

THE UTAH Special EDUCATOR

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Effective Strategies for Student Success

Behavioral Strategies and Interventions

*My mother and father wanted
me to be a brain surgeon.
I exceeded their expectations.
I became a teacher.*

Harry K. Wong

From The Editors

Teaching Our Students To Fish

Jim Curtice and Cheryl Hostetter



Welcome to the first issue of the Special Educator for the year 2000. As the Grateful Dead used to say, "the more things change the more things stay the same." Although we are starting a new "millennium" armed with palm pilots, lap tops, PC's, cell phones, "ET" cetera, as teachers we are still confronted with many of the same quandaries. No matter how much we learn, how high tech we get or how much we accomplish, we will always be asking the perennial question, "What can I do to enhance my students ability to learn the lessons necessary to reach their potential?"

This month's Special Educator deals with behavior management strategies. Nothing can be a greater detriment to a student's academic or social success (or a teachers experiencing the "joy of teaching") than inappropriate disruptive behaviors. We now recognize that disruptive behaviors often times are attempts to communicate a student's fear, anger and frustration and not merely expressions of non-compliance and self-indulgence.

Teachers are all sadly aware of the limitations of manipulative reactive strategies that relied on "a bag full of M&M's and a timeout room". As Tina Taylor Dykes states in her article, "*Strategies for Preventing Disruptive Behaviors Among Students with Autism*," to merely control a students behavior is not enough, "...we must help the student learn to control his or her own behavior...and we can't expect planned and enforced consequences alone to have long term effects." Hmm, sounds very similar to an old adage about whether it is best to give a person a fish or to teach them to fish.

Before we can teach our students to fish, read, make their beds or enhance their self-concept we need to communicate and establish a caring relationship. An effective teacher is not just "capable" but also "lovable", according to author and teacher Harry K. Wong. None of us will learn the **intended** lesson from someone we don't believe cares for us. As Linda Darling-Hammond says in her recently published book, *The Right To Learn*, "...if I cannot get a good relationship with these students, so that we can have trust between one another...then I'm not going to teach them anything. My very first objective is to create a good relationship... because I firmly believe that you can't do anything with the students until they believe in you."

So, how do we establish this relationship? How do we communicate that we care?

Here's what students say we can do:

- Smile when you see me.
- Call me by my name.
- Listen to me when I talk.
- Let me know you missed me when I was absent.
- Praise me when I do something right.
- Let me set my own goals.
- Encourage me to aim high.

Doesn't sound so hard does it? A little awareness, maybe change a couple habits and tweak our perception about student/teacher relationship and voila! Not only are negative behaviors decreased, but also the caring trusting relationship necessary for the transmission of knowledge is established. Of course, this change in our (teachers) behavior is not that easy. However, it is necessary. As Deborah Meier, former principal of Central Park East Secondary School in Harlem says, "Caring and compassion are not soft mushy goals. They are part of the hard core of subjects we are responsible for teaching...Such empathetic qualities are precisely the habits of mind that require deliberate cultivation-that is, schooling." Closer to home than the "Big Apple", Ted Kelly, Special Education Director for the Provo School District, announced during a speech at the Utah Mentor Teacher Academy this September, that his personal and professional goals for this year were to become more kind and considerate.

Today's strategies are PROACTIVE AND PREVENTIVE. The bulk of this month's articles feature suggestions regarding the prevention of inappropriate behaviors. As the honorable Chinese sage Lao Tzu observed over 3000 years ago, "Trouble is easily stopped before it commences." Michael Herbert reminds us of the importance of a thorough and accurate assessment and the problems the "malpractice" of not beginning at the beginning can lead to in his article, *The Woodcock Johnson Revised as Behavioral Prevention*.

Two very well written and entertaining articles, "*The FUBAS are Coming, The FUBAS are Coming!*" and "*Do You Know Your Clans?*" by Rob O'Neill and Tony Done respectively, represent a "state of the FUBA address" and the appropriate use of FUBAS with Native American students.

This New Year edition's bag of tricks contains suggestions on Art as an inclusion strategy and minimizing or eliminating problem behaviors through "environmental interventions." Also included are articles regarding Mental Health Services in the public schools, West High's implementation of the BEST project, and a fine piece on behavioral strategies that "work", by Glenn Latham of the Mountain Plains Regional Resource Center.

All this and updates by our ever popular regulars the USOE, SIGNAL, UPC, ULRC, SIPC and UMTA. Heh! Just like we promised, "PROACTIVE AND PREVENTIVE". Hopefully a bit entertaining also.

