner.

Discipline in the Secondary Classroom is specifically written for the high school classroom. For strategies and techniques that apply to younger students, please refer to CHAMPs: A Proactive and Positive Approach to Classroom Management.

Practical Charts for Managing Behavior and Promoting Communication and Collaboration

By Lynn Lavelle

A tool that may come in handy for new teachers or for any teacher who wants a new source of charts is Practical Charts for Managing Behavior and Promoting Communication and Collaboration by Lynn Lavelle. This book

is a great resource to have for several reasons.

1. It has 45 charts for use with students of all ages.
2. The charts are organized according to type.
3. Each chart comes with a short description of how to use it, a blank chart, and a completed

sample of each so teachers know how it is supposed to "look".

4. The book also contains a short glossary of behavioral terms including "bribe", "reinforcement" and "time away".

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 carla.rasheed@hardin.kyschools.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.



E-mail Carla at carla.rasheed@hardin.kyschools.us



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:
Jim Whitaker, 6436 Hempridge Road, Shelbyville, KY 40065
jimbehave@aol.com*

Vestena Robbins
Publications Co-Chair
118 Blackberry Ridge Ct.
Georgetown, KY 40324

Kentucky Council for Children
with Behavior Disorders

KYCCBD Web Address:

<http://ebd.coe.uky.edu/kyccbd/home.html>

THE KENTUCKY CONFERENCE: Advances in Best Practice

Presented by

Kentucky Department for Mental Health and Mental Retardation Services

MAY 21-25 2007

LOUISVILLE CONVENTION CENTER

For the past sixteen years, the Department for Mental Health and Mental Retardation Services (DMHMRS) has coordinated the annual Mental Health Institute (MHI). That conference has long been recognized as one of the leading training venues throughout Kentucky. In response to feedback from providers and input from the recently formed Training Advisory Committee, Commissioner Burt has directed the Department to begin the planning phase of adapting the Mental Health Institute into a comprehensive conference that encompasses all spectrums of behavioral health including mental health, mental retardation, substance abuse and brain injury.

The Kentucky Conference will offer service providers, administrators, educators, families, youth, and consumers the opportunity to come together to share ideas, learn new methods of practice, sharpen professional tools and skills, and gather the latest information in behavioral health services. This is a great opportunity to share best practice ideas across disciplines and populations.

For conference details, go to <http://mhmr.ky.gov/kdmhmrs/default.asp>