

THE UTAH SPECIAL EDUCATOR

December 2003 • VOL. 24 NO. 3

What Works for Schools!



Call For Articles & Artwork

The Utah Special Educator accepts manuscripts, artwork and photographs on topics related to improving educational outcomes for school-age individuals with disabilities and learning challenges.

The Editors are especially interested in publishing selected student artwork (note back cover Sept. 2003). Please follow submission guidelines below.

WHAT WORKS for Teachers, DEADLINE: January 16, 2004
WHAT WORKS for Students, DEADLINE: March 5, 2004
CELEBRATING WHAT WORKS, DEADLINE: April 16, 2004

Submission guidelines and checklists for contributors are available online at <http://www.updc.org/specialeducator/index.html>. The editorial staff is dedicated to assisting contributors in the successful completion of manuscripts.

Please contact either Michael Herbert, Editor, michaelh@updc.org, or Ginny Eggen, Co-Editor, ginnye@updc.org for consultation and assistance. Phone 801-272-3431 or 800-662-6624 (in Utah).

The Utah Special Educator is a symbol of the leadership of Dr. R. Elwood Pace whose vision made the Consortium, the UPDC and this journal possible.

The Utah Special Educator is published by the Utah Personnel Development Center, Carriage Hill Office Building, 2290 E. 4500 S., Suite 220, Salt Lake City, Utah 84117, (801) 272-3431, in Utah (800) 662-6624, www.updc.org.

The Utah Special Educator is a publication of the Utah Special Education Consortium. The consortium board members are: Ted Kelly, Tom Walker, Ann Miller, Helen Post, Susan Ord, Bruce Schroeder, Karl Wilson, Gordon Gibb, Nan Gray and Jerry Christensen.

The Utah Personnel Development Center Staff:
Team Leader - Jerry Christensen

Program Specialists:
Jim Curtice, Michael Herbert, Ginny Eggen, Loydene Hubbard Berg, Diane Johnson, Connie Nink, Terri Mitchell, Julie Mootz, Suraj Syal and Hollie Pettersson.

Secretarial Staff:
Mary Baldwin, Cheryl Smith, Sylvia Valdez

The Utah Special Educator Editors:
Michael Herbert, Editor • Ginny Eggen, Co-Editor

The Utah Special Educator Art Director/Designer:
Odin Enterprises • Edie Schoepp

The purpose of *The Utah Special Educator* is to serve as a medium for the dissemination of information related to promising practices and other dimensions in the provision of a Comprehensive System of Personnel Development. *The Utah Special Educator* is also available in alternative formats. All views and opinions expressed represent the authors and do not necessarily reflect the views and opinions of the Utah Personnel Development Center, the Utah Special Education Consortium, or the Utah State Office of Education. The Utah Personnel Development Center is a project funded through the Utah State Office of Education to the Utah Special Education Consortium for a Comprehensive System of Personnel Development

Contents

4 From the Editors

Blame the School?—Michael Herbert
Creating Synergy—Ginny Eggen

5

Top Ten Collaboration Ideas: What Works in Schools!
Suraj Syal and Julie Mootz

6 Viewpoint 1

Welcoming Parents to the School—Jenny Gibson

8 Viewpoint 2

Time to Defend Public Education: At the Point of Contact
M. Donald Thomas, William Bainbridge

10 Viewpoint 3

No Cow Left Behind—Kenneth Remsen

12

Faulty Notions About Teaching and Learning that
Hinder the Effectiveness of Special Education
William Heward

14

Language Curriculum for Poor Readers—Louisa Moats

16

Connecting Brain Research with Classroom Practice—Pam Robbins

18

Communication: We're Still at It!—Florin R. Neilsen

20

Creating a Can Do School Culture
An Interview With Mark Riding

22

Phonics and Phonemic Awareness: Tools for Reading Success
Vickie Webb

24

Progress Monitoring: A Guide for Implementing Curriculum-Based
Measurement for Reading—Michelle K. Hosp, Nicole Suchey

26

What Works in Quality Preschools...Appropriate Curriculum!
Terri Mitchell

28

Preventing Problem Behavior: Implementing a School-Wide
System of Behavior Support—Leanne S. Hawken

30

Academy Park Elementary: A Model of Positive Culture & Climate
Hollie Pettersson

31

Student Support Teams (SST)—Julie Mootz

32

At Farrer Middle School, Academics Come First—Samuel L. Ray

34

What Works for Schools: Developing an Inclusive Environment
for Students with Disabilities—Sheldon Russell

36

What Works for Schools: Defining What it Means to Improve Access
to the General Education Curriculum—Judy Shandy, Don Dailey, Wayne Ball

37

East Elementary Goes the Extra Mile for Student Success—Peggy Childs

38

Slaying the Dragon Part 3: Instruction, Instruction, Instruction!—Diane Johnson

40

Going Deep: The WJIII and Cross-Battery Assessment—Ryan Burke

42

Fantastic Ideas Start Here—Julie Christensen

43

Pick of the Month Website Review—Jerry Christensen

44 TLC 101

A Is for Activity...Restoring Movement in a Stressed-Out,
Sedentary School System—Robert Sweetgall

46-47

Hot, New and Very Cool & Service Directory

Utah Professional Development 2003-2004 Calendar Now Online!

- Get up-to-date information on all CSPD activities and conferences
- Link directly to on-line web sites for details and registration
- Subscribe to a calendar and receive email reminders of events and notification of last minute changes
- Submit events to be posted on the calendar(s)



Instructions for getting there

- Enter <http://www.updc.org/>
- Click on "calendar and events."
- Save/bookmark this page!

From The Editors...



Blame the School?

Michael Herbert, Editor

A plumber friend once gave me his sage-like advice, "Effluent runs downhill, that's all you need to know. Don't pay any attention to the plumbing unless it stops working, then you can't ignore it because it stinks." This simple lesson

reminds me of the national "debate" regarding testing and student achievement. National leaders blame states, states put pressure on districts, districts pressure school administration that exerts pressure on teachers, and sometimes teachers blame students and/or parents, and parents sometimes blame teachers, schools, districts...Sound familiar? Just for a moment, take off your state/district/administrative/teacher hat, and put on your parent hat. Imagine that **your** child was significantly behind his/her peers in reading ability at the end of third grade. What if you read the longitudinal research from the National Institutes of Health, which concluded that statistically, your child would have virtually NO chance to ever catch up, and that her trajectory in life would be significantly affected. Now ask yourself how you feel about school reform and increasing individual student achievement. Our perception (our profession?) is indeed our reality. Is education about improved outcomes for children, or accountability and autonomy for adults?

Schools may be bricks and mortar, but the work and impact of schools is human. What is the role of the school in improving student outcomes? What are the salient characteristics of highly effective schools, and how much can schools contribute to student achievement?

CHARACTERISTICS OF EFFECTIVE SCHOOLS

Robert Marzano, in *What Works in Schools* synthesized thirty-five years of research and ranked the following five school-level factors by their order of impact on student achievement. This body of research makes a powerful case that the administration and organization of schools DOES make a significant impact on student achievement.

1. Guaranteed and viable curriculum. This factor includes:

- Opportunity to learn
- Coverage of content
- Concentration on teaching and learning
- Focus on central learning skills
- Emphasis on basic skill acquisition

2. Challenging goals and effective feedback:

- Incentive to achieve
- Frequent monitoring of student progress to inform instruction

3 Parent and community involvement:

- Meaningful parent involvement
- Home-school partnership

4. Safe and orderly school environment:

- School climate

- Safe and orderly atmosphere
- Positive reinforcement
- Student rights and expectations

5. Collegiality and professionalism:

- Administrative leadership
- Shared vision and goals
- Cooperation

Our challenge is formidable, but clear. Highly effective schools can account for as much as twenty percent of student achievement. Stop the blame-game. Read articles from your *Utah Special Educator* about WHAT WORKS IN SCHOOLS. Share WHAT WORKS and collaborate as a team towards implementation in your school. Schools, like plumbing, need to work. ■

Creating Synergy

Ginny Eggen, Co-Editor



I've had several opportunities in my career as an educator to work in situations where I experienced a special energy called synergy. Somehow, people in these organizations were able to combine their talents to create an environment where the whole was greater than the sum of its parts. They could be described as schools that "worked" for the students they served.

As I reflect upon what generated synergy, I recall that there was a sense in the buildings that everyone was on the same page. Part of this spirit involved camaraderie—people enjoyed, respected and supported each other. They challenged everyone to do their best to meet the needs of children. I was able to develop what Jennifer Abrams (a presenter at the November Utah Mentor Teacher Academy) refers to as "stretch points" by collaborating with other educators.

Robert Marzano includes collegiality and professionalism as one of the factors that research suggests makes schools effective. Yet, circumstances make it difficult to foster these characteristics in schools—it requires time to meet, converse and reflect together.

One mission of *The Utah Special Educator* is to promote collegiality by sharing best practices with busy educators. One that is featured in this issue is Student Support Teams. In schools where they are effective, SST groups provide a forum where educators can share ideas that can promote change for students and growth for teachers. Our hope is that by sharing such ideas in this journal, you may use them to build synergy in your setting. Isn't that worth doing? ■



Top Ten Collaboration Ideas

Suraj Syal and Julie Mootz • Utah Personnel Development Center

WHAT WORKS IN SCHOOLS

"The very essence of leadership is that you have a vision." Theodore Hesburgh

10. Create a school wide curriculum map. (P. 38 this issue)
9. Utilize a SST (student support team) in your school. (P. 31,37, this issue)
8. Create school wide rules and routines that are observable, measurable and positive.
7. Create standardized rubrics for grading.
6. Utilize Positive Behavior Supports. (www.pbis.org) [P. 28, this issue]
5. Have a school motto and practice it.
4. Save one child. Have every teacher focus on one child who will not slip "through the cracks."
3. Create a bulletin board of compliments on every teacher's door.
2. Read, *What Works in Schools* by Robert Marzano (review September, November 2003 Special Educator)
1. Co-teach a lesson or unit in a general education class.

"I hear and I forget. I see and I remember. I do and I understand." Confucius

As I sit reading the book, tears come to my eyes. As the story progresses, my heart is in my throat—what will happen? How will the story be resolved? I identify intensely with the stories. You might think I am reading an adventure novel, but no—it is a book about parent teacher conferences. I relate. I have been there—as a student, as a teacher, as a parent. The experiences related in the book stir potent buried memories, and I realize that in many cases these experiences had extreme bearing on my feelings of worth and competency, success and failure. Even in the best of circumstances having the best of intentions on both sides (which was true of my experiences) parent-teacher interactions are very complex, and small nuances can affect us profoundly. When parents and teachers meet, one world meets another and the outcome has great impact on the children and the adults

Welcoming Parents to the School

The book I am reading is *The Essential Conversation: What Parents and Teachers Can Learn from Each Other* by Sara Lawrence-Lightfoot. I can't imagine any parent or teacher not being interested in what this author has to say. But be warned. You will find the stories will cause you to examine your own experiences critically. The experiences of both teachers and parents are illuminated.

I am reminded of a seemingly small experience when my youngest son was in first grade. He had not yet been diagnosed with ADHD. A few weeks into the school year, he started trying to avoid going to school. He wouldn't get ready. He was violently sick to his stomach in the mornings. He had a headache. He was afraid. He cried a lot and told me the teacher was always yelling at him. I made an appointment to talk with the teacher, whom I didn't know well yet, but whom I saw as a very nice person. Even though I had experience participating in IEPs with my



older children, I was still very nervous. I carefully prepared and rehearsed what I wanted to say. I wanted to share some information about my son—that he really wanted to do well, but that he was stressed out over school. He really did much better if he could have at least four positive comments between corrections, and was there any way that she could work with me on the problem and possibly have a home note; I could follow through at home. The teacher explained her concerns about my son not staying on task. She listened attentively to what I had to say. She agreed to try the things I suggested. She was very kind. I went home with my fingers crossed, and things almost immediately improved. My son became his happy relaxed self again. He enjoyed school again. He made progress, and the teacher and I were both happy with the results and continued a good relationship. I have always been grateful for the respect and sensitivity that teacher showed me and my son. I was humbled that she was willing to try my suggestions, along with whatever else she brought to bear on the situation. That teacher will always be a hero in my eyes. I probably never thanked her properly.

At the Utah Parent Center we often have the opportunity to do presentations on home/school collaboration and have collected information from parents on what makes a school welcoming. I believe that the most important element is that the school personnel welcome parents by paying attention to them and treating them with respect. This probably will involve listening to the parents' stories about the child as they struggle to have the teacher see the child through their eyes. Parents care deeply

Jenny Gibson, Utah Parent Center

that their children succeed and they want to have a trusting relationship with those who are part of the world their children experience at school.

Following are a few characteristics of schools that invite parents in to be part of the school community:

- The school is visually welcoming. Parents can see where to go for directions as they enter the school. Signs in Spanish or other languages help.
- Secretaries and other staff smile and are friendly. They treat the parents as part of the community rather than as intruders.
- When parents visit their school, they are greeted quickly and directed as needed.
- The school has a family center with library materials on parenting, disabilities and other topics.
- The school shares power with the families and families are a part of big decisions that are made.
- The parent groups at the school are led by parents and set their own agendas and do real work. Diverse parents are welcomed into parent groups and used as volunteers.
- Parents are on standards committees and know how to look at student work.
- Training for staff is open to families and families know how the system works.
- Staff talks to families about how students are doing, and tough issues are talked about openly.
- The school budget supports partnerships.
- Data on student progress is shared in ways that parents can understand.
- Parent meetings are well publicized using a variety of media.
- The school facilitates parents making personal contact with other parents. Phone trees sometimes work well. Mentor relationships are encouraged.
- Provisions are made for child care at parent meetings.
- The school personnel are receptive to the parents' stories

and information about their children.

- The school staff is able to offer specific details about the child's life at school. The teachers make observations about the child's gifts and actions that reveal truths about the child rather than making generalized statements.
- School personnel respect the hard lives of families and their struggles to help their children.
- School staff shares with each other in a way that parents see them as real human beings with a dedication to their profession and their students.
- Staff is not threatened by knowledgeable assertive parents.
- School staff actively collaborates to assist with communication among all service providers for the child and the family.
- The school provides information, information and more information and acts as a connector to help parents find resources, services, and programs.
- School staff asks parents what they need and want.
- School staff helps parents to understand their child's abilities and needs.
- School staff helps parents to understand their role in special education and how to prepare for and participate in IEP meetings.
- Parents are welcomed as equal partners. Parents really want to be part of the solution, not part of the problem. Parents must sense a feeling of mutual respect (no guilt, or blame) in the decision-making process.

Utah Parent Center staff members work hard to help parents understand their responsibilities in being good partners and the importance of having good communication and creating a win-win relationship. Parents need to interact with the school personnel with the same consideration that we would want. Our staff offers training and information for parents on this topic and can be reached at 801-272-1051 or toll free at 1-800-468-1160. ■

The school shares power with the families and families are a part of big decisions that are made.





The real live person in education is the teacher. The Teacher, like the physician, is at the point of contact between the professional and the client—in this case; the student.

Recent events have forgotten this simple lesson: education begins and ends at the point of contact. A teacher teaches reading for 185 days, knows all of her children, has evaluated each child's reading level and establishes how well each child can read. Then we have the audacity to "give a test" to validate each child's reading level. Which is more accurate, the x-ray or the physician's judgment? Or in this case, the "test" or the teacher's judgment?

Fortunately there are a few teachers who will not be intimidated by test requirements. The daughter of one of the writers simply refused to give the "test" and established each child's reading level by an examination of each child's work and her own judgment. She did not lose her job.

Time to Defend Public Education: At the Point of Contact

Recently, one of the writers had a pain in his stomach. At first he believed it to be discomfort caused by the irritation of reading the provisions of the No Child Left Behind Act. When the pain persisted, however, he visited his general practice physician. The physician decided to have an x-ray of the stomach and intestines. The x-ray indicated an obstruction in the large intestine. Upon examination of the x-ray the physician explored its possible meaning: a simple obstruction to be cleared by an enema, a cancerous growth or Crohn's disease.

The physician wisely concluded that it was Crohn's disease. Next day, the surgeon removed 10 inches of inflamed and diseased intestine and the writer's life went on. The important decision was not made by the x-ray, or any other test. It was made by a real life person—the physician!