We here at the ULRC would like to wish you and your students the best of luck in your educational journey this year. Let us hear from you! Until next month. Adios. ■

THE UTAH Special EDUCATOR

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Strategies for Preventing Disruptive Behaviors Among Students with Autism

Tina Taylor Dyches, Assistant Professor, Special Education, Brigham Young University

Help! What should I do with Michael? I can't control him!" I often hear pleas of help similar to this one. What can a teacher do to help a student with autism learn and demonstrate appropriate behavior? The purpose of this article is to provide a framework by which we can view behavior, and a description of a few strategies to help prevent challenging behaviors among students with autism.

Conceptual Framework

When I was a fresh out of college working under a provisional certificate, I was educated in the "current" methods of "behavior management." That is, I learned how to observe, count, graph and watch the trends of "maladaptive" behaviors of my students. Even if a student did not have challenging behaviors, I was able to point out even mildly disruptive behaviors. I became the "data queen" of my school. With these data I then planned elaborate behavior management strategies that I could use "on" my students. Typically, the occurrences of maladaptive behaviors decreased and I felt good about how I had changed my students' lives.

Well, time passed. My students grew up and transferred to other teachers and other schools. I also moved on and even left the state for several years. When I returned to Utah and began visiting student teachers along the Wasatch Front, I saw one of my former preschoolers. He had been one of my most challenging students. Our multidisciplinary team had developed a precise, strict behavior management plan to follow whenever he engaged in various behaviors, including sucking his middle two fingers. Well, when I walked into a

At that moment, I came to the clear realization that professionals alone can't control or change a student's behavior. Instead, we must help the student learn to control his or her own behavior.

local school and saw this junior high school student, I was caught off-guard. This was my preschooler, all grown up! And guess what? He was still sucking his middle two fingers! How could that be after all of his data charts indicated that we had practically eliminated that behavior? Had we really not changed his life after all?

At that moment, I came to the clear realization that professionals alone can't control or change a student's behavior. Instead, we must help the student learn to control his or her own behavior. We can't expect to run a behavior management plan "on" a student without that student having some ownership of such a plan. And we can't expect planned and enforced consequences alone to have long term effects on a given behavior.

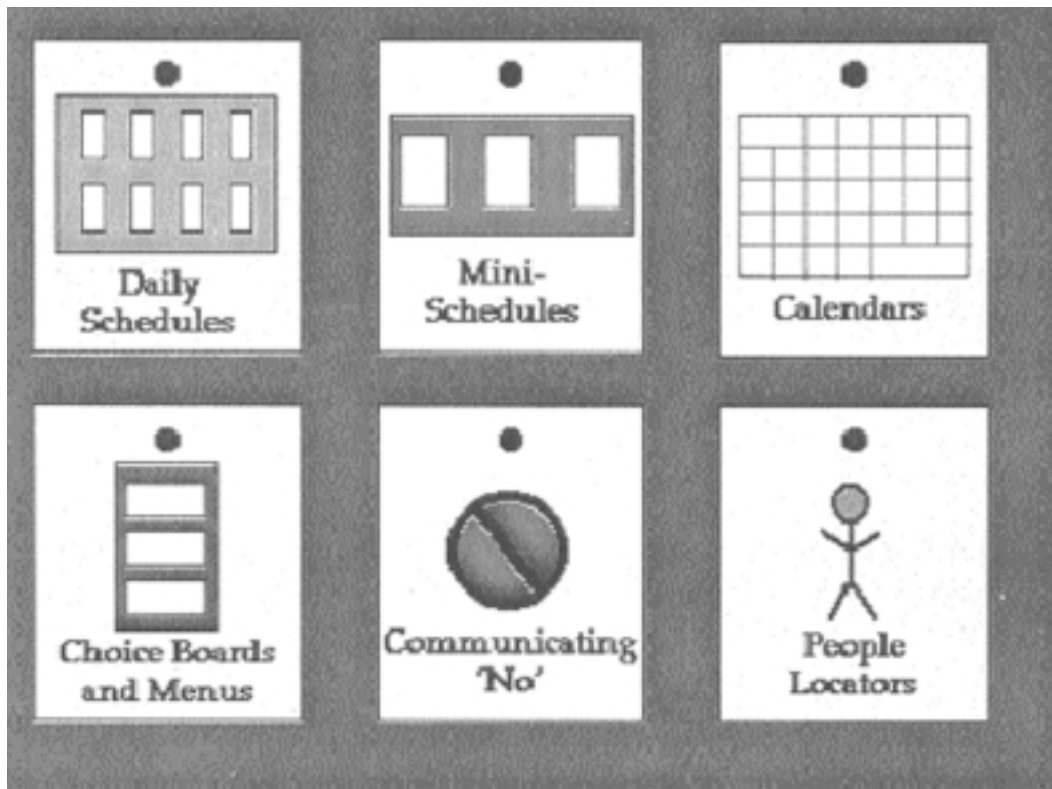
Fortunately, the field of behavior management emerged from its rudimentary past to the current conceptual framework of "positive behavioral support." This relatively new way of viewing behavior recognizes that behavior communicates. For example, when a student sucks his fingers he may be communicating, intentionally or not, that he is filling an internal need. We as teachers need to recognize our students' needs and try to help them fill these needs in a socially acceptable fashion.