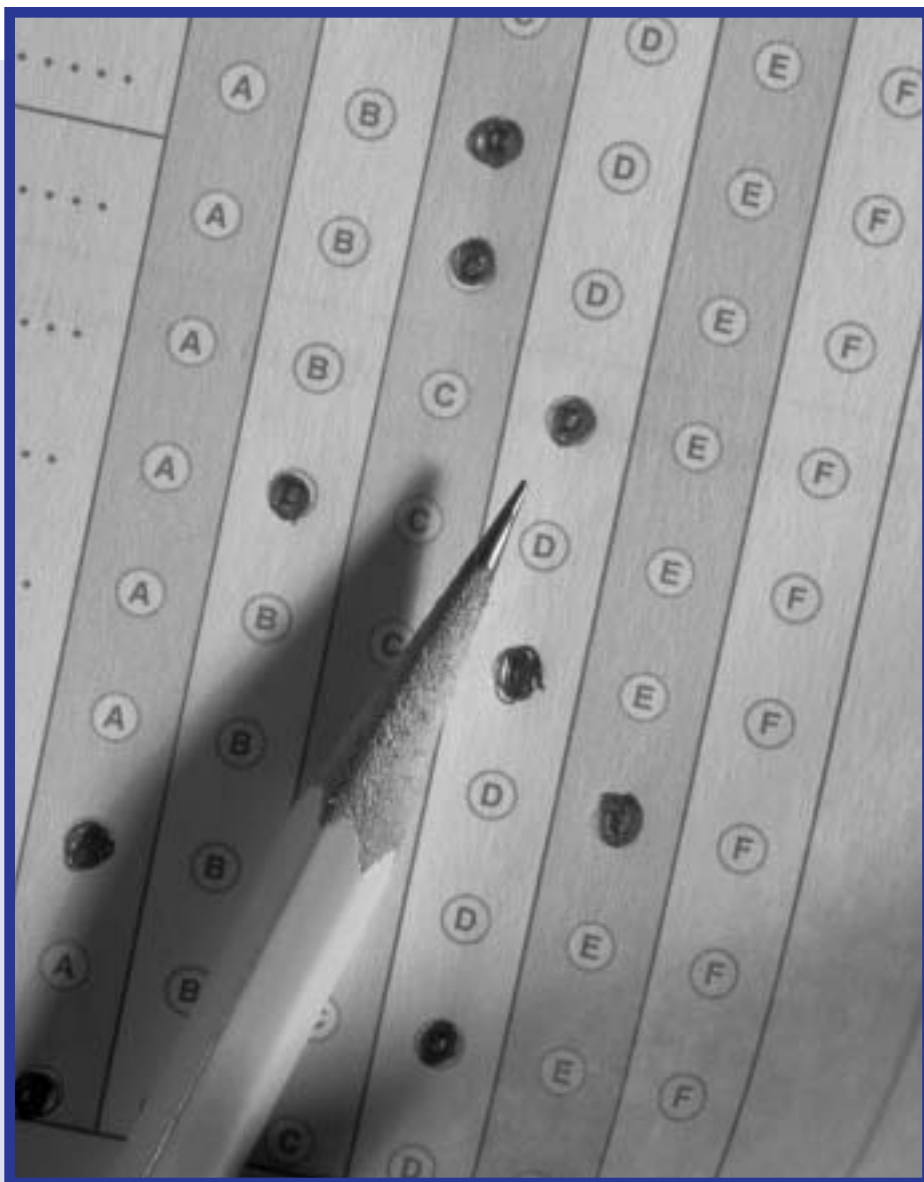
What is happening today in education is ludicrous at best and criminal at worst. The evils of a society require that good people do something. Remember what someone once said: "Evil persists when good people do nothing." Well the time has come to defend public education at **the point of contact**; the critical decision made by teachers and not by miscalled "state standards tests."

Those who wish to destroy public education have done all they can to reduce the teacher to a low-level automated teaching machine forced to teach to an arbitrary test. This is especially offensive to teachers of children with disabilities. Here teachers have multiple responsibilities, have terribly complex responsibilities and are told that they must now focus on "the test."

What we need at this time in our educational history is what has happened in other eras to fight evil: child labor, mine safety inadequacies, denial of the vote to women and injustices committed against African-Americans. The entire education profession should rise up and shout; "This will not stand." It is time for all of us to defend that education quality is at the point of contact. Anything that diminishes the duty and obligation of teachers to judge learning is an affront to their dignity, their knowledge and their right. If a million teacher march to Washington is needed, we stand ready to lead it and one of our daughters will be there with us.

It is only by eliminating this craze for tests that quality education can be preserved. We must give teachers the right to make judgments about what is and is not learned. After all, most teachers are more able than most legislators who write silly laws and most individuals who create stupid tests.

Americans can ensure that each boy and each girl (regardless of background, regardless of ability or disability, regardless of race) can live and grow and learn to become his or her best. This can only happen, however, at **the point of contact**. It is to that end that each of us and each educator must fight to defend public education. Teachers, like physicians, are the real live persons that educate our



children by making judgments and not relinquishing this obligation to X-rays or standards tests. And if the Supreme Court will not object, may God bless our teachers and especially those teachers who work with children with disabilities. They are the greatest! Amen! ■

William L. Bainbridge, Ph.D., is Distinguished Research Professor at the University of Dayton and President and CEO of SchoolMatch, a Columbus based educational research, data and auditing firm. He served as superintendent of three school systems in Ohio and Virginia.

M. Donald Thomas, Ed.D., is former Superintendent of the Salt Lake City School District and former Deputy Superintendent for Accountability for the state of South Carolina. He currently serves as National Lecturer for Nova Southeastern University and Chair of the SchoolMatch Advisory Board.



No Cow Left Behind

As a principal facing the task of figuring out all the complexities of the No Child Left Behind legislation and its impact on education, I have decided that there is a strong belief that testing students is the answer to bringing about improvements in student performance.

Since testing seems to be a cornerstone to improving performance, I don't understand why this principle isn't applied to other businesses that are not performing up to expectations. I was thinking about the problem of falling milk prices and wondering why testing cows wouldn't be effective in bringing up prices since testing students is going to bring up test scores.

The federal government should mandate testing all cows every year starting at age 2. Now, I know that it will take time out of the farmers' necessary work to do this testing every year and that it may be necessary to spend inordinate amounts of money on the testing equipment, but that should not detract us from what must be done.

I'm sure there are plenty of statistics to show what good milk producing performance looks like and the characteristics of cows who achieve this level of performance. It should, therefore, be easy to figure out the characteristics necessary to meet this standard.

Kenneth Remsen, Principal, Underhill Elementary School, Jericho, Vermont

We will begin our testing by finding out which cows now meet the standard, which almost meet the standard, which meet the standard with honors and which show little evidence of achievement.

Points will be assigned in each category and it will be necessary to achieve a certain average score. If this score is not achieved, the Department of Agriculture will send in experts to give advice for improvement. If improvements do not occur over a couple of years, the state will take over your farm or even force you to sell.

Now, I'm sure farms have a mix of cows in the barn, but it is important to remember that every cow can meet the standard. There should be no exceptions and no excuses. I don't want to hear about the cows that just came to the barn from the farm down the road that didn't provide the proper nutrition or a proper living environment. All cows need to meet the standard.

Another key factor will be the placement of a highly qualified farmer in each barn. I know many of you have been farming for many years, but it will



I have decided that there is a strong belief that testing students is the answer to bringing about improvements in student performance.

they will be allowed to go to the barn of their choice. Transportation might become an issue but it is critical that cows be allowed to leave their low-performing barns. This will force low-performing farms to meet the standard or else they will simply go out of business.

Some small farms will probably go out of business as a result of this new legislation. Simply put, the cost per cow is too high. As taxpayers, we cannot be expected to foot the bill to subsidize farms with dairy compacts. Even though no one really knows what the ideal cost is to keep cows content, the Legislature will set a cost per cow. Expenditures too far above this cost will be penalized. Since everyone knows that there are economies of scale, small farms will probably be forced to close and those cows will merge into larger farms.

Some farmers may be upset that I proclaim to know what is best for these cows, but I certainly consider myself capable of making these recommendations. I grew up next to a farm and I drink milk. I hope you will consider this advice in the spirit it is given and I hope you will agree that the "No Cow Left Behind" legislation may not be best for a small state like Vermont. ■

No Cow Left Behind was first published in the Burlington Free Press on July 25, 2003, and is printed with permission from the author.



be necessary for all farmers to become certified. This will mean some more paperwork and testing on your knowledge of cows, but in the end this will lead to the benefit of all.

It will also be necessary to allow barn choice for the cows. If cows are not meeting the standard in certain farms,

This is the third of four installments of an important article by Dr. William Heward, Ohio State University. The complete article can be downloaded at www.updc.org. Click on Special Educator, then on Sept 2003 for additional article. Dr. Heward will deliver the keynote address at the forthcoming "You Do WHAT?" conference for teachers and other educational professionals who work primarily with students who have emotional and behavioral disorders. The conference will be held February 4th, 2004 in Salt Lake City. Space is limited. Register online at www.updc.org (click Conference Registration). For questions, contact Hollie Pettersson, UPDC. holliep@updc.org.



William Heward, Professor • Ohio State University

Faulty Notions

About Teaching and Learning That Hinder the Effectiveness of Special Education

TEN MISGUIDED NOTIONS

1. Structured curricula impede true learning.
2. Teaching discrete skills trivializes education and ignores the whole child.
3. Drill and practice limits students' deep understanding and dulls their creativity.
4. Teachers do not need to (and/or cannot, should not) measure student performance.
- 5. Students must be internally motivated to really learn.**
- 6. Building students' self-esteem is a teacher's primary goal.**
- 7. Teaching students with disabilities requires unending patience.**
8. Every child learns differently.
9. Eclecticism is good.
10. A good teacher is a creative teacher.

Notions five through seven are discussed in this installment.

Faulty Notion #5: STUDENTS MUST BE INTERNALLY MOTIVATED TO REALLY LEARN

Although there is substantial evidence that contingent teacher praise, approval, and other forms of *positive* reinforcement have *positive* effects on student *behavior* and achievement (Alber & Heward, 2000; Maag, 2001), some researchers have argued against the use of praise and rewards for student performance (e.g., Ryan & Deci, 1996). Kohn, who has gained considerable notoriety and popularity by giving speeches and writing papers and books for educators and business managers, has claimed that the use of "extrinsic motivators" such as incentive plans, grades, and verbal praise damage the "intrinsic motivation" of students and employees to learn and work (e.g., Kohn, 1993a, 1993b). Kohn has argued passionately and articulately—but without sound empirical bases—that not only is praise ineffective, it is actually harmful to students. He has claimed that praise increases pressure to "live up to" the compliment, insinuates unrealistic expectations



of future success, insidiously manipulates people, establishes a power imbalance, insults people if awarded for unchallenging *behaviors*, and undermines intrinsic motivation.

A careful examination of the research conducted in both classrooms and the laboratory does not support Kohn's contention that students are "punished by rewards" (Cameron, Banko, & Pierce, 2001; Cameron & Pierce, 1994, 1996, 2002). Cameron et al. (2001) concluded their meta-analysis of 145 experimental studies on the effects of reward on intrinsic motivation by stating the following:

In terms of the overall effects of reward, our meta-analysis indicates no evidence for detrimental effects of reward on measures of intrinsic motivation.... These findings are given more importance in light of the fact that the group-design experiments on rewards and intrinsic motivation

were primarily designed to detect detrimental effects. The reward contingencies examined in this literature can be viewed as a subset of the many possible arrangements of the use of reward in everyday life.... What is clear at this time is that rewards do not inevitably have pervasive negative effects on intrinsic motivation. Nonetheless, the myth continues. (pp. 21, 27)

Kohn and others (Deci, Koestner, & Ryan, 1999; Hintz & Driscoll, 1988; Lepper, Keavney, & Drake, 1996; Ryan & Deci, 1996) who have warned against the use of praise and other contingent rewards need not worry about teachers' praising students too often. Observational studies in general education and special education classrooms over the past 25 years have consistently found low rates of teacher praise. In a large-scale study of 104 teachers in Grades 1 through 12, White (1975) found that rates of teacher praise dropped with each grade level, and in every grade after second, the rate of teacher disapproval exceeded the rate of teacher verbal approval. More recent studies have reported similar low rates of teacher praise in special education classrooms (Baker & Zigmond, 1990; Deno, Maruyama, Espin, & Cohen, 1990; Gable, Hendrickson, Young, Shores, & Stowitschek, 1983; Nowacek, McKinney, & Hallahan, 1990; Shores et al., 1993; Ysseldyke, Thurlow, Mecklenburg, & Graden, 1984).

The ultimate intrinsic motivator is success itself (Skinner, 1989)—using new knowledge and skills effectively enough to enjoy control over one's environment, be it solving a never-before-seen algebra problem or reading a mystery with sufficient fluency, endurance, and comprehension to find out who did it. It is naive and irresponsible, however, for educators to expect students who do not already have the skills needed for experiencing success to work hard without positive consequences. Contingent teacher praise (along with other "extrinsic motivators" such as points toward a grade or slips of paper as entries in the classroom weekly lottery) is a critical and proven method for helping students achieve the performance levels necessary to come into contact with and be maintained by the naturally existing reinforcement contingencies of success (Alberto & Troutman, 2003).

Faulty Notion #6: BUILDING STUDENTS' SELF-ESTEEM IS A TEACHER'S PRIMARY GOAL

Many educators believe that children must feel good about themselves in order to learn. The notion is that if we build-up students' self-esteem, they will become excited about and open to learning and their abilities to read, write, and compute will blossom. Logical support for this notion can be found in the *positive* correlation between achievement and *positive* self-esteem: Children who are achieving academically and socially tend to have higher self-esteem than children who are failing and without friends.

The mistake is thinking that achievement is a by-product of high self-esteem (Ruggiero, 2000). It is more likely that self-esteem is a product of rising achievement and meaningful accomplishments, not a means by which to attain knowledge and skills. The nationwide Project Follow Through study that compared various curricular and instructional models, including several programs that emphasized the development of self-esteem, found that the Direct Instruction model that focused on improving children's reading, math, and language skills produced the highest scores on measures of self-concept—higher even than for programs designed to enhance self-concept (Watkins, 1997). This is not surprising. Children who are competent readers, writers, and math calculators are more likely to feel better about themselves than are children whose academic difficulties make each day in school a hardship.



The belief that raising students' self-esteem is a teacher's first priority, along with the fear that something might happen in the classroom that could damage children's fragile self-esteem, may account, in part, for two kinds of ineffective instruction in the classroom: (a) using instructional materials that allow students to be "right for the wrong reason" and (b) not correcting students' errors (Heward & Dardig, 2001). Instructional materials that students can complete with 100% accuracy, but without having to use the skill or knowledge the materials were intended to teach, are widely used from the primary grades through high school

Another problem with the misplaced emphasis on self-esteem is the hesitation by some teachers to correct student errors. Some teachers allow students to repeat errors because they believe informing students that their work contains mistakes may harm the students' self-esteem, which in turn will negatively affect achievement. Allowing students to repeat mistakes is what harms their achievement and ultimately their self-esteem. In addition, it wastes valuable instructional time because of the reteaching and relearning that eventually must occur.

When handled properly, errors can provide good opportunities for teaching and learning. Engelmann and Bruner (1995) noted, "The major difference between the average Reading Mastery I teacher, who teaches most of the children, and the outstanding teacher, who teaches all of the children, is the ability to correct" (p. 11, emphasis in original). Error correction is likely to be more effective—the student is correct the next time—and efficient—not too time-consuming so that additional learning trials can occur—when it is immediate (conducted before going to the next item or problem instead of at the end of the lesson); direct (teacher tells, shows, and/or guides the student through the correct response); quick (taking just a few seconds to correct an error is usually better than providing an elaborate explanation of the mistake); and ends with the student making the correct response (Barbetta, Heron, & Heward, 1993; Barbetta, Heward, Bradley, & Miller, 1994; Dalrymple & Feldman, 1992; Drevno et al., 1994; Espin & Deno, 1989).

Faulty Notion #7: TEACHING STUDENTS WITH DISABILITIES REQUIRES UNENDING PATIENCE

Conventional wisdom holds that an extra measure of patience is required to be a good teacher of children with disabilities. This faulty notion does a great disservice to students with special needs and to the educators who teach them.

Continued on page 14

Although patience is a *positive* and valued trait, in the classroom the idea that teachers must be patient with special education students often translates into slowed-down instruction, lowered expectations for performance, fewer opportunities to respond, and fewer in-class and homework assignments. A related piece of wisdom goes like this: Students with disabilities can learn, but they learn more slowly; therefore, they should be given extra time and instruction should be conducted at a slower pace. Although this reasoning possesses a degree of logic and common sense, research has found that slowing the pace of instruction makes things worse, not better, for students with learning problems. For example, Carnine (1976) conducted an experiment in which instruction was presented to four first-grade remedial reading students at two paces: slow (intertrial interval of 5 seconds) and fast (intertrial interval of 1 second or less). Fast-paced instruction resulted in more learning trials presented by the teacher, more responses per lesson by the students, better accuracy of student responses, and better on-task *behavior*. Systematic replications of this study have yielded a similar pattern of results (e.g., Carnine & Fink, 1978; Darch & Gersten, 1985; Ernsbarger et al., 2001; Koegel, Dunlap, & Dyer, 1980; Williams, 1993).

Just as teaching too slowly impedes learning, teaching with excessive sensitivity to and patience for students with disabilities may lead to lower expectations, fewer assignments, and students' participation only when the students "feel like it." Educational research is unequivocal in its support for the positive relationship between the amount of time children spend actively responding to academic tasks and their subsequent achievement (Brophy & Good, 1986; Fisher & Berliner, 1985; Greenwood, Delquadri, & Hall, 1984; Heward, 1994). When other key variables are held constant (e.g., quality of curriculum materials, students' prerequisite skills, motivation), a lesson in which students emit many active responses will produce more learning than will a lesson of equal duration in which students make few responses (e.g., Gardner, Heward, & Grossi, 1994; Sterling, Barbetta, Heward, & Heron, 1997).

Frequent opportunities to respond, high expectations, and fast-paced instruction are especially important for students with learning and *behavioral* problems, because for children who are behind to catch up, they simply must be taught more in less time. If the teacher doesn't attempt to teach more in less time...the gap in general knowledge between a normal and handicapped student becomes even greater. (Kame'enui & Simmons, 1990, p. 11)

Instead of patient teachers, students with disabilities need teachers who are impatient—impatient with instructional methods and materials that do not help their students acquire and subsequently use the knowledge and skills required for successful functioning in school, home, community, and workplace. Instead of waiting patiently for a student to learn, attributing lack of progress to some inherent attribute or faulty process within the child, a teacher should use direct and frequent measures of the student's performance as the primary guide for modifying instructional methods and materials to improve effectiveness. ■

The conclusion and the fourth installment of Dr. Heward's article will appear in the February issue of the Utah Special Educator.

Louisa C. Moats, Ed.D is a specialist in the implementation of school-wide interventions for improving literacy. She has written many chapters, journal articles, and books about spelling, reading, and language, including *Speech to Print: Language Essentials for Teachers* (Paul Brookes Publishing), *Spelling: Development, Disability, and Instruction* (York Press), and *LETRS: Language Essentials for Teachers of Reading and Spelling* (Sopris West).

Louisa Moats, Ed. D, Director of Professional Development & Research, Sopris West Educational Services



Poor readers at the intermediate and secondary level, those who score at or below the 30th percentile in reading, usually have experienced reading difficulty since they entered school. About 90% of older poor readers show deficits in speed and accuracy of word recognition (Shankweiler et al., 1999), and consequently do not read fluently for meaning. Many also demonstrate diffuse problems with language understanding and use. An ever-widening gap in reading experience separates these poor readers from classmates who do read. Inability to read well contributes to lack of growth in all language skills that support the development of literacy. Even though they are in high school and should be reading literature independently, adolescent poor readers often need to learn speech sound recognition, spelling patterns, and word structure so that they can improve word recognition and make up lost ground in vocabulary, text reading fluency, and comprehension of "book" language such as complex sentences and figures of speech.

The older students' predicament is complicated, however, by the limited capacity of most schools to provide intensive, continuous instruction in the language skills they missed. Few secondary programs are coordinated so that students can focus on reading and writing until proficiency is achieved. Moreover, very few teachers of older students are prepared to teach those skills in an efficient and well-informed manner consistent with research-based principles. Teachers expect that students should have learned the basics in elementary grades, and feel unprepared (and are often unwilling) to do a job they believe should not be theirs.

This paper includes a detailed description of an intervention curriculum called **LANGUAGE!** (Greene, 1995) that was designed specifically for the older poor reader. The entire three-year curriculum is based on the assumption that students must learn (or relearn) all the language proficiencies that enable fluent and meaningful reading and writing. Data are reported from one of the many school district implementations that have yielded promising results.

The Rationale for Structured Language Teaching

Reading comprehension differs from listening comprehension because it is dependent upon fast, accurate, and automatic recognition of the printed word as well as the ability to interpret academic language—that is the words, figures of speech, syntax and text structures most common in printed material. Poor readers who are at least several

LANGUAGE

Curriculum for Poor Readers



grades behind expectation are deficient in some or all of these language-processing abilities (Catts et al., 1999). Some of the deficiencies, especially those in phonological processing, are core or causal deficits (Shankweiler et al, 1999); others are longer-term consequences of the original linguistic deficits and the poor reader's concomitant inexperience with written text (Stanovich & West, 1989). Older readers' language difficulties tend to be increasingly global, interdependent, and progressive (Cunningham & Stanovich, 1997). Past third grade, students with reading disabilities tend to make no significant progress once they fall behind, either in absolute level of skill or in relative standing, unless they are taught intensively and skillfully over many months (Fletcher et al., 1994; Torgesen et al., 2001). Other students, such as those who suffered poor instruction or those who speak a language other than English, also seldom overcome their early deficits spontaneously.

The **LANGUAGE !** curriculum (Greene, 1995) was designed to teach older students of low literacy (reading levels between 1st and 6th grades) the structure and use of all language systems necessary for successful reading and writing. Each language system is addressed in its own curricular strand. The strands include: phonemic concepts; phonemic awareness; phoneme-grapheme associations, syllabification; word recognition; vocabulary development; text reading; comprehension; spelling; orthographic concepts; mechanics; composition; grammar and usage; syntax and sentence structure; semantic relationships; figurative language; and morphology. Each language strand is interwoven with others in daily lessons, so that language skills are developed in relation to one another. Each language component is taught systematically, cumulatively, sequentially, and explicitly until mastery is achieved. The entire curriculum spans three years of instruction, divided into 54 units, beginning with basic language concepts and progressing to more and more complex reading and composition. The instructional routines at Level 1 begin with the most fundamental skill, phonological awareness.

Phonological Concepts

Awareness of phonemic speech segments is necessary for successful use of an alphabetic writing system. The phonological processing weaknesses of poor readers limit their ability to identify, produce, repeat, recall, and manipulate those segments in spoken words (Høien, Lundberg, Stanovich, & Bjaalid, 1995). Poor readers' mental representations of the internal details of spoken words tend to be incomplete, nonspecific, or erroneous (Stone & Brady, 1995). Phonological skills can be improved with instruction and practice, in students of any age, and such improvements are generally associated with progress in reading and spelling (Torgesen et al., 2001). Adolescent poor readers often need practice with the same phonological awareness tasks that are known to facilitate reading and spelling acquisition in young children. The methods, timing, and conversation about phonology differ, however. Adolescents are enticed with the challenges of "linguistic awareness" and "phoneme manipulation". They will engage tasks of phoneme matching, isolation, segmentation, blending, rhyming, deletion, substitution, and reversal in brief, fast-paced exercises, because they can understand the benefit of such practice for decoding and spelling. In this curriculum, finger and hand movements for sound counting, sequencing, and blending are part of the routine and lend a multi-sensory dimension to learning. Short, fast-paced drills that focus students' attention on spoken language preface the lesson components that shift attention to print.

Orthographic Processing

Poor readers' weaknesses in orthographic processing include failure accurately and/or rapidly to recognize or recall common grapheme units, redundant letter

patterns, morpheme units, and whole words (Ehri & Soffer, 1999; Manis, F.R., Custodio, R., & Szeszalski, P.A., 1993; Wagner & Barker, 1994). A grapheme is a letter or letter combination that represents a speech sound, such as *igh* for /a/, *-dge* for /j/, or *-ck* for /k/. Efficiency in orthographic processing is developed in several ways in the curriculum, including fast drills on identifying graphemes in lists of words, sorting words by sound-spelling patterns, rapid sight word reading, phrase reading, and text reading. Repeated readings of easy text in a variety of formats also improve reading fluency. Spelling words that use specific grapheme units and patterns builds recall of letter sequences.

This curriculum includes with each unit a decodable storybook that is part of a serial adventure with the same cast of characters. As students progress in reading skill, the stories become lengthier and richer linguistically, but always provide practice in recognizing orthographic patterns that have been taught in the units.

Morphologic Processing

Word recognition at more advanced levels, beyond basic phonics, is facilitated by skill in syllable and morpheme recognition. A morpheme is a meaningful unit that may be less than a syllable, a syllable, or more than a syllable. In the extensive Latin-based vocabulary of English, prefixes, roots, and suffixes are morphemes that tend to be spelled consistently and transparently (*circumnavigation, conspiratorial, veracity*). Students who are poor readers, partly because of diminished experience with print, may not be aware that words share a root or affix, or that they belong to larger "word families", until these relationships are deliberately pointed out during instruction (Shankweiler et al., 1995). Students may not spontaneously recognize similarities among vocabulary items (word pairs or groups such as *grime-grimy; define, definitely, definition; justice - justification*) and are dependent on direct teaching to develop such insights (Henry, 1997).

This curriculum begins teaching common morphemes, beginning with word endings *-ed, -s, and -ing*, as soon as students can read a few closed-syllable words. Students are asked to recognize the presence of morphemes in spoken words; to "recover" root morphemes in words after paring off prefixes and suffixes; and to create new words by combining morphemes. The existence of large word families connected by a root is reinforced by the use of word maps, word searches in text, and study of word origin. Anglo-Saxon, Latin, and Greek root and affixed morphemes are taught in sequence from more to less common as the 54 units progress.

Editors note: How does your district/school reading program align with research-based, Reading First strategies and mandates? This article is presented as part of an ongoing series on best practices for teaching reading. Language Curriculum for Poor Readers will continue in the Feb. Special Educator. This is the first of two installments. A compilation of current and future articles in this reading series can be found at: www.updc.org/specialeducator/index.html ■

CURRICULUM RESOURCE:
LANGUAGE! www.sopriswest.com

Connecting Brain Research With Classroom Practice



Brain Friendly

Pam Robbins will present on leadership skills for the Utah Mentor Teacher Academy April 22-23, 2004. Past mentors who would like to attend should contact Mary Baldwin at the UPDC (801) 272-3431.

The landscape of the classroom has become increasingly diverse and challenging. Teachers are feeling pressure to help prepare students for high stakes testing. Never before has teaching been so complex! And yet, it still remains one of the most satisfying and rewarding professions.

Brain researchers are continuing to learn more about how the mind processes information. As Pat Wolfe, author of the Association for Supervision and Curriculum Development (ASCD) book *Brain Matters* says, "The more we learn about the brain, the better we'll be able to design instruction according to how it learns best." In keeping with this notion, the following "brain friendly" practices are offered. The "21 Practices That Work" that follow can be used as a cooperative learning activity in a faculty meeting. To do this, faculty members can form groups of seven and each person can read three of the practices, think of concrete examples from their own work and then share this information with group members. As a follow-up activity, staff members can talk about the results of using these ideas in their classrooms. This activity will support professional colleagues in their goal to make a difference in every student's life!

21 Practices that Work

1. Immediately engage the attention of learners when they come in the classroom. The activities need to be of high interest and anchored in benchmarks or standards. They can be used to build readiness for a lesson about to be taught or review a previously taught concept. (The brain remembers best what comes first and next best what comes last.) Information lingers in the sensory memory only 3/4 of a second. Then information is either forgotten or sent to short term memory. If the teacher doesn't engage the attention of the learner, something else will!
2. Routinely post lesson outcomes, benchmarks, or standards in a specific place on the chalkboard so students can refer to these. An agenda for the day and homework assignments should also have a regular place on the board. (Advance organizers trigger attention and are linked to promoting memory.)
3. Use state standards to design curriculum and instruction, and assess student work. (Research indicates that high performing, high poverty schools implemented this practice with notable results. Making the brain aware of performance targets increases attention.)
4. Involve students in active learning experiences that engage a variety of learning channels: auditory, visual, and kinesthetic.
5. Seek ways to structure activities so that students may have an opportunity to use a variety of "intelligences" (visual-spatial, mathematical-logical, verbal-linguistic, musical, bodily kinesthetic, interpersonal, intrapersonal, naturalist). (We remember only 10 to 20% of what we hear. Active involvement focuses attention and increases the probability that students will remember what they have "rehearsed.")
6. Engage students in learning tasks, such as experiments or experiential activities that require them to actively construct meaning. (The brain actually forms new neural connections when it is actively engaged in "meaning making" based on experiences.)

7. Chunk curriculum content appropriate to the developmental age of the learner. (The capacity of the short-term memory appears to develop with developmental age. This understanding has major implications for the design and delivery of curriculum.)

8. Change activities at least 4 to 5 times within the context of a lesson. For example, students may first be actively engaged in a warm-up activity, report out, experience direct instruction, create a graphic organizer to summarize learnings, stand, pair and share their work (with other students), and respond to a prompt in their learning journals. (The primacy-recency literature suggests the brain remembers best what comes first and next best what comes last. Hence, the more “firsts” and “lasts” within a lesson, the more memorable its content.)

9. Provide opportunities for meaningful “rehearsal” or practice after initial content has been introduced. Periodically provide review activities to distribute rehearsal opportunities over time. (The more opportunities a student has to meaningfully “rehearse,” the greater the chance that information will move from the short term to long-term memories. Providing rehearsal opportunities using a variety of learning channels will maximize the probability that long term retention will occur.)

10. Structure opportunities for movement during learning experiences. These can include activities such as standing diagrams, clock partners, carousel brainstorming, move-mix-freeze, talk walks, or gallery walks. (Movement provides oxygen to the brain, increases attention, and in some cases, integrates communication between the right and left hemispheres.)

11. Seek opportunities to integrate the curriculum. For example, in the “Dear America” series, students read autobiographical accounts written by fictional characters based on actual historical events. Hence history comes alive in a language arts context. (Subjects are not found in isolation in the real world. The long-term memory stores information in networks of association. The more “associations” or connections a student has with a particular fact or concept, the more easily that information will be to recall and retrieve.)

12. Use humor related to content. For example, concepts may be taught using a cartoon lecture. (Humor increases retention up to 15 percent!)

13. Engage students in a variety of tasks that require higher order thinking skills. (Analysis, synthesis and evaluation tasks require students to access and use previously stored information to foster new neural connections in the brain.)

14. Provide for a variety of flexible grouping contexts that engage students in working with an array of their colleagues. (Much learning occurs through social interaction. Students can receive instruction appropriate to their learning needs and pace in small group settings. As students master academic content, they simultaneously develop skills in working with, and appreciating, others. For many students, a small group setting reduces anxiety. The brain functions optimally in a state of “relaxed alertness.”)

15. Assign and grade relevant homework that extends rehearsal opportunities and reflects how content will ultimately be assessed. (Research suggests that students learn more when they complete homework that is graded, commented upon and discussed by their teachers.) Match instruction and assessment practices consistent with how standards and benchmarks ultimately will be assessed and the setting in which assessment will occur. (Research on “state dependence” indicates that content will be most easily recalled when it is assessed under the same conditions as when it was originally learned.)

16. Use authentic assessment measures. Engage students in applying new and recent learnings in a real world context. (The brain remembers based on what is embedded in a particular context. For example, to recall what one had for dinner last Saturday night, most people will have to first remember where they were.)

17. Provide opportunities for students to summarize their learnings in written or verbal form and communicate them to others. (Summarizing strengthens neural connections. When students “rehearse” through reciprocal teaching, retention is enhanced 65 to 90 percent!)

18. Monitor and invite students to monitor their own progress. (Self-monitoring and feedback can be a source for intrinsic motivation and may increase attention and focus.)

19. Select assignments that are challenging and interesting. Provide a support structure to help students achieve success in a psychologically safe environment. (The brain learns best in an atmosphere of “high challenge and low threat” (Caine and Caine).)

20. Create a learning environment where students perceive that they are: (1) safe from physical, verbal or psychological harm, (2) free to experiment and take risks when learning, (3) “connected” in their relationships with others—including the teacher and other students, (4) valued members of the class. (Emotion drives attention and attention drives learning. If students feel safe and cared for; if teachers and others are responsive to their needs, their ability to focus and learn will be enhanced.)

21. Encourage parents to stimulate their children’s intellectual development and to provide a caring, responsive climate in the home. (Environment plays a key role in brain development and intelligence. Verbal interaction with children, for example, has a direct impact on language and vocabulary development. A caring responsive climate contributes to the development of a child’s sense of self-esteem.) ■

Pam Robbins is an internationally recognized consultant who specializes in peer-coaching, leadership, change process and staff development. (707) 255-3648

Pam Robbins, Consultant





Communication: We're Still at It!

In fact, it is impossible not to do it. Even when we think we are not communicating, we are—and often more loudly than when we hear our own voice. My entire career has been spent in communicating, and the more I communicate, the more I realize the importance of communicating in a way that I am understood as I intended. Herein lies the problem - we each have our construct of reality and filter what is communicated to us by others through reality as we know or understand it.

A few days ago in my men's group I was very quiet and had listened carefully to the concerns of the other members regarding the problems of communicating within their families. One of the younger members asked what I had learned about successfully communicating with my family. I suppose that my being the oldest member of the group implied that perhaps I had learned something that worked.

This question caused me to survey my past to identify what had been successful and where I had learned strategies to communicate in a productive way. My teaching career has been centered on teaching speech and theatre. One of the first workshops I was asked to present was on communicating. That was over forty years ago and here I am again addressing this same subject. I had college and university classes, workshops, and staff development that purported to have the answers; however, the one bit of instruction that stands out in my mind and has become a way of life for me was by John Narciso from Trinity University, Texas, at a drug and alcohol prevention workshop in Vail, Colorado some thirty years ago.

John titled his presentation, *Declare Yourself: Discovering the Me in Relationships*. This sounded self-centered and at first I was skeptical; however, after realizing that all communication in my world

starts and ends with me has helped broaden my understanding of communicating rather than limiting it.