Along with the maturation of the field of behavior analysis came the rapid expansion of knowledge of the neurobiological factors associated with autism. It is now accepted that autistic individuals have chemical and structural abnormalities in the brain. Two of the implicated neural structures are the cerebellum and hippocampus. Before I understood the effects of the brain abnormalities on my students' behaviors, I ignorantly insisted that these students were merely being "non-compliant." Knowing the purpose of these structures has helped me to plan strategies to prevent challenging behaviors among students with autism.

Strategies to Prevent Challenging Behaviors

As a part of my current work, I have the unique opportunity to interact with many competent and dedicated teachers across the state of Utah. I would like to share a few of the strategies they have used, which correlate with current brain research, to prevent challenging behaviors from occurring in their settings.

Prediction Strategies. One of the functions of the cerebellum is to predict events. Individuals with autism often have difficulties adjusting to events that are unpredictable. To help prevent some challenging behaviors, a daily schedule can be used. I have seen many teachers use various types of schedules including: written, black and white drawings, photographs, and even object schedules. They also vary according to use: whole class schedules and personal daily or weekly schedules, and can be as formal as a day planner



or as informal as a series of events handwritten by a student. (See the Center for Autism and Related Disorders website for a primer on developing visual support systems: <http://neurosci90.health.ufl.edu/card.html>. Click on “Special Topics” then “Visual Supports.”)

Some teachers ask, “But doesn’t the use of schedules make these students even more rigid? What happens when we have an unexpected fire drill? Will my student freak out because it is not on his daily schedule?” One teacher’s strategy to combat this perceived inflexibility is to use a “surprise activity.” This teacher actually teaches her students to expect surprises by occasionally putting a “surprise” item on her daily class schedule, represented by a question mark. She does this at a time that is no surprise to her, so she can support the students’ responses. When first taught, this surprise activity should be a very positive activity, such as a pizza party or free time with new toys. These positive surprise activities are used to help the students not to fear change. Gradually, more neutral activities replace the fun surprise activity, and eventually the dreaded event (e.g., fire drill, school assemblies) can become the surprise activity.

Augmentative and Alternative Communication. The hippocampus functions to take in, process, store, retrieve, and send information. I have heard teachers comment that their students with autism “know” more than they can “show.” This is likely a function of the abnormalities of the hippocampus.

One of the most exciting developments in the past decade is the increased use of Augmentative and Alternative

Communication (AAC) devices among individuals with autism. AAC facilitates the input, retrieval, and storage of information. Particularly for non-verbal students, the benefits of AAC are astounding. Let me share just one example.

Recently I visited a teacher that worked with a student who was functionally non-verbal, and doing very little work in the classroom. On any given day he would engage in an average of approximately 25-30 maladaptive and destructive behaviors (I saw his charts!). Rather than punishing the student for his misbehavior, the multidisciplinary team decided to teach the student to use a communication book (based upon the Picture Exchange Communication System). The results have been dramatic. He now makes several requests using PECS, participates enthusiastically in class activities, and seems to be happy at school. Moreover, he rarely engages in severely destructive behavior (again, I saw the deceleration trends on his charts!). He now has an efficient and appropriate way of communicating!