John's basic premise in this book is "...how people *choose* to relate to one another is the key to interpersonal relationships." He also contends that we are not born knowing how to communicate or behave with other people successfully. If we were, there would be no reason for yet another workshop in communicating.

Most of us communicate to improve our options and to have more comfort and freedom in our lives. John wrote a book with the same title as his workshop in reaction to the description of young adults in Jeffrey Shrank's book, *Teaching Human Beings*. Shrank states that "...the young adult grows up learning that he is not important, that he needs permission to do things, that he is controlled by outside forces, and that he must hide his real self. He believes that learning is something given to him by other people and that he must become what others want him to become."

Because we want to have more freedom and control in our lives, we often communicate in destructive ways that most often include demanding, deferring and defecting. Each of these achieves the opposite effect we thought we had communicated and someone always loses or gives up something. The demander gets his/her way, often in a blustery way. The deferrer usually accepts his/her fate and gives in. However, the deferrer may want to become the new demander and to do this often defects by using get-my-way behaviors. John invites us to learn to "declare" ourselves by knowing how to recognize the filters that cause negative results in our communications and to learn how to use a new option and its language. This option allows us to find the balance of being responsible for ourselves, and responsive to others. It helps us know how to confront the problem and not each other.

I was convinced and on returning home I asked my family to read the book with me so that we could communicate in the way John describes. We took turns reading; however, one evening when

I announced it was time to read again, my son silently rebelled non-verbally through sitting by the fireplace with his head in his hands, looking at the floor and making all the appropriate noises of displeasure. Ironically, the chapter was about get-my-way behaviors. When I finished, my son looked up for the first time since I had started reading and said, "...And dad, you do it too!" He was absolutely right! We all had a good laugh and this initiated the beginning of a tradition that has existed in our family through children and now to grandchildren. It has even helped us cross cultural barriers as members of our family have lived in different parts of the world.



All communication in my world starts and ends with me.

In answer to the question from the young man in my men's group: We're still at it! Although we have had years of practice, we have learned that no matter how well we communicate it takes a constant awareness and application of what we know to make communicating successful. A quick "You do it too!" reminds us that we once again need to take stock of how we choose to communicate. ■

Narciso, J. and Burkett, D., *Declare yourself: putting the me in relationships*. Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

Editors' Forward:
Special Educator Features Elementary School

Teaching has always been a high stakes profession; high stakes because teachers (and schools) do make a significant impact on the outcomes of students and their trajectories in life. This has always been so, but we are being forcefully reminded of our responsibility for the educational outcomes of ALL children under NCLB, IDEA etc... The editorial staff of your Utah Special Educator is dedicated to providing a forum for honest debate and providing "what works" strategies for school improvement and increased student achievement. Where does your school fit regarding Adequate Yearly Progress (AYP), and what reforms are under way? We most often highlight schools/programs and teachers who have demonstrated success and present them as models. What lessons are there to learn from schools that have especially challenging situations?

The Utah Special Educator will periodically follow the challenges, changes and progress of Midvale Elementary School. Midvale Elementary has extremely high "at-risk" student factors in the largest urban school district in the state. Compare your school demographics and educational outcomes to those of Midvale Elementary. This school is rebuilding under the leadership of a new principal, Mark Riding (who volunteered for this assignment!), a dedicated staff, new literacy curriculum and supplemental materials, and a revitalized vision:

Midvale Elementary, More Kids Doing Better Work!

Mark, what do you see as Midvale Elementary's most difficult challenge this year?

There are a number of what might appear to be insurmountable issues facing everyone involved with educating young children. First of all, we must be sensitive to the incredible challenge some of our students face in mastering their native language, the English language and the curriculum appropriate to their grade all at the same time. Many of these students find themselves in a situation where they must change schools frequently due to family circumstances. On top of this, add the issue of poverty and our schools have a real challenge in determining and meeting the essential needs of our children.

What will be your emphasis in meeting these challenges the first year?

We are focusing on reading and literacy skills. We have implemented the Jordan School District's Balanced Literacy Program for our accomplished readers. For our students still aspiring to learn to read on grade level, we have adopted Alan Hofmeister's Reading For All Learners and the SOARS program which is published by Houghton-Mifflin. We have also implemented Dynamic Indicators of Basic Early Literacy (DIBELS), which is an assessment tool that provides the teachers with an ongoing tracking system for each student.

Creating a CAN DO School Culture

An interview with Mark Riding, Principal, Midvale Elementary



"CAN DO" Principal Mark Riding preparing to lead the Halloween parade at Midvale Elementary.



What do you see as Midvale Elementary School's strengths?

First of all, our staff. We are fortunate in having a group of professionals who are not afraid to embrace change and try new ideas when the old ways aren't working. They are flexible and extremely committed to the students. The staff knows that the task of meeting each student's needs, given the time and resources at their disposal, is a very difficult job. We know we can't accomplish this task alone, or as individuals, so I've seen a lot of collaboration and sharing going on.

The parents are definitely one of Midvale Elementary's strengths. They have been very supportive and appreciative of the hard work that our staff puts in on behalf of their children. I am also grateful for the respect that they have shown to those who they consider educators. It's very motivating to have parents who appreciate and respect what you do.

Our students are remarkable young people. In spite of their personal challenges (learning a second language, high rate of mobility and poverty) they are very well-behaved and want to learn in the worst way.

All the pieces for being successful are here. Besides having great people involved, our Title I funds provide us with a breakfast program at 7 AM that over 50% of our student body attends daily. In partnership with the Boys and Girls Club, we sponsor an after school program that offers homework assistance and recreation until 6 PM. Our Title I money also has allowed us to hire additional teachers and paraprofessionals to help reduce our class size.

What do you view as the most important role of the principal?

Definitely to help set the tone of the school. To create a positive school culture is a must. Everyone at school needs to have the confidence that we can do what we set out to do. Along with establishing a CAN DO attitude, the principal must help to organize a clear and consistent focus. As individuals, each of us has certain things we hold as valuable and important. However, as a family called Midvale Elementary, we need a simple clear and unified focus, which this year is reading and literacy.

What can the principal do to help the school develop this CAN DO attitude?

I would suggest hiring people with good attitudes to begin with! After that we can help by keeping things simple. By that I mean help the staff avoid unnecessary paperwork and meetings so they can spend their time instructing students and collaborating. Finally, principals should make sure that successes are being acknowledged and celebrated. Midvale Elementary honors a student of the week, as well as honoring students from every grade once a month. These events are part of our weekly TV broadcast that is aired Friday in every classroom in our school.

It is my belief that teachers are rewarded by knowing that they made a difference in the lives of their students. The CRT results are not the only measure of success in our students' lives. We need multiple yardsticks to measure the real improvement that individual students and their teachers are making. Our staff is constantly tracking the



Principal Mark Riding with Student of the Week "King" Juan Carlos

progress of students so they know when and what to celebrate, as well as have the data for making instructional decisions.

In what area do you see our schools needing the most support?

Where's the support for students who are at risk for academic failure? A state-wide focus on best practices or the best way to teach reading and math to these students would sure help. Some assistance in identifying and providing successful programs to schools would be a step in the right direction.

Is there anything you would like to add?

The goal of schools is simply to get more students to do better work. In order to do this, we must first identify where each student is in regard to his or her performance (both the quantity and the quality). Then everything we do at school should be an attempt to get each student to "kick it up a notch." We need to stop doing what isn't working for students and keep trying new ideas until we find what does work. This requires us to constantly be able to embrace change.

I also think teachers are the experts and authorities when it comes to educating our students. Who else spends all day in the classroom with these children? If there are answers to some of these seemingly insurmountable situations, it probably lies in the hearts and minds of our teachers. They need to be given the time, resources and empowerment to practice their profession. Our business leaders and our legislators would do well to lend these teachers their support before they burden them with their criticism. ■

When children can't read because they lack the necessary phonemic awareness and phonics skills, systematic and explicit instruction in both has been proven to have significant benefit. Recent research has shown that students who enter school with strong phonemic awareness do well in reading while those who enter with poor phonemic awareness struggle. Phonemic awareness, the ability to hear and work with the sounds of spoken language, is the foundation upon which phonics skills

While an average student requires about 20 hours of phonemic instruction to be successful, a struggling student may require two or three times that amount. We have found the time to be well spent, however. Once students master phonemic awareness they "take off," and quickly learn and utilize phonics skills to begin reading. There are many good assessments for the purpose of determining a student's proficiency with phonics skills. Two that we have used include

Phonics and Phonemic Awareness: Tools for Reading Success

are built. It must be sufficiently developed before phonics instruction will be effective. Phonics instruction teaches the relationship between written and spoken language, and helps readers recognize words accurately and automatically. Students must be able to recognize words automatically to be fluent readers. The good news is that both phonemic awareness and phonics can be taught. When working with struggling readers it is important to assess in the areas of phonemic awareness and phonics and to provide remediation where needed. Although many reading programs provide a subtest for assessing phonemic awareness, we have found an informal teacher made test to be a good measure of proficiency. When choosing an evaluation instrument it is important to use one that measures a student's ability to hear and manipulate sounds in the following areas:

Listening for and isolating beginning and ending sounds in words

Substitution of sounds in a word to make new words: (replace the /p/ in "pat" with /c/ to make "cat")

Blending: Hearing /p/-/i/-/g/ and saying "pig"

Unlocking: Hearing "cat" and saying /c/-/a/-/t/

Rhyming

Omission of beginning sound: "Say mat without the /m/."

A deficiency in any area indicates a need for instruction and practice in that skill. A remedial program might include the following components:

An evaluation by an audiologist.

Use of computer software such as Earobics for auditory training.

Use of Interactive Read Alouds for the purpose of modeling how individual sounds fit together to make words.

Systematic instruction in hearing and manipulating sounds in one on one or small group settings.



the Names Test by Patricia Cunningham and a teacher made Onsets and Rhymes assessment. The specific sounds students need to be assessed in are:

Consonants

Short vowels

Consonant digraphs (sh, ch, th, wh, ph)

Consonant blends

Long vowels with silent e

Vowel teams

Vowel diphthongs (ou, ow, oy, oi)

Silent consonants

Inflectional endings (s, ed, ing)

Prefixes

Suffixes



Remediation is provided with any sounds the child has difficulty with. The most effective phonics instruction utilizes these methods:

- Direct instruction techniques that include group and individual responses
- Use of key words and picture cues to facilitate memorization
- Color coding on flashcards and charts to highlight the sound being taught
- Shared Reading (linking the phonics lessons to the shared reading selections makes them more effective)
- Interactive writing of class composed phonic charts
- Word walls
- Both guided and independent practice
- Activities and games
- Modeling of how to apply phonics skills in reading and spelling
- Short intensive instruction (10 minutes or less)
- A multisensory approach including visual, auditory, and motor modalities
- Frequent review of previously taught sounds
- Abundant repetition
- Opportunities for connection of phonetic instruction to meaningful text
- Frequent assessing of concepts taught

Vickie Webb, Facilitator, Westridge Elementary, Provo School District

- Sorting activities
- Use of songs and poems to promote phonetic sounds
- Dictation
- Books that contain previously taught phonic elements for reading and rereading
- Systematic teaching of the 37 most common rhymes

By using the 37 most common rhymes (the part of the word with the vowel) and substituting the different onsets (the part before the rhyme), students can easily form 500 words. The ability to instantly recognize the most common rhymes should be mastered by all students. The most common rhymes are:

**-ack -all -ain -ake -ale -ame -an
-ank -ap -ash -at -ate -aw -ay
-eat -ell -est -ice -ick -ide -ight
-ill -in -ine -ing -ink -ip -ir
-ock -oke -op -ore -or -uck -ug
-ump -unk**

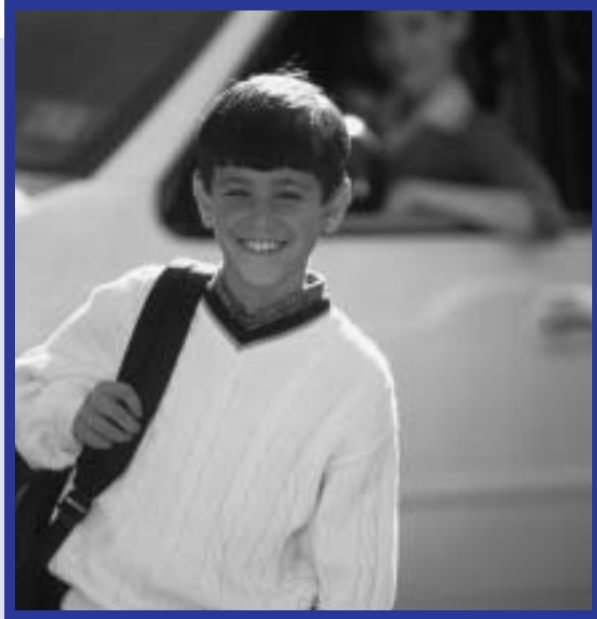
There are many excellent resources available to aid teachers in the teaching of phonemic awareness and phonics skills. One favorite book that we have used is called *Phonics A to Z* by Wiley Blevins. It is published by Scholastic. We have also listed below some favorite websites containing many ideas for lessons and activities. It is important to remember that the purpose of phonics instruction is to enable our students to recognize words quickly and automatically. The teaching of “sounding out” is a means to an end. Most students can master most phonetic elements within two years. As soon as our students develop automatic word recognition skills we need to direct our instructional focus to comprehension through increased reading and writing of text. We should, however, continue to teach the application of phonics skills in the attack of new words in guided reading groups. ■

Editors’ note: How does your district/school reading program align with research-based, Reading First strategies and mandates? This article is the third installment in an ongoing series on best practices for teaching reading. All issues of *The Utah Special Educator* will address each of the five essential reading components, one per issue, and highlight schools, programs and teachers that successfully apply these best practice criteria. A compilation of current and future articles in this reading series can be found at:

www.updc.org/specialeducator/index.html



A Guide for Implementing Curriculum-Based Measurement for Reading



One critical feature for educators to consider when assisting students' success in reading is determining when students are making adequate progress and when they may need additional assistance. This critical feature is best addressed using formative evaluations also referred to as progress monitoring. Among the options is curriculum-based measurement (CBM), which is easy to administer and score, has good treatment validity, as well as good reliability and validity. In this article, we will describe how to monitor student growth within an instructional program using CBM data in reading. CBM is appropriate for this purpose because it provides descriptions of academic behaviors (i.e., reading) that are observable and measurable, which allows educators to use the data to help inform instructional decisions.

How to Conduct CBM in Reading

CBM in reading includes two types of measure: maze passages and oral reading fluency (ORF) passages. Since ORF tends to be used more often we will limit our discussion to this type of CBM reading measure.

The first step in conducting CBM for reading (ORF) is to obtain the appropriate materials. These materials include:

1. Different but equivalent reading passages/probes (at least 200 words in length)
2. A stopwatch or count down timer that displays seconds

3. A pencil, pen
4. An equal interval graph to plot the data
5. Directions for administering and scoring the passages

Two copies of each passage will be needed, one copy for the student to read and one copy for the teacher/examiner to write on. The teacher/examiner copy should include the number of words added cumulatively for each line to aid in scoring.

The passages will be used for two different purposes. The first purpose is to determine the student's instructional level. The teacher/examiner administers three passages at what is thought to be the student's instructional level. To determine this level the median score from these passages need to meet the following criteria: 40 to 60 words read correct (WRC) with 4 or fewer errors for grade 1 and 2, and 70 to 100 WRC with 6 or fewer errors for grades 3 through 6. Testing, using three additional passages, is continued until the student's median score matches this criteria.

The second purpose for the passages is to monitor progress. Monitoring progress is accomplished by using 30 equivalent passages at the student's goal level. These passages should be administered weekly over the school year (one passage per week). Goal level material for each grade is as follows: grade 1 - grade 1 passages, grade 2 - grade 2 passages, grade 3 - grade 4 passages, grade 4 - grade 5 passages, grade 6 - grade 7 passages.

Directions for Reading CBM

Shinn uses the following directions in his CBM book:

Say to the student "When I say 'start,' begin reading aloud at the top of this page. Read across the page [demonstrate by pointing]. Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions?"

Say "Start."

Follow along on your copy of the story, marking the words that are read incorrectly. If a student stops or struggles with a word for 3 seconds, tell the student the word and mark it as incorrect.

Place a vertical line after the last word read and thank the student.

Count the number of WRC and incorrectly.



educators not lower expectations, given that students should be able to achieve near typical growth rates if given appropriate instruction.

Once the instructional level is identified, the next step is to determine the long-term goal for WRC. The goal is determined by using the median score of the three passages at the student's instructional level and the expected growth for the student's goal level.

These scores are then transferred onto an equal interval graph. The goal line is drawn from the original score to the goal score. This line is then used as a reference point in regard to the effectiveness of instruction. To do this the data points on the graph are examined each week. If at any time four consecutive data points fall below the goal line, a change in instruction is recommended. Similarly, the goal is raised whenever four consecutive data points fall above the goal line. Using the data in this way allows the teacher to determine if the student is making appropriate progress or if a change in instruction is warranted.

With the increased emphasis on outcome measures, educators should be monitoring the progress of their students. Monitoring students' progress in reading allows educators to make instructional changes in a timely and efficient manner. Educators do not have time to waste when it comes to teaching reading skills. This article describes how CBM is one way educators can use data to help inform instructional decisions in reading.

This is the second of two articles on curriculum-based measurement (CBM). The November 2003 issue (vol. 24, no.4) of the Utah Special Educator featured an introduction (Hosp & Hosp) to CBM. ■

Scoring Reading CBM

Words that are read correctly in accordance with the text are scored as correct. Words that are mispronounced, omitted, substituted, or reversed are scored as errors, while repetitions and insertions are ignored. If the student self-corrects in three seconds the word is counted correct, but if the student hesitates on a word for more than three seconds they are supplied the word and it is counted as an error.

How Much Progress Can We Expect in Reading

Once the instructional level is determined, the next step is to determine how much progress should be made on a weekly basis. Ambitious growth rates for WRC per week are: grade 1 - 3 words, grade 2 - 2 words, grade 3 - 1.5 words, grade 4 - 1.1 words, grade 5 - .8 words, and grade 6 - .65 words. These rates are appropriate for typically developing students as well as for students with disabilities. Because students with disabilities are already behind, it is critical that



I am convinced that one of the major keys in determining the quality of a preschool program is the use of appropriate curriculum. I have recently used an activity in my workshops that demonstrates how many preschool programs choose their curriculum. This activity starts with a stack of cards labeled with the name of a food item. The cards range from beans, strawberries to tofu, carrots, macaroni, and liver. Each participant picks three cards and designs a recipe for an imaginary meal for five guests that evening. Some of the recipes come out with minor complications, such as strawberry chicken salad with mayo. Others, however, are much more problematic such as using tofu, lima beans and whole wheat flour for a scrumptious meal. We all have a big laugh as we share the menus we have created for our guests and we

course of action for a curriculum based on the “best knowledge of theory and research, and practice about how children develop and learn, with attention given to the individual needs and interests in a group in relation to program goals” (NAEYC and NAECS/SDE, 1990). The **complete position statement** can be found online at www.naeyc.org under NAEYC Resources, then Position Statements. Look for *Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8*.

1. The curriculum has an articulated description of its theoretical base that is consistent with current research on how children learn.
2. Curriculum content is designed to achieve long-range goals for children in all domains - social, emotional,

What Works in Quality Preschools... Appropriate Curriculum!



Terri Mitchell, Utah Personnel Development Center

evaluate whose house we would like to attend based on the ingredients chosen for the menu. Then I have them think about how they design their curriculum for young children. Unfortunately, it is often as simple as flipping through a “cookbook” hoping to throw as many ingredients

together as possible in the hopes of creating something positive. We expect young children to “eat” what we “serve” them, and if they don’t like it...we still expect them to sit through it. Whether it is the “color of the week” or “bears in February,” this approach often fails to provide the opportunities needed for rich conceptual development.

The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) have jointly provided guidelines for choosing curriculum content which I think many preschool programs fail to take into consideration. My intention for sharing these guidelines is for preschool providers to reflect on or evaluate their current program practices. It is important to determine a

- cognitive and physical - and prepare children to function as fully contributing members of a democratic society.
3. Curriculum addresses the development of knowledge and understanding, processes and skills, dispositions and attitudes.
 4. Curriculum addresses a broad range of content that is relevant, engaging and meaningful to children.
 5. Curriculum goals are realistic and attainable for most children in the designated age range for which they were designed.
 6. Curriculum content reflects and is generated by the needs and interest of individual children within the group. Curriculum incorporates a wide variety of learning experiences, materials and equipment, and instructional strategies, to accommodate a broad range of children’s individual differences in prior experience, maturation rates, styles of learning, needs and interests.
 7. Curriculum respects and supports individual, cultural, and linguistic diversity, and supports and encourages positive relationships with families.
 8. Curriculum builds upon what children already know and are able to do (activating prior knowledge) to consolidate their learning and to foster their acquisition of new concepts and skills.



9. Curriculum provides conceptual frameworks for children so that their mental constructions based on prior knowledge and experience become more complex over time.
10. Curriculum allows for focus on a particular topic or content, while allowing for integration across traditional subject-matter divisions by planning around themes and/or learning experiences that provide opportunities of rich conceptual development.
11. Curriculum content has intellectual integrity; content meets the recognized standards of the relevant subject-matter disciplines.
12. Content of the curriculum is worth knowing; curriculum respects children's intelligence and does not waste their time.
13. Curriculum engages children actively, not passively in the learning process. Children have opportunities to make meaningful choices.
14. Curriculum values children's constructive errors and does not prematurely limit exploration and experimentation for the sake of ensuring the "right" answer.
15. Curriculum emphasizes the development of children's thinking, reasoning, decision-making, and problem-solving abilities.
16. Curriculum emphasizes the value of social interaction to learning in all domains and provides opportunities to learn from peers.
17. Curriculum is supportive of children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene, and nourishment/elimination.
18. Curriculum protects children's psychological safety, that is, children feel happy, relaxed, and comfortable rather than disengaged, frightened, worried, or stressed.
19. Curriculum strengthens children's sense of competence and enjoyment of learning by providing experiences for children to succeed from their point of view.
20. Curriculum is flexible so teachers can adapt to individual children or groups. ■

Preventing Problem Behavior:

Implementing a School-Wide System of Behavior Support

This edition of the *Utah Special Educator* focuses on what works for schools. Almost a decade of research has provided evidence for the best method of preventing problem behavior in schools—implementing a school-wide system of behavior support.

Implementing a school-wide system is a proactive approach to preventing problem behavior with an emphasis on teaching, monitoring, and rewarding students rather than relying on punitive strategies (e.g., suspension) to change student behavior. Key components of school-wide behavior support include:

- School staff agree upon 3-5 positively stated expectations (e.g., “Be There, Be Ready” “Hands and Feet to Self”).
- Expectations are taught throughout the school (i.e., classrooms, cafeteria, hallways, and bathrooms) both at the beginning and throughout the school year.
- A continuum of rewards/incentives is established to acknowledge students for following expectations.
- A range of consequences is established for students who are not following expectations.
- Data (i.e. office discipline referrals, attendance rates, tardies, suspensions, etc.) are gathered on an ongoing basis to evaluate school-wide efforts.
- A team, which includes a school administrator as an active participant, is in charge of leading school-wide behavior support and evaluating its effectiveness.

Schools in Utah and throughout the country have experienced reductions in office discipline referrals, increases in attendance, and increases in academic engaged time following implementation of school-wide behavior support plans. These gains do not occur overnight and schools must commit to continually refining and evaluating whether the school-wide system is working.

School-Wide Behavior Support Implementation and Evaluation

There is no one method or curriculum to follow when implementing school-wide behavior support. The goal is to establish a system which includes the key components mentioned above and fits the



culture of your school. For schools that have made efforts to implement a school-wide system of behavior support, the Systems-Wide Evaluation Tool or SET (developed at the University of Oregon) can be used to reliably measure implementation of the key components. The SET uses the following indicators to measure the extent to which a school-wide plan is in place:

- Staff report that school-wide expectations have been taught and reviewed.
- *Students* know the school-wide expectations.
- *Staff* know the school-wide expectations.

- Students report they have recently *received* a reward for following expectations.
- Staff report they have recently *delivered* rewards to students for following expectations.
- A school team (which includes an administrator) meets regularly to address behavior support, uses data for decision-making, and regularly presents data to all staff.
- The administrator and staff agree on student problem behavior that should be handled in the classroom versus sent to the office.
- A crisis intervention procedure is in place to deal with extreme emergencies (e.g., student brings a gun to school) and all staff agree on how to handle crisis situations.

School-Wide Versus Individualized Behavior Support

Why should schools focus on implementing school-wide behavior support systems? Why not just focus on individual students who need behavior support?



Often, schools spend a great deal of time and resources on interventions that are implemented *after* a student has engaged in problem behavior. Examples of these interventions include “Think Time” (i.e., interclass time-out), behavioral contracting, and self-monitoring. Although these interventions are necessary for some students, the number of students who will need this type of behavior support is decreased if schools focus up front on preventing problem behavior.

The majority of students (80-85%) will respond to a school-wide approach to discipline, some (5-10%) will need more targeted interventions (i.e. check-in, check-out interventions) and only a small percentage of students (1-5%) will need intensive, individualized interventions (i.e. those requiring Functional Behavioral Assessments and Behavior Support Plans). However, in schools that do not have a proactive, school-wide system in place, the number of students needing targeted and individualized interventions increases. Further, in schools without a school-wide approach to discipline, students often engage in problem behavior because a) expectations are unclear or have not been taught, b) consequences for problem behavior are inconsistently implemented by staff, and c) appropriate behavior is not acknowledged as frequently as problem behavior.

Many schools and districts in Utah have made implementing a school-wide system of behavior support a top priority. For example, Peggy Milligan, Director of Special Education for Murray City School District strives to have all schools in her district implementing a school-wide system. When posed with the question “Why focus on school-wide?” Peggy stated, “All kids are working hard and need to be acknowledged.” She stated that school-wide behavior support allows schools to focus on students who are following the expectations, rather than always putting energy toward students who are acting out. The same question was posed to Linda Rawlings-Lewis, Principal of Academy Park Elementary School in Granite School District. Linda stated that school-wide behavior support helps staff be consistent in managing problem behavior and focuses them on increasing positive feedback to students. Similar to those of us who carry an American Express Card, Linda states, “School-wide behavior support - don’t leave home without it.” This is just a small sample of the reasons why schools and districts in Utah focus on school-wide systems.

Resources for Implementing School-Wide Behavior Support

If your school is interested in receiving training on how to implement a school-wide behavior support system, there are several options in Utah. The Utah Behavior Initiatives (UBI) project focuses on helping schools implement systems of behavior support school-wide. For more information on the UBI project, contact Hollie Pettersson at the UPDC (holliep@updc.org). Also, a new course on school-wide discipline will be offered this spring at the University of Utah (for more information contact Dr. Rob O’Neill at roneill@ed.utah.edu). Finally, information, research, and technical reports on school-wide are available on the PBIS.org website and in numerous issues of *the Utah Special Educator* (www.updc.org). ■



Leanne S. Hawken, Assistant Professor, University of Utah

Academy Park Elementary: A Model of Positive Culture and Climate

If I were in charge of the world, I'd develop systems and strategies to support positive behavior. I would devote four times as much time, effort, and money acknowledging the positive efforts of individuals and groups as I did to correcting or redirecting behavior that was less than optimal.

Let me illustrate this concept with a driving example. First, my roads would be free of litter and well equipped—potholes would be filled, signs would be easily read. Then, instead of being pulled over by a police officer when speeding, good drivers would get discounts on taxes and registration based upon their desirable driving records. I would even encourage our friendly keepers of the peace to acknowledge appropriate driving with positive social praise (waves and smiles), and free “go to the front of the line” options. Instead of carpool lanes, we'd have “good driver lanes.” This should lead to more people doing “aloha waves” in traffic, that neighborly wave that one gives to acknowledge appreciation to the courteous driver who allowed one into the flow of traffic. This optimistic vibe would hopefully lead to many positive side effects to create upbeat traffic conditions.

How does this apply to schools and “What Works?” Simple, it's all about positive proactive school culture and climate. A positive school culture and climate must start with a clean, bright, well-maintained and welcoming building. This impacts psychological factors such as the emotional and social well being of those who matter most, the students and staff.

Academy Park Elementary, in Granite School District (Kearns, Utah), has mastered the first step to supporting positive academic and social behavior. The minute you walk through the doors of this school, you can feel the positive vibes. The grounds are immaculate, the floors shine, and the walls and cabinets are decorated with wonderful student creations. Everywhere, one sees recognition for positive behaviors (social and academic); posted rules and expectations are placed at a level that is visible for all members of their community (i.e. not too high so that all students and staff, regardless of height, can see them); it's quite impressive. But, the best part is the mood that the staff exudes. They really get the four positives to every one negative concept. During my most recent visit to Academy Park, I saw many smiles, I heard positive comments, and I felt like the world was a good place—visiting them was invigorating. All of the staff deserves recognition for their positive efforts and great results, especially, Bruce



Chidester, Head Custodian—an integral part of this school's climate and culture.

A coordinated effort to ensure a positive climate and culture requires working smarter in schools. Too often, the reality in schools is a disjointed presentation. Individual classrooms will present some “pockets of excellence,” but the common areas become ill maintained and present a psychosocial climate and culture that is mediocre due to a lack of continuity. A friend of mine was recently discussing the closure of a local business. He said, “I wasn't surprised that XYZ Company closed, I quit going there a long time ago—the place always looked trashy.” Is this different from schools? I would say NO. If the school is clean and inviting, people are more likely to want to be there. If students and staff want to be at their school, they are more likely to learn and teach at exceptional rates and levels. Excellence is contagious!

Back to my dream of being in charge of the world. . . One part of the No Child Left Behind Act requires that each state receiving funds establish and implement a statewide policy requiring that students attending a persistently dangerous public school be allowed to attend another public school deemed “safe” by the state. How reactive is that? In my world, we would double fund or at least give incentives to schools like Academy Park in Granite School District because their school is persistently safe and they have proactively attended to their school climate and culture. Anyone who walks through the front doors can tell—this school is headed in a positive direction! ■

Hollie Petterson, Utah Personnel Development Center

Student Support Teams (SST)



Are you swamped under pages of NCLB regulations? Are you trying to increase the academic achievement of your ELL students? Do you need a best practice strategy to address the needs of all students struggling in your school? If you answered yes to any of these questions, then SST or **Student Support Teams** is the answer. SST is a building based problem solving team composed of teachers and administrators. The purpose of the SST is to improve the delivery of instructional services to students experiencing problems of an academic, social or behavioral nature in school. The SST also serves as a resource for teachers and other educators in the delivery of these services to struggling students. Finally, the SST helps to foster a collaborative relationship among the staff of a school. It sounds like a mouthful, but a school-wide SST can help improve the learning outcomes for all of our students.

Why does my school need a SST? You may be asking yourself this very question. Let me help with this. A team of teachers can share the responsibility of a struggling student and aid in developing a plan of intervention. Look at these typical, but fictional case studies to understand the need for SST in your school.

Brett is a new student at a junior high. He is withdrawn and has low math skills, but there is no IEP folder from his last school. Gaby is a 2nd grade student who is unruly and loud in class. She has few friends and has poor grades in reading and writing. Monika moved midyear into a 5th grade class. Monika is from Bosnia and her English is just emerging. Without interventions, Brett, Gaby and Monika would fail in school. Indeed, most good teachers do make necessary modifications in their attempts to help students learn and succeed. Sometimes a team approach can lend experience and expertise to the situation. All of these examples are typical in today's schools. SST is a strategy to address the needs of struggling students in an organized, time efficient and proactive approach. SST can help support these students and provide a history that will follow the student so the wheel is not constantly being reinvented.

An SST may consist of regular education teachers, counselors, social workers, administrators and others. A core team needs to be identified in a school. This core team can be a voluntary, rotating committee, but should have a diverse representation of adults. Once the core team has been identified, then it needs to agree on the logistics of team operation, the roles, expectations, and functions of the team and finally, the procedures for marketing the SST concept to staff and faculty. This process can be overwhelming, but there are many resources to help schools get started. The UPDC can train and help schools initiate an SST. Sopris West publishes texts such as, **SST and Project Ride (Responding to Individual Differences in Education)**, which delineate the entire process. **AIMS (Accommodations, Interventions, and Modifications) for Success** is a USOE publication that can be ordered through the Utah State Office of Education or downloaded through their website.

The collaborative effort of the team can better decide on interventions for the struggling student or help provide a range of indirect services. The SST team can also serve as a pre-referral for Special Education. The effectiveness of an SST team is dependent on several factors. First, the attitude and support of administrators and teachers can make or break the process. Is the SST a problem solving resource or a procedural hoop? Next is the knowledge and familiarity of procedures and processes. Punctuality of meetings and time involved are important factors to keep the approach positive. Finally, successful student outcomes will generate a positive attitude and lend credence to the process.

If not utilized properly, the SST is often viewed as too much work, a procedural hoop for further services and a waste of time. But when properly utilized, the SST can help educators develop educational programming that will provide meaningful educational opportunities for students experiencing problems of an academic, social or behavioral nature. The goal is to create a positive, meaningful learning environment for all students and SST can help create this setting in your school. ■



At Farrer Middle School, Academics Come FIRST!

Farrer Middle School has a rich history of nearly seventy-five years of academic success (www.fms.provo.edu/history/history.html). For most of these years, Farrer was the East side, academic pillar of the community. Farrer served the university community, a homogeneous group who were bent on academic success at all costs. In 1996, a new North East Middle School was opened in Provo and Farrer Middle School's population changed dramatically. Farrer still serves many of the brightest minds in Provo, but from a very heterogeneous background to include hundreds of Hispanic students (24%), many students learning English as a Second Language (19%), many children in poverty (66% free & reduced lunch), as well as countless other at-risk factors. The faculty and staff at Farrer Middle School have risen to the challenge to educate all students.