This is a prime example of modern behaviorism. We learn to assess the student by understanding the individual, not merely observing his behavior. When we have assessed the needs correctly, we can implement a system that includes visual and communication supports to empower students in increasing their repertoires of adaptive behaviors. When we use preventative strategies to teach students acceptable behaviors, we create an environment that is proactive and positive, not reactive and negative. In such environments we are more likely to make a lasting impact on our students’ lives. ■

Guest Editorial

The FUBAS Are Coming, The FUBAS Are Coming! (Actually They're Already Here)

Rob O'Neill, Ph.D., Department of Special Education, University of Utah

Most readers of this publication who haven't been hanging out in an isolated cave in recent months (like your average relocatable!) are aware that the new IDEA regulations include language recommending and/or mandating the use of functional behavioral assessments (FUBAS) in situations in which students are exhibiting significant problem behaviors. By now most folks are aware that a FUBA is a process for collecting information that will allow us to develop effective and efficient behavior support plans to make problematic situations work better for students and teachers. (And it has nothing to do with being

FUBAR-ed, which some of you may remember from your college days or other situations!). While districts and school personnel are scrambling to respond to the legal directives, it's worth noting that there are a number of important unanswered questions about FUBAS, perhaps the most important of which is "What is the best way to carry out a FUBA?" That is, what kinds of information gathering or data collection strategies will give us the most bang for our assessment buck in terms of both effectiveness and efficiency?

The three main categories of functional assessment strategies are (1) indirect or informant methods (interviews, questionnaires, rating scales), (2) systematic observations in typical settings (A-B-C charts), and (3) experimental or controlled manipulations of classroom events to assess their impact on behavior. Because of time constraints and issues of training and experience, most school personnel focus on using the first two types of methods. There are an increasing number of tools and strategies available for

conducting interviews, administering questionnaires, and conducting observations. However, there are very little data available to guide us in choosing which techniques to use with which types of students and situations. Interviews and rating scales may be relatively quicker and easier to administer, but do they give us the same outcomes or information as actual observations and data collection in classroom situations? At this point, unfortunately, the answer is

With no compelling data to point us towards one strategy or another, it makes sense to think of the efficiency issues, and perhaps proceed in a step-by-step manner.



maybe yes, maybe no! The few empirical studies that have addressed these issues have found that what people tell us through interviews or questionnaires will sometimes be borne out when we go and look in the classroom, and sometimes it won't. There is a critical need for more research in this area, some of which is being conducted by faculty and students from the University of Utah (Cunningham & O'Neill, in press).

Until more data are available to guide us, what should we do? With no compelling data to point us towards one strategy or another, it makes sense to think of the efficiency issues, and perhaps proceed in a step-by-step manner. Many authors have talked about a main outcome of the assessment process being the development of hypotheses or summary statements that describe the primary problem behaviors of concern and the things that are setting them off and reinforcing and maintaining them. A first step, or what some have called a pre-functional assessment (Horner, personal communication), might therefore

involve teachers, parents, and other relevant persons coming together to talk over what they think they know about a problematic situation and developing some clear hypotheses or statements (e.g., When Jenny has had a poor night's sleep, and is asked to do independent math or language arts seatwork, she will talk out and throw or destroy materials in order to escape doing the requested work). These can then serve as the basis for implementing some relevant instructional and behavior change strategies (e.g., providing proactive prompting, teaching alternative behaviors, modifying curricular materials). If these fail to have the desired effect, it may indicate that the hypotheses or statements are not accurate reflections of what is happening. Therefore more costly and intensive strategies would have to be

undertaken, such as conducting structured classroom observations (e.g., A-B-C or scatterplot charting). These activities would then lead to new and/or revised hypotheses or statements. Once such statements have been developed and validated with this type of direct observation information we can say that a real functional assessment has been completed. These would then serve as the basis for implementing new or additional behavior change strategies that would hopefully yield more positive outcomes.

The critical points to keep in mind are that (1) the point of conducting FUBAs is not to satisfy legal requirements, but to improve the effectiveness of what we do and the outcomes for students, and (2) there may be a variety of ways to get the information we need; the important things are that it is as accurate as possible, and that we actually use it as a logical basis for the instructional and behavior change strategies we implement.

Good luck, and keep on FUBA-ing! ■

Feature Article

Do You Know Your Clans?

Understanding Traditional American Indian Values When Conducting a Functional Behavioral Analysis

Anthony P. Done, Special Education Director, San Juan School District

While much research applauds the use of functional behavioral analysis when developing behavioral support plans for students with behavior disorders, special education teachers are all too frequently attempting to analyze the behaviors of students whose cultures and traditional values may be, if you will, foreign to the teacher. The cultures of many ethnic minorities including the traditional values of American Indians are among these. Realistically, how many special education teachers can possibly be familiar with the plethora of cultures now on display in our schools? Simply put, there are just too many. Thus, special education teachers need to develop a resource library that better explains the cultural identities from which our students come. This article is designed to be such a resource when attempting to conduct a functional behavioral analysis of American Indian students. I do not claim that any one article is adequate in fully describing the rich heritage of American Indians, but, it is a start.