This is simply a report of the model developed at Farrer Middle School, the result of **collaboration between parents, teachers, staff and students** over many years (www.fms.provo.edu/admin/school_reform_plan.html). We are constantly modifying practice, to improve our model and striving for ever higher academic gains. This is not a claim of educational perfection, but a report of our efforts, models and successes.

At Farrer Middle School we threw out our stale Mission Statement and developed a living, annually updated, belief statement. The Farrer belief statement reads:

At Farrer Middle School, academics come first!

Farrer faculty, staff and parents believe academic preparation leads to student achievement. A "floor" of minimum standards is established through implementation of Provo School District Standards and Benchmarks. We also believe we need to eliminate the "ceiling" and go beyond "A" level work by inspiring students through honors options in every class. Good character is expected, taught and rewarded in an environment of trust. We encourage activity-based instruction. For 2003-2004, reading and writing strategies will be integrated into all curricular areas to improve student achievement.



Samuel L. Ray, Principal, Farrer Middle School, Provo School District

Standards and Benchmarks:

The Provo School District "Standards and Benchmarks" program requires all students to master basic literacy and numeracy skills at each grade level and earn twelve units of credit in middle school. Provo School District students must earn at least 70% of the available points to earn credit in a class and only A, B, C and I (insufficient effort) grades are given. Farrer completes reading, writing and math assessments at the beginning and end of each school year (Degrees of Reading Proficiency, 5 point annual gain; Provo Writing Assessment, 30% increase in student mastery and Star Math, 60% of exiting eighth graders score beyond high school). Less than ten percent of Farrer students fall short of the standard and are enrolled in alternative high school for ninth grade. High standards are important, but only work when coupled with adequate support.

Honors: (flying above and beyond)

Farrer Middle School also believes in honors options in every class. Students earn honors by "flying above and beyond" the requirements for an A. More than half of Farrer students earn honors during their two years. Students select a class each term where they choose to soar (see www.fms.provo.edu/honors/honors.html).

Character Education:

Good character is taught and rewarded at monthly honors assemblies. Provo Advancing Character Education (PACE) themes are taught each month in class and in assemblies. Banners hang in the main hall throughout the year to remind students of the monthly themes. In honors assemblies, students of the month are recognized as outstanding examples of the monthly character theme. Also about one hundred students a month are recognized, and receive certificates and candy bars for citizenship, academics and improvement. Farrer teachers use a common rubric for citizenship grades, reinforcing common expectations of behavior. Students can also qualify for "Free Stuff" prizes for outstanding citizenship, attendance, honor roll or grade improvement.



All Farrer Middle School teachers are teachers of literacy.

Teachers are trained in the “Second Chance” model to teach reading in content and “Six Traits” to teach writing. All teachers require a monthly writing assessment from every student in every class. These writing assignments are all graded using the “Six Traits” rubric, so students receive feedback seven times a month and in various writing applications. All teachers attend monthly training on “Second Chance” and “Six Traits,” through subject specific guided meetings and interdisciplinary core curriculum meetings. Teachers develop a written goal for implementation of the current training and follow-up the following month to evaluate the success of their implementation.

Systematic Support:

Farrer Middle School interventions include programs intended to increase literacy skills, provide educational access for ELL students and remediation. Farrer provides classes during the regular school day, after school and during the summer. English Support Classes based on the Boy’s Town Reading model improve decoding and comprehension skills for student with the lowest DRP scores. Students who fail math are enrolled in a math make-up class where they master competencies (outcome based) using the Accelerated Math program in a supportive environment of tutors and teachers. Students with “I” term grades in required classes contract with their teacher within two weeks of report card distribution to make-up the credit if they were close to passing, or reenroll in categorical make-up classes. Farrer also has systemic support, which increases more as student’s struggle. We encourage all students to soar and never take the responsibility from them, but we add additional “wind beneath their wings” as we encourage them to spread their wings and fly.

Bridge English Classes & ELL Shell:

Farrer Middle School serves more than 100 students learning English as a second Language. We have a certified English Language Learner (ELL) teacher to ensure these students’ needs are met. We not only offer traditional ELL classes, but also reading



classes and bridge English classes taught by the ELL teacher. Bridge English classes introduce ELL students who have completed advanced ELL, to the context of an English class for one year, prior to entering a traditional English class. These students discover research papers, spelling, vocabulary lists, novels and other English Class norms. Beginning ELL students speak little if any English and therefore struggle in math, social studies and science classes. This year we began sheltered instruction in content classes for these students called the “ELL Shell.” A paraprofessional specialist in ELL teaching strategies is teamed with a content teacher for each class. The aide follows these students throughout the day to ensure success and provide continuity. We will evaluate this model to ensure it provides improved English language and core mastery.

Parent Supports:

Parent involvement is critical to student success. Farrer teachers and staff call home regularly to update parents on successes and needs. Farrer sends home monthly newsletters in English and Spanish, has a calling system for attendance/reminders and provides translators for parent teacher conferences. We find translation resources in the community for parents who speak other languages. We do everything we can to help parents help their children succeed.

At Farrer Middle School we are trying hard to meet the needs of a diverse student population. I hope sharing our ideas has been helpful for you and I hope you will share your ideas with us. ■

Five years ago I began my certificated teaching career at West Jordan Middle School. All of my previous experience working with children with disabilities had been at Jordan Valley School. I went from a setting where everyone was a special educator and every student had severe multiple disabilities to a setting where students with intellectual disabilities represented

3. Educate and be there for your colleagues. Not everyone knows how to teach students with disabilities. Educating colleagues can help to ease their feelings of tension. Colleagues may disagree with your approach; not because they believe they can do any better, but because they may not use the same strategies as you. Explain why you do what

What Works for Schools: Developing an Inclusive Environment for Students with Disabilities



one percent of the student population. Needless to say, I was a little nervous and unsure of myself. Where would I begin? How would I teach? How could I become a part of the faculty and avoid being isolated from both the regular education teachers and students?

Feeling overwhelmed, I decided to take my teaching in stride that first year. As I gained experience, I became a better teacher. The more I got to know my team, faculty, and administration, the more I realized that I had both their support and endorsement. I have now been able to use their support to my advantage and have become a strong advocate for students with disabilities. With the support of other educators, I have been able to create an inclusive setting.

So what works? How can a school become a more inclusive setting for students with disabilities?

1. Get to know your colleagues. Just because you teach something different than anyone else doesn't mean that you should isolate yourself or expect other teachers to come to you. Making efforts allows the faculty the opportunity to ask questions about your students and curriculum. Friendship with teachers increases willingness to work with special education students.

2. Be active in your school committees. School committees are crucial to a school's success. All teachers have good ideas and they should be shared. When you share ideas, you show concern for the student body as a whole, and break down barriers between yourself and other teachers. This also allows you to be a voice for the students you teach. The input of a special educator can help to ensure that all students' needs are met.

you do. The more they know, the more they will be willing to work with special education students. Take every opportunity to educate colleagues, including faculty meetings, one-on-one interactions, or consistent communication with mainstream teachers.

4. Educate students from the general classroom. This is extremely important. How can a school be inclusive when students don't know how to act around individuals with disabilities? Take every opportunity to educate students from the general education classrooms. Model the behavior you expect from them. Reinforce them for positive interactions with students. Ask teachers if you can come into their classrooms and talk to students about people with disabilities. The more students know, the more likely they will develop positive relationships.

5. Be an advocate. Be a voice and be active for people with disabilities. If you see something happening that could be detrimental to someone with a disability, speak up! Again, this reflects the importance of educating those who are around you. When problems occur, usually there has been some sort of misunderstanding and/or lack of knowledge. For example, a colleague or student may not realize that they are doing anything wrong. Being a voice helps to clarify for them what is helpful and what is hurtful when dealing with students with disabilities.

6. Thank colleagues and students for their efforts. If you don't show appreciation for positive behavior, how are you going to get more? Positive reinforcement leads to an increase in desired behavior. People

want to be acknowledged for their effort. If not, they give up trying. Expression of your appreciation creates a more cohesive work environment, as well as increases the likelihood that teachers will try to work with you and special education students in the future.

7. Be understanding. Not all people know what is best for individuals with disabilities. Understand that they may not understand. Patience is important. With time and effort on your part, you can help teachers increase their knowledge base.

8. Be yourself. Students want to see that teachers are real people. This is even more important for a special educator. Regular education students are often intimidated and don't know how to act around people with disabilities. If they see that Mr. or Mrs. so and so has interests and expresses them, the more likely they will be to talk to you. If students talk to you, they will eventually talk to your students. This not only includes your appearance and demeanor, but the appearance of your classroom as well. My classroom is a reflection of who I am, and students notice this.

9. Find ways to involve all teachers. Students with intellectual disabilities often have opportunities to attend mainstream classes such as choir, home economics, and art. The challenge is finding ways for your students to meet the teachers who are less likely to have them in their classes. Adaptations can be made to make mainstreaming in higher-level academic classes. For example, a student with an intellectual disability could participate in discussions and listen to the reading in a reading class. Students with disabilities could also help teachers during their preparation periods. Involving more teachers helps to increase integration and tolerance towards individuals with disabilities.

10. Find ways to involve students from the regular classroom.

Obviously not every student from the regular classroom is going to register as a teacher assistant for a special education classroom. This is where you need to be creative and find ways to provide them with opportunities to work with your students. When you go on field trips, ask for volunteers from the regular classroom to come and help out. Asking other teachers to send tutors to your room is another option.

11. Go out in the community often. Although an inclusive school community is your goal, progress starts with the community. Accepting communities lead to accepting schools. Frequent practice of skills in the community helps students to develop and concentrate skills to integrate in multiple settings. The more the general school setting sees students with disabilities who are well equipped with multiple life skills, the more accepting they will become. Community training helps refine those necessary skills.

12. Set at least one major goal each year. Setting goals helps to avoid burnout and also communicates to others how important you consider your position. The impact you have on your school and its attitude towards students with disabilities depends upon the school and your willingness to achieve the goals you set. Some schools are more difficult than others, so it is important to realize that major changes will not occur overnight. Keep taking the steps needed to achieve your goal. Little by little, chip away at pre-existing ideas and attitudes until your goal is met. Educate your staff so that they know what to do to help.

13. Be realistic. Set goals that are likely to be achieved. Recognize that baby steps and patience lead to desired outcomes. Recognize that the way things are doesn't necessarily mean that your students are not being considered. Again, education of colleagues helps them to understand your position, and as a result, realistic outcomes can be met.

14. Frequently evaluate your program. Frequent evaluations help to fix problems early as well as try new concepts. Evaluations help target areas for improvement and can assist in identifying teachers who are



experiencing difficulty with special education students. Without frequent evaluations, you may not be able to realize certain strengths that could be utilized more effectively.

15. Ask and give help. Ask all colleagues in your school for help in accomplishing your objectives. Explain your objectives and emphasize that your goals cannot be achieved without them. In most cases teachers are more than willing to help, but just do not know how to go about it. With your assistance and willingness to educate them, they can help you create and maintain an inclusive environment for students with disabilities. Once you have the cooperation of your staff, it is important that you offer assistance often. If problems remain unaddressed, then teachers may feel resentment toward you.

16. Last of all, LOVE WHAT YOU DO! Make sure that other professionals see you interacting in a positive manner. I make it a point to let educators and students see me enjoy interacting with my students. If you make it clear that you enjoy what you are doing, others will see special education students in a positive light.

Talk to your students at age-appropriate levels. Remember, it is your responsibility to model what you expect of others and their interactions toward other students. Make it clear that you enjoy what you do. This eliminates stereotypes of people with disabilities and can break down barriers.

Special education outcomes for individuals with intellectual disabilities has improved over the years. Students with disabilities have more opportunities within the community school, which increases interaction with their nondisabled peers. Special education professionals must be advocates for the students they teach. More can always be done on our part to create inclusive environments. We must always strive toward more inclusive settings within schools and in the community. ■



Sheldon Russell, Special Education Teacher, West Jordan Middle School

There is a legislative and philosophical impetus for schools to improve access to the general education curriculum for students with disabilities. However, until educators at all levels can clearly define and operationalize access to the general education curriculum, it will be difficult for schools to determine what needs to be in place to facilitate access or even whether or not they are successful in this area.

The work of the Access Center: Improving Outcomes for All Students K-8, supported by the U.S. Department of Education, Office of Special Education Programs (OSEP) is addressing this topic with state and local education agencies around the country. Through an extensive literature review and discussions with educators from the special education community, the Access Center Team developed a framework for thinking about access to the general education curriculum. At its core, access is a multi-dimensional and

dynamic process that involves a combination of instructional practices and supports.

Over the past 25 years, the concept of access for students with disabilities has changed significantly. At one point, individuals with disabilities were not in school until the idea of access to school as a civil right emerged in national legislation. Once progress was made in gaining access to school, in a physical sense, concepts such as “least restrictive environment” and “inclusion” began to emerge. The emphasis in each of these approaches to access is the setting, in particular the classroom setting.

While inclusion and least restrictive environment remain important concepts in the field, attention is increasingly focusing on curriculum access. The Access Center proposes that access to the general education curriculum occurs when students with disabilities are actively engaged in learning

What Works for Schools

Defining What it Means to Improve Access to the General Education Curriculum?



the content and skills that define the general education curriculum. Schools can use indicators suggested by the Access Center to guide planning, acquire materials and tools, and put into place practices that can help students more fully participate in general education content. Importantly, this framework can help schools to evaluate their practices to determine whether access to the general education curriculum is indeed occurring.

These indicators are intended to be considerations for school administrators and educators as they seek the best solutions within their own unique school environments. What is important in this framework is its comprehensive and multi-dimensional nature, clearly highlighting the notion that to improve access to the general education curriculum each of these conditions and practices need to be present.

To learn more about this framework and what schools are doing to improve access, visit the Access Center Web site at www.k8accesscenter.org and participate in some of its online interactive opportunities. ■

Judy Shandy, Don Dailey & Wayne Ball, The Access Center

East Elementary Goes the Extra

Mile for Student Success

Deep in the heart of “Utah’s Dixie” is East Elementary School. The lucky kids who attend there have a good shot at academic success. That’s because of the caring and collaborative faculty members and a caring principal, Dixie Andrus. Their motto:

Everyone Achieves Success Today

What makes East Elementary exemplary in its practice? It is the commitment to finding the time and solutions for student concerns. In two separate meetings a month, faculty members can voice their concerns for struggling students. The first meeting is the regular education SSS (Student/Staff/Support) Team. In the second meeting, called Collaboration, the special education staff brings teachers together to discuss students in the mainstream setting. By providing two forums for student concerns—all struggling students get attention and intervention. ELL (English Language Learners) students can also be discussed at the Collaboration meeting. East has one of the highest ELL populations south of Provo.

The principal explained how East reaches the broader range of student needs. “The SSS Team consists of a teacher from each grade level and the principal. Our resource teachers, ESL teachers, and counselor are our back-up team. They are called upon if the regular team is unable to come up with strategies to meet the needs of a student. Our team meets the first Wednesday of every month (occasionally more often if the need requires). Teachers who have concerns about a student or students sign up for appointments. We discuss each student we feel is at risk academically and/or behaviorally.” She tells how teachers do their homework before attending the meeting. “Each teacher comes prepared with information on interventions that have been used in the classroom and the results or lack of results that have been observed. The team then discusses motivators, new strategies that might be tried, consequences and/or rewards to put in place. They might also call parents in and with their permission, doctors, counselors, and anyone else who has input in the child’s life.”

At this point a decision is made. Andrus continues, “The child is either referred to resource or back to the classroom for more interventions. We check with teachers often to see if the strategies are working and if we can be of more support. An example of what may be done: a child with serious behavior problems who disrupts the classroom is removed by members of a team that responds to a signal (i.e. code red in room 12) to remove the student to the office so the teacher can continue to teach without interruption. Our resource teachers feel that by filling out the paperwork and trying strategies in the classroom first, teachers are more accurate on their recommendations of what the child needs.” The principal speaks with pride how, “The teachers at East are well trained in teaching and management strategies so few children are referred, and those who are, are generally accurately diagnosed.” She adds, “Very little time is wasted in either the child’s education or teacher time,” during this diagnosing and prescribing phase. “It is the goal of our school and the SSS Team to help children be as successful as they can possibly be.” The principal can see how their efforts will reach beyond the students’ experiences at East Elementary when she states, “We realize the sooner they are able to function behaviorally and academically in society, the better their chances for successful lives.”

The Collaboration meeting provides a second forum where any and every child can be discussed. Andrus explains this meeting. “Our resource



staff teaches in the regular classrooms along with the regular education teachers every day. Together they watch and work with all children so that students are getting the best possible education. The first Friday of every month resource teachers, ELL teachers, Title I teachers and regular classroom teachers collaborate about students they have in common.” Substitutes are brought in so small groups of teachers may be excused from their classroom duties while teachers collaborate.

Has this extra effort made a difference? Resource teacher Sandi Liston said that the positive difference is significant. She said that much of the success of their guided reading program comes from the Collaboration meeting. By working in the classroom and having time to discuss the students, many suggestions are given informally. Many problems get worked out before they get to the SSS Team. When she receives a referral, she knows there is a valid reason. Sandi said, “It is a great system. I never want to go back to the old way of doing things.”

Living up to their motto, teachers at East Elementary have found that time spent together talking about students, looking at student work, and planning for their success is time well spent. ■

If you would like to know more about SSS Teams or Collaboration Time, contact: Sandi Liston at sliston@www.ees.wash.k12.ut.us.



Peggy Childs, Staff Development Facilitator, Washington County School District

Instruction, Instruction, Instruction!

Diane Johnson • Utah Personnel Development Center



“What we refer to as special education is just good education and everyone should be doing it.” This statement made by Dr. Doug Reeves at the recent Utah Association for Supervision and Curriculum Development (UASCD) Conference sends a powerful message to all educators. That message is one, not of a particular field of education over another, but rather one of thoughtfully designed, explicit instruction for all students, not just those who have individual education plans.

The hallmarks of “good education” have been established by a significant body of research. Four elements have been identified as essential to sound pedagogy. They are: 1) curricular alignment, 2) instructional design, 3) skillful lesson delivery, and 4) evaluation of student learning (Archer, 2003; Carter, 2001; Marzano, 2003; Reeves, 2003; Tomlinson, 2000; Wiggins & McTighe, 1998; Wood, 2002). The “best education” happens when all four elements are systematically employed in all settings for all students.

CURRICULAR ALIGNMENT: Where Are We Going?

Core standards were established so that all students have the opportunity to learn the same or similar skills. We acknowledge that many of the factors that influence student achievement are out of the control of the school system. The point is, that regardless of individual differences in teachers and students, we should all be heading in the same direction. Not all students are going to get there at the same time or with the same degree of mastery, but at least they are all heading for the same place. Curricular alignment is the key.

Two types of instructional alignment are important to consider. The first is called vertical alignment. Vertical alignment means that, for any content area, curriculum is sequenced in a meaningful, logical progression from kindergarten through twelfth grade. Horizontal alignment refers to congruence between what and when concepts are taught, across grade levels and across content areas (Carter, 2001).

One strategy for aligning curriculum is called curriculum mapping. Several models of mapping exist, but a chronological approach is one of the easiest and most effective. Essentially, this method involves deciding when and in what order core concepts will be taught. In some cases, curricular maps cover one week, one month, or one year of instruction. Ideally, an entire public school career would be carefully mapped out in every district. In Utah, curriculum maps are in use at the district level, school level, or occasionally only at the classroom level. We congratulate those school districts that are already doing this and enthusiastically encourage those who have not yet begun the process.

INSTRUCTIONAL DESIGN: How Will We Get There?

Once our destination has been determined, we must determine the best route to take. Thoughtful instructional design is the way to ensure that an effective road to learning is established. Marzano’s comprehensive meta-analysis in *What Works in Schools, Translating Research into Action* (2003), reveals that intensive, explicit instruction is required when teaching critical skills. Critical skills include any knowledge or skill that is needed to access other content. Reading, writing, listening, speaking, basic computation, organization, and problem solving are some examples. We must be deliberate and masterful when teaching these skills. Students cannot get along without them!

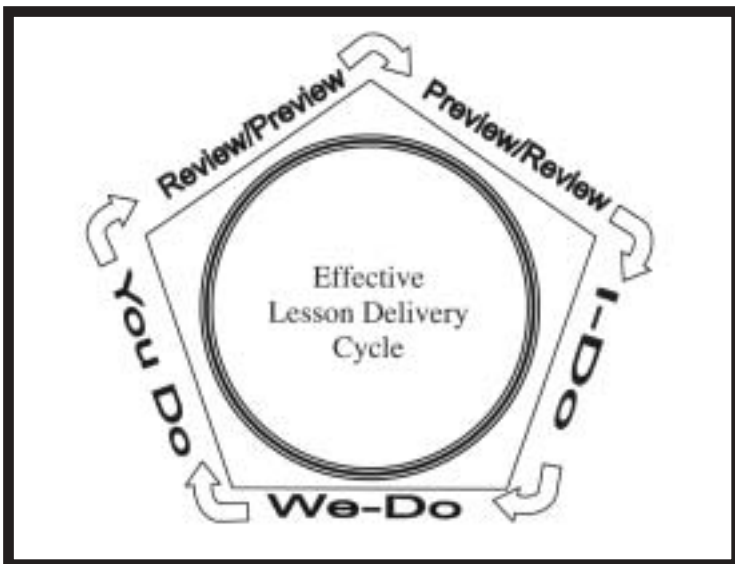
LESSON DELIVERY: What Vehicle Are We Taking?

One of the most powerful lesson delivery methods is a 5-step cycle. Several proven variations of this exist, but here are the basics for single lesson design as conceptualized from Dr. Anita Archer’s work.

EVALUATION OF STUDENT LEARNING: Did We Make It?

The true test of the effectiveness of our instructional practice is whether or not students actually learned what we taught. Students can demonstrate their learning in many ways. Please see the inset table of ways students can show us what they know.

OUTPUT OPTIONS: demonstration of learning



1. Preview refers to providing students with information about what they will be learning and why they will be learning it.

Review of prerequisite skills means taking time to make sure that all students have the background knowledge and skills required to learn the new skill. This often involves reviewing vocabulary, information about how the concept relates to real life, or how it is connected to other things students are learning.

2. Model (I DO) is the presentation of new information or skills. This is when the most explicit teaching occurs. Critical information is shared, essential attributes are focused on, and clear examples and non-examples are presented.

3. Guided Practice (WE DO) involves the teacher guiding students through early efforts to master the knowledge and skill being taught. Teachers and students work together. In many cases prompting levels are decreased as student skill increases during guided practice. Error detection and correction is frequent and immediate. Knowing when adequate guided practice has been done can be a challenge. The 90/90 Rule may help. It means that a teacher should not move from guided practice to independent practice until at least 90% of students have mastered the skill being taught with at least 90% accuracy.

4. Independent practice (YOU DO) is the phase in the instructional cycle when the students try things on their own. Teachers step out of the coach role and become the referee. Assignments and homework are part of independent practice.

5. Review & Preview refers to reviewing what you have taught and previewing what will be taught next.

Dr. Archer gives more suggestions for teacher behaviors shown to be most effective when delivering instruction.

- **Gain and maintain attention.**
- **Elicit many responses, choral and individual.**
- **Maintain a perky pace!**
- **Monitor student responses for accuracy.**
- **Provide immediate corrective feedback.**

Visual Modes	Auditory Modes	Kinesthetic Modes
Collage	Tell story	Paint
Drawings	Debate	Dance
Diagrams	Speech	Mold
Video	Song/rap	Construct
Symbols	Interview	Role-play
Posters	Write Article	Pantomime
Cartoons	Discuss	Perform
Photos	Essay	Create
Maps	Journal	Games

Our challenge is to find meaningful, manageable ways to analyze what students actually learned and how well they learned it. This topic could take up an article in and of itself, so I won't elaborate here. It is important to know, however, that careful analysis of student learning is critical if we are to refine and improve our teaching practices. If the majority of our students did not master the knowledge or skills we tried to teach, we need to find more powerful methods and try again. NCLB or not, we must make instructional decisions based on authentic data, formal or informal.

This quote from Lord Brougham emulates the importance of what we do.

“Education makes people easy to lead, but difficult to drive, easy to govern, but impossible to slave.”

Thank you all for your continued dedication and efforts to students in Utah. ■

GOING DEEP:

The WJ III and Cross-Battery Assessment

Ryan Burke, School Psychologist, Alpine School District



The arrival of the Woodcock-Johnson Cognitive Abilities Test—Third Edition (WJ-III) has been a breath of fresh air. There has been a great deal written about it in this publication (Special Collections WJ III at www.updc.org/library/speducator/). Truly it is a call to examine our assessment practices, refine where needed, and even change if necessary. As we strive to more accurately assess whether a student has a specific learning disability or not, our harried schedules can often leave us with a quick



glance at the discrepancy results for our answer, almost forgetting the federal/state definition of a specific learning disability. *A specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations.*

Assessing the basic psychological processes identified in the WJ-III are critical in understanding a student, for they are directly related to learning. For example, for a student with a disorder in Comprehension-Knowledge, and the teacher implements direct instruction, using analogies or similes to explain a concept, this student may get lost. For a student with a disorder in Fluid Reasoning, he/she will have enormous difficulties trying to figure out how to attack a novel problem and determining the steps that should be taken to logically address it. The student who is taught something one day, but cannot remember it the next, probably has a weakness in the basic psychological process of Long-Term Retrieval. The WJ-III Cognitive has quantified these essential learning processes which has helped clarify the vague concept of a specific learning disability as a “disorder in one or more of the basic psychological processes...”

Now that you have spent the hours administering and scoring the WJ-III, entered all of the raw data into the computer and are glancing over the printout, what do you do? The first step is to remember that the data obtained from the WJ-III is either “broad area scores”, such as Long-Term

Retrieval or Short-Term Memory, or “narrow area scores”, such as the Numbers Reversed subtest or Visual-Auditory Learning subtest. Researchers Dr.’s Flanagan, McGrew and Ortiz have suggested that the proper interpretation of basic psychological processes is to use the broad area scores, and not individual subset (narrow) scores. However, in order to have a valid broad area score the following must be met: 1) there must be at least two different narrow subtests in each broad area and 2) the intra-area scores must be within a reasonable range of each other. If, for example, the two subtests (narrow measures) of Short-Term Memory, and the standard scores recorded were 105 and 69, respectively, then the broad Short-Term Memory score of 87 would not be an accurate assessment of short-term memory, because the two subtest scores are too discrepant. In this case, the examiner should administer another measure, and, interpret the results.

Dr. Flanagan has proposed that all narrow area (subtest) scores span a confidence range of 7 points on either side of the actual standard score and that in order for a broad measure to be valid, the narrow measure scores should overlap. That is to say, if the confidence band of one narrow measure overlaps the confidence band of another measure, then you have a valid broad measure. The contrary then is also true, if the narrow measure confidence bands do not overlap, then you do not have a valid broad measure and further testing is required to determine what the score discrepancy is about. Here is where Dr.’s Flanagan, McGrew and Ortiz throw test allegiance out the window—and propose a “Cross-Battery Assessment.” Their proposal for consideration is that in order to make a valid interpretation of a broad psychological process, an examiner may need to administer a subtest or two from another instrument. If the examiner decided to administer the Vocabulary and Information subtests from the WISC and include those results in the WJ III profile, then interpretable data should emerge.

Now that you have interpretable data, how do you determine which scores, if any, demonstrate a weakness in a basic psychological process? Again Dr. Flanagan has suggested that we evaluate broad area scores based on their normative **and** relative status. A normative weakness is any standard score below 85, one standard deviation below the mean. A relative weakness is any broad area score that is more than 15 points below the mean of the seven processing scores. Evaluating scores in this light helps differentiate a disability from a student performing where expected. Let’s say that a student has a GIA (General Intellectual Ability) standard score of 125 (superior range) and processing scores ranging from a high of 139 to a low of 101. The average of these seven scores may be 118, revealing a relative weakness in the processing area that recorded a standard score of 101 (since 101 is 17-points below the average of 118), yet that score falls within the average range, failing to indicate a need for specialized instruction, or in other words a disability. Another scenario is a student with a GIA score of 106 and processing scores ranging from 114 to 79. If the mean of all of this student’s processing scores is 98, then the score of 79 is both a relative weakness (19-points below the average score), and also a normative weakness (more than one standard deviation below the mean); this certainly meets the definition of, “A disorder in a basic psychological process involved in learning and manifesting itself in an imperfect ability to achieve.”



In the years that I have been assessing students for learning disabilities I have always been concerned that the information I received from the Wechsler scales (WISC, WAIS) did not measure many basic psychological processes. It provided excellent information about Comprehension Knowledge, Visual-Spatial Thinking, and Processing Speed; and it also provided a glimpse at Short-Term Memory. However, Long-Term Retrieval, Fluid Reasoning, and Auditory Processing are not measured, and Short-Term Memory is not fully assessed. Initially after learning about Cattell, Horn, and Carrol’s theory of intelligence (foundation of the WJ III) and seeing how well it fits the model for identifying specific learning disabilities, I was determined to administer the WISC and supplement it with WJ III subtests. Now, after experiencing the utility of the WJ-III, I am first administering the WJ-III test and supplementing with other instruments when needed to obtain valid broad processing results. Assessing students using this evaluation method has not only solidified eligibility determination, but has also confirmed parent and teacher concerns related to their observations of a student’s academic performance, and allows for implementing educational interventions that are practical and beneficial to the student. ■

Further discussion of cross-battery assessment can be found at:
www.iapsych.com/cbhome.htm

Fantastic Ideas Start Here

Julie Christensen, Washington Terrace Elementary, Weber School District

Washington Terrace Elementary in Weber School District is a great place to work. As part of a school goal to improve collaboration and collegiality, last year our principal, JaneAnn Bitton, decided to use the FISH program as a school wide theme. FISH is a video created by Pike's Place Fish Market in Seattle, Washington. These employees have four statements that they work by every day.

- 1. Choose your Attitude**
- 2. Play**
- 3. Be There**
- 4. Make their Day**

There is also a book called *FISH* by Stephen C. Lundin, Harry Paul and John Christensen. This book follows a fictional woman working in an office near Pike's Place Fish Market. Through her visits to the market, she starts to incorporate these beliefs into her own workplace.

The staff was given a fish pin and the book to read over the summer. In conjunction with our beginning faculty/lunch meeting in August, we had a "FISH" workshop. Our two showcases were decorated by two teachers with fishnets, sea life, and a treasure chest with a caption reading, "**Fantastic Ideas Start Here.**" Our meeting place was decorated with various fish and ocean decorations. Our secretary also made fish centerpieces to be raffled. We watched the "FISH" video and received a stuffed fish. Our principal then created committees that people chose to join:

- 1. Choose Your Attitude (School Wide Discipline)**
- 2. Play (Faculty Parties)**
- 3. Make Their Day (Faculty Birthdays, Secret Pal, Motivators)**
- 4. Make Their Day (Parent Involvement)**
- 5. Be There (Professional Development & School Improvement Planning)**

Each committee met several times during the year and planned and accomplished the following activities:

Choose your Attitude - Character Counts Coupons - given out by teachers for following school-wide rules or displaying traits from the 6 Pillars Character Education we teach in our building. These coupons could be redeemed at the prize store we have in the library. This committee kept the box filled with treats, toys, pencils, and coupons from local businesses.

Play - This committee had several staff parties during the year. In keeping with the FISH theme, we went in the fall with our families to a local fishpond and hatchery where you can eat and fish. Then at Christmas we had an adult night at a local steak house. We also had an after school potluck and gift Christmas party. On the last Wednesday of each month we had treats.



Make Their Day (birthdays, secret pal, and motivators) - At the beginning of the year we all drew a name to be our secret pal for the year. We were to buy or provide an item (for \$1.00 or less) every month for our secret pal. Then in May we revealed ourselves to our pals. This committee created cute motivators throughout the year such as poems, treats, thoughts, supplies, or trinkets to help keep us motivated and happy. As part of birthday celebrations we shared monthly treats.

Make Their Day (Parent Involvement) - This committee worked closely with our PTA in planning several activities for the year. We had our annual fundraiser called the Blockwalk where kids solicit pledges from family and then walk laps for a gold, silver, or bronze medal. Money raised was used to fund fieldtrips. At Halloween, we had an after school carnival where kids came dressed up and played games run by teachers. In January, we had a family picnic where families came and read books and ate food on picnic blankets. We had our Junior Authors Fair in March and Artist in Residence Fair where families came to an open house to see student's books and artwork.

Be There - This committee was in charge of professional development and school improvement planning. We had had three inservices for the year. The first had several teachers share their master's project data on the connection between home reading and fluency rates. In conjunction with this, we had a reading race board and the grade that won the race won a reward. Our next inservice had several teachers share math and reading strategies that they found to be successful. On the third day a teacher shared reading strategies, and then each grade level shared one tool or strategy.

As a result of this "themed" year our staff had many opportunities to collaborate and build a deeper collegiality. We have built a better instructional/emotional environment for our students. ■

Pick of the Month

Website Review

Big Ideas in Beginning Reading

Jerry Christensen, Utah Personnel Development Center

<http://reading.uoregon.edu/index.php>

Audience: General Education & Special Education Teachers, Parents, Administrators

In the past two issues of the Utah Special Educator, we have provided a variety of articles on what works when teaching children to read. Alan Hofmeister wrote on the requirements states must follow if they choose to accept Reading First money. In a second article he wrote about the essential components and conditions for effective reading instruction based on scientifically based reading strategies and best practices. We followed up Dr. Hofmeister's information on what works with an article on how a district can implement these effective reading components district wide. Authors Sally Krebs, Holly Peterson, Patty Willis and Julie Landeen from Cache School District shared their roadmap for all children to achieve reading proficiency. Many of the reading strategies and tools for helping schools implement these strategies mentioned in Dr. Hofmeister's and the Cache School District articles can be found on various University of Oregon web pages. The tool used by Cache District to evaluate their existing reading programs, *A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis*, can be downloaded in PDF format at: http://reading.uoregon.edu/appendices/con_guide_3.1.03.pdf

If you are interested in improving your reading skills as a teacher, parent or administrator, you must visit *Big Ideas in Beginning Reading* (<http://reading.uoregon.edu/index.php>). The site is sponsored by the Oregon Department of Education, the Institute for Development of Educational Achievement, National Center to Improve the Tools of Educators, and the University of Oregon. It

provides research on the scope of the current reading problem in America including national longitudinal studies. It also gives a detailed explanation of the five essential components of reading listed in Dr. Hofmeister's article. The site offers a detailed roadmap on how to teach the reading components and how to set up an effective reading program in a school or district. The authors include reading curriculum maps for kindergarten through grade 3, essential for schools beginning or revising their reading program. It also discusses the importance of assessment and describes the *Dynamic Indicators of Basic Early Literacy (DIBELS)*, the assessment system referenced in the Cache District article and used across the country. The DIBELS measures were specifically designed to assess 3 of the 5 essential components of early literacy: phonological awareness, alphabetic principle, and fluency with connected text. The site lists many resources, references, presentations, and video clips (very cool!) on reading instruction. All of the resources I've listed above are free. If you would like to use the DIBELS Data System Benchmark and Progress Monitoring Reporting Service the cost is \$1 per student per year. The information/printouts provided is well worth the \$1.



I found the site easy to navigate with information organized in a simple logical format. The information itself is extremely useful and when combined with video clips showing the "Big Ideas" being implemented along with links to other references the site becomes very powerful. I highly recommend this site as a guide for both charting the course to improved reading instruction and keeping track of where we are going along the way. ■

Restoring Movement In A Stressed-Out, Sedentary School System



Robert Sweetgall will present a keynote address and breakout session on "10 Healthy Things Educators can do for Their Schools" for the 15th Annual Utah Mentor Teacher Academy Conference, February 26-27, 2004. Past Mentors who plan to attend should register online at: www.updc.org, conference registration. For further information, contact Mary Baldwin at the UPDC (801) 272-3431

In education the letter "A" has historically stood for two things... the first letter of the alphabet, and the top grade awarded to students. However, in recent years with the shifting emphasis being placed on academics, testing assessment, test scores, computer technology and standardized curriculum, a disturbing trend is sweeping the nation. There is a lack of movement, physical movement occurring in our children's lives. Unfortunately, the consequences of this sedentary state in our school are very serious. Just look at the rising levels of child obesity, the epidemic proportions of young teens developing type 2 diabetes ... not to mention the classroom stress levels, attention/focus problems, aggressive/disruptive behavioral problems and the health effects.

Maybe it's time we need to start thinking of the letter "A" in terms of activity. Yes, maybe it's time to put a little balance back into education by restoring a new degree of physical activity into the school day—not only for the sanity of our children, but for our teachers as well.

THE NO TIME ARGUMENT. The common misconception that is often used as an excuse is "We can't add another thing to our overcrowded school day because we already have too much curricula on our agenda." In response to this, let me say that restoring balance

and physical movement to the school day will actually increase productive learning time, creativity, focus, teacher-student bonding and cooperation.

This argument will only be believed when teachers actually try movement activities with their children. All the brain-based research in the world pales in comparison to a classroom teacher taking his/her students out for a 5-minute brain-oxygenating walk. If you doubt this, just try some of the activities, programs and projects outlined below.

WALK WITH THE PRINCIPAL. Administrator support and commitment is essential. Once upon a time, Ray Wilson of Parker Elementary School (Edgefield, SC) decided to implement a Walk with the Principal project in which his classroom teachers would democratically elect "The Most Improved Student of the Week" from every classroom for reasons of improved behavior, math, manners, character, or whatever that class felt was a deserving area of performance. Then, at the end of the school week, on Friday afternoon, principal Wilson, would take these deserving students out of class for a fun and friendship walk on the school campus. By the end of the school year, Ray Wilson knew each of his 1,100 students at Parker on a personal level. Just think, 20 minutes a week dedicated by the principal, and an entire school got to participate in a no-cost, health-oriented, incentive-based project. And what a way to role model wellness to one's staff and students. What a way to find out what's on the minds of your children...to have them open up candidly on a fresh-air walk around the campus. If Ray Wilson could pull this project off in an elementary school with 1,100 students and 621 classrooms, what's keeping your principal from doing a similar project? How many principals find time to do "Pizza with the Principal" to put on 20 pounds and spend hundreds of dollars a year. This project is FREE and it takes weight (and stress) off the principal. And yes, this project will work at the secondary level in middle and high schools. It might even save one child's life. It could even prevent the next Columbine!

THE SCHOOL WALKOUT. There are certain times in the school day and in the school week when individual classes and entire schools seem to get very little accomplished on an academic level. Consider what Wes Ramale, Principal at a Kimberly, ID school does; he just calls a walk-out initiating the entire school to simply head outside for a few laps around the building to regain energy and focus. One school in Powell, WY starts the school day off with a walk around the campus. This school has the 8th highest test scores in the entire state.

THE PRE-TEST WALK. With all the anxiety/stress children build up in their bodies prior to taking a major test, what would be wrong with taking your class out for a brain oxygenating, calming walk for a few minutes directly before one of these tests? Chances are this relaxation activity would relieve anxiety and perk your students up for better performance on the exam.

STAFF WELLNESS. In these times of school stress and sedentary living, how can any school not afford to implement a staff wellness program. By the way, it doesn't have to cost anything. So if you've been waiting so many years wondering when the central office and school board is going to approve a wellness budget, forget it. Just take things into your own site-based managed hands and get moving. It can be as simple as having school staff buy their own pedometer kits (pedometers are motion-sensing devices that when worn horizontally on your waistline tell you precisely how many steps and miles you've covered in a day). With a pedometer program all you need to do is wear your pedometer all day and record your daily activity level in your logbook at night. The goal is not to reach 10,000 steps a day. That turns off more people than it turns on. The goal is simply self-improvement ... gradually increasing your activity levels throughout the school year. If you have a few bucks to cover incentive prizes for participants, great; if not, just do the program for the joy and health of it. For more insights into developing the most motivational and cost-effective employee wellness programs (including pedometer programs), contact Robert Sweetgall at rob@creativewalking.com.

MATH IN MOTION/THE SMART STEPPING PROGRAM. Just as pedometers can be used to motivate staff members, so they can be used to help students understand if they are or are not getting enough physical activity. Today, many schools are starting to use pedometers to measure student activity levels. The Smart Stepping curricula (see www.creativewalking.com) provided dozens of projects and programs (too numerous to discuss in this short piece) combining math, movement, graphing, walking across America, team building, goal-setting, etc.

THE SCHOOL WALKING PROGRAM. Every school in America should have some type of school walking program! Whether it be a recess walking club, a before-school or after-school walking club, a lunchtime walking activity block, or a completely curricula-walking component, walking may be the safest, brain-building, bone-building, self-esteem building activity that the vast majority of your students can do and your staff can role model. Nothing against running, but how many teachers in your school can role model running without being wheeled into the local physical therapy clinic? For ideas on school walking programs, try reading the NEW TEACHER NEWSLETTERS (www.creativewalking.com) and other books authored by Robert Sweetgall, i.e. Walking for Little Children, Walking Walking, Smart Stepping.

THE WALKING STAFF MEETING. How much energy exists half-way through your average staff meeting. Consider convincing your principal to call a BRAIN-WALK-BREAK half-way through your staff meeting, a 10-minute opportunity to let everyone outside to walk and chat, with the primary objective of brainstorming to come up with creative ideas related to SCHOOL IMPROVEMENT—specifically focusing on health issues. The Guarantee: by taking such a walking timeout break, I personally guarantee that your staff meetings will be more productive.

WALKING & WRITING. Just look at the quality of your students' writing today. Then ask yourself, how come so many of the great writers of the 18th

and 19th century went out on walks to inspire their creative flow of ideas and writing? Henry David Thoreau, Charles Dickens; it's hard to find a great old-time writer who wasn't a walker. So, consider, taking your class out for a 10-minute theme walk with the objective of discussing one or more writing subjects. Follow this walk with a 15-minute creative writing drill back in the classroom during which students record their ideas on paper or computer, composing an essay or making an entry in their writing journals. Just compare this writing to the ho-hum stuff they usually write in their stagnated, sedentary states after sitting in their chairs all morning long. To quote the great running cardiologist, philosopher, Dr. George Sheehan, "Never trust a thought that comes while sitting."

CHILDREN WITH MENTAL & PHYSICAL CHALLENGES. In special education, the power of physical movement, even tiny physical movements, may be the most under-utilized, under-appreciated tool in the education field today.

THE BOTTOM LINE: Education is in a crisis situation today. The joy of movement that once was a daily, integrated part of school life has been stolen, as a federally mandated "Leave No Child Behind" act is leaving all of us behind. Where's the joy of teaching? Where is education going to be in 20 years if we keep on the road that we are currently heading down? How are we going to afford healthcare? This year, many schools in southeastern Wisconsin are experiencing high double digit inflation on their employee healthcare premiums which are now running \$12,000 a year per teacher. Yes, that's not a typo. And Utah isn't far behind. IF WE DON'T DO SOMETHING to correct this runaway freight train, the entire school system of this country is going to crash within the next decade. And who amongst us is going to be on his deathbed dying of heart disease or cancer, saying, "Yes, my life would have been such a success, if only my students would have scored in the 90th percentile!?" Fortunately, the solution is not all that difficult to achieve. It just gets down to a few words, RESTORING BALANCE and MOVEMENT in education. If nothing else, this will help put a little more fun back into learning, and with that the mind, body and spirit will prosper. ■

ABOUT THE AUTHOR. Robert Sweetgall is a national authority on walking, physical activity and motivating people to move. After walking 7 times across America, Robert is often called the "Real Forest Gump." He is the author of 17 books on walking and wellness, who in his former life, was an overweight Brooklyn boy nicknamed Butterball, a classic academic nerd and high-school valedictorian, a Dupont chemical Engineer, marathon and ultra-marathoner and tri-athlete and cheesecake lover. Contact : rob@creativewalking.com

Mr. Sweetgall will present at the annual Utah Mentor Teacher Conference in February.



Robert Sweetgall, Author, Consultant

Hot, New & Very Cool!!

FREE PRESCHOOL LISTSERVE: CONNECT AND STAY INFORMED!



Register online for the Utah Preschool Listserve. Go to updc.org, click on the registration hot link and register. This is for all educators who work with preschoolers in Utah. Look for and submit fun ideas, programs and information regarding working with

preschoolers. If you registered for a preschool conference in 2003, you are already a registered member of this listserv. This listserv will become live as of January 6, 2004.

SOCIAL BEHAVIOR AND ACADEMIC BEHAVIOR: THE CONNECTION



- UBI Behavior Institute #2 (of 3)
- January 14, 2004 in Salt Lake City
Space is limited.
Register online at www.updc.org (click Conference Registration)
All UBI Behavior Institutes are listed under WORKSHOP SERIES
For information, contact Hollie Pettersson at holliep@updc.org

RELATIONAL AGGRESSION:

Creating Socially and Emotionally Safe Learning Environments

- A special speaking engagement sponsored by the Utah Behavioral Initiatives
- Featuring Susan Wellman, founder of the Ophelia Project, author of the intervention programs: "How Girls Hurt Each Other," and "Creating a Safe Social Climate in our Schools."
www.OpheliaProject.org
- February 23, 2004 in Salt Lake City
- Register online at www.updc.org (click Conference Registration)
- For information, contact Julie Mootz at juliemoo@updc.org

YOU DO WHAT?

- Conference for ED/BD Teachers and Support Professionals
- February 4, 2004, SLC Utah
- Topic: Effective Instruction for Students with ED/BD
- Keynote: William Heward, Ph.D., Ohio State University
(See Dr. Heward's Article in this issue of *The Utah Special Educator*)
- Direct Questions to: Hollie Pettersson, UPDC, holliep@updc.org

LAST CALL FOR AWESOME ED BD CD FREE!

- The Utah Behavioral Initiative and the Utah SIGNAL Project is pleased to announce the availability of the 2003-04 version of the ED

BD CD—a CD-ROM containing "almost a gazillion" resources, practical information and tips, and websites for educators and staff involved in best practices for educating students with emotional and behavioral disorders.

To request a FREE!! copy of the New and Improved ED BD CD:

- go to: www.updc.org (click on ED BD CD in NEWS section)
Be sure to include your current address and 25 words or less as to why you are interested in obtaining a copy of this resource.
- For additional information about the ED BD CD contact Hollie Pettersson at holliep@updc.org or Dan Morgan at damm@utahsignal.org



ENGLISH LANGUAGE LEARNER INITIATIVES: INTERPRETER TRAINING

- February 17, Users and Choosers of Interpreters
- February 18, Training for Interpreters SLC, Utah
- Registration and conference details soon at www.updc.org (Conferences)
- For information, contact Michael Herbert at michaelh@updc.org

UPDATE ON UTAH'S GRADUATION REQUIREMENTS Nan Gray, Coordinator, Special Education Services, USOE

- The Utah State Board of Education placed a YIELD sign on Performance Plus (Nov. 2003 Educator, P. 20) at a board meeting on October 29. The board decided to move ahead with certain elements of Performance Plus and to send other aspects to committees for the further involvement of educators from school districts, USOE, and institutes of higher education. The plan is to have committee work completed in May. The draft wording, which was accepted by the Curriculum and Instruction Subcommittee of the board, includes the use of accommodations and/or modifications for students with disabilities related to requirements associated with Performance Plus. Stay tuned, we will share all new developments as they happen.

THE BIG PICTURE: PUTTING THE PIECES TOGETHER

- Conference for meeting the needs of all learners
- Sponsored by Utah State Office of Education and Utah Personnel Development Center
- Collaborative effort between general and special education
- Topics: Literacy Instruction (reading, math, language arts) and Interventions for Struggling Students
- Kenotes: Dr. Keith Polette and Dr. Judy Wood
- March 10-12, 2004, Provo Marriot (online registration available in January)
- For information, contact Diane Johnson at dianejo@updc.org

Service Directory.....

Utah State Office of Education

Special Education Services

- Karl Wilson • Director of Special Education538-7711 • kawilson@usoe.k12.ut.us
- Nan Gray • Coordinator of Special Education.....538-7757 • ngray@usoe.k12.ut.us
- Pat Beckman • Specialist, Access to the General Curriculum.....538-7716 • pbeckman@usoe.k12.ut.us
- Karen Kowalski • Specialist, Emotional Disturbance/Mental Health538-7568 • kkowalsk@usoe.k12.ut.us
- Susan Loving • Specialist, Transition.....538-7645 • sloving@usoe.k12.ut.us
- Cal Newbold • Specialist, Fiscal and Data Issues.....538-7724 • cnewbold@usoe.k12.ut.us
- Bruce Schroeder • Specialist, Comprehensive System of Personnel Development (CSPD)
.....538-7580 • bschroed@usoe.k12.ut.us
- Jocelyn Taylor • Specialist, TBI, Autism538-7726 • jtaylor@usoe.k12.ut.us
- Cheralyn Creer • Specialist, Severe Disabilities, Deaf/Blind, OHI, VI, HI.....538-7576 • ccreer@usoe.k12.ut.us
- Connie Nink • Specialist, Preschool.....272-3431 • connien@updc.org
- Amy Spencer • Specialist, Assessment, Accountability538-7639 • aspencer@usoe.k12.ut.us

Utah Personnel Development Center

2290 East 4500 South, #220 Salt Lake City, Utah 84117 • 272-3431 or 800-662-6624

- Jerry Christensen, Team Leader.....jerryc@updc.org
- Jim Curtice.....jimc@updc.org
- Ginny Eggen.....ginnye@updc.org
- Michael Herbert.....michaelh@updc.org
- Loydene Hubbard Berg.....loydeneb@updc.org
- Diane Johnson.....dianejo@updc.org
- Terri Mitchell.....terrim@updc.org
- Julie Mootz.....juliemoo@updc.org
- Connie Nink.....connien@updc.org
- Hollie Pettersson.....holliep@updc.org
- Suraj Syal.....surajs@updc.org

Utah SIGNAL Project

2290 East 4500 South #260, Salt Lake City, Utah 84117 • 272-1091 or 800-662-6624

- Bruce Schroeder, Project Director.....bruces@utahsignal.org
- Monica Ferguson.....monicaf@utahsignal.org
- Dan Morgan.....danm@utahsignal.org
- Sharon Neyme.....sharonne@utahsignal.org

Utah Parent Center

2290 East 4500 South, #110, Salt Lake City, Utah 84117 • 272-1051

- Helen Post, Director.....helen@utahparentcenter.org



© 1999 MICHAEL F. GIANGRECO, ILLUSTRATION BY KEVIN RUELLE
PEYTRAL PUBLICATIONS, INC. 952-949-8707

MISSION IMPOSSIBLE