In order to better understand American Indian culture, I will contrast several traditional values with those of contemporary, middle-class, urban America. Traditionally, American Indians engage in behavior that furthers the goals of the group whereas urban America emphasizes behaviors that bring individual gain. This simply means that the behavior on display by American Indians may not be for personal gain. This is closely related to the concept of family in these two cultures. The extended family or clan system is very different from the immediate or nuclear family of middle-class America. The clan system is much too complicated to fully explain here but, suffice it to say, your behavior would be vastly different if you had ten mothers instead of just one.

Another vast difference between these two cultures is their respective views of time. To the American Indian, time is cyclical and there will always be another chance to do something. In urban America, time is linear and students are often expected to use every minute wisely. Although this difference often leads to stereotypes of placid, lazy people, nothing could be further from the truth. It is simply a different

perspective that must be accounted for in any functional behavioral analysis. At this time, it is important to interject that nothing could hinder the behavioral analysis process by judging American Indian students' behavior solely from the vantage point of contemporary American society. After all, what a pleasant concept of time and, quite relaxing, I might say.

Four additional cultural differences are closely linked. First, American Indians feel shame; middle-class Americans feel guilt. Second, American Indians are humble; urban Americans tend to be self-assured. Third, American Indians value group

to live in harmony with nature; urban Americans desire to conquer nature. American Indians tend to share all they have with their families; middle-class Americans are conditioned to save for the future. And finally, American Indians place value in the wisdom that comes with age; contemporary youthful Americans believe they know everything. Once again, the more special education teachers can learn and understand about the cultures of our students, the better we will be able to serve them. The following is a table that summarizes some important differences between American Indian cultures and urban American culture.

Urban American Culture

- Individual Emphasis
- Linear Time
- Value with Youth
- Competition
- Conquest of Nature
- Saving
- Theoretical
- Guilt
- Immediate/Nuclear Family
- Self-Assured
- Organized Religion
- Individual Value
- Expects Conveniences

American Indian Culture

- Group Emphasis
- Cyclical Time
- Value with Age
- Cooperation
- Harmony with Nature
- Giving, Sharing
- Pragmatic
- Shame
- Extended Family/Clan System
- Humility
- Spirituality
- Group Value
- Accepts Life's Physical Realities

achievement; middle-class Americans value individual achievement. Finally, American Indians accept physical realities; urban Americans expect convenience. When these four differences are recognized, a new perspective of the behaviors in which American Indians engage may be attained. Understanding these differences will help special education teachers critically analyze the antecedents of our students' behaviors. And, this understanding can help us recognize the effects typical consequences have on American Indian students.

Another group of cultural differences can shed light on the functional behavioral process. American Indians value cooperation; urban Americans, indeed, our schools, value competition. American Indians desire

Although the cultural differences I have alluded to in this article may be generalizations, the important thing to understand is that these differences do exist and that they have a profound effect on the behavior of American Indian students. However, I have come to believe that the most important thing to understand when attempting to functionally analyze the behavior of American Indians is the tremendous pressure these students feel as they attempt to live up to their traditional American Indian values and, at the same time, contemporary, urban American values. This tension is often demonstrated by the projection of confused values, introverted behaviors, and the appearance of anxiety, frustration, and stress. ■



Feature Article

Behavioral Strategies and Interventions That Work

Glenn I. Lathan, Principal Investigator,
Mountain Plains Regional Resource Center, Utah State University

Since human behavior is lawful, it is therefore predictable; hence, manageable. Following are two sets of interventions that have been well documented as being predictably effective in a wide range of settings.

This first set of three interventions addresses the responses to inappropriate behavior, and is in two parts: inconsequential inappropriate behavior, and consequential inappropriate behavior.

Inconsequential inappropriate behavior includes behaviors that are annoying and frustrating. Included are talking out, smart-mouthing, complaining, tattling, pencil tapping, and so on. These are behaviors that annoy, but don't hurt or damage. Consequential inappropriate behavior is behavior that hurts, damages, and destroys, and includes hitting to hurt, breaking things, sustained disruption of the learning environment, foul language, and so on.

Two strategies that are particularly effective are: 1) extinction and 2) selective reinforcement of other appropriate behavior.

The extinction strategy, meaning to ignore the behavior, works best when four conditions are met:

- **Ignore with purpose.** This requires that the teacher goes on about his/her business in a purposeful, planned way. The misbehaving child is not looked at, talked to, touched, or in any way acknowledged for the inappropriate behavior.

- **Ignore with dignity.** This means that the teacher maintains a composed, professional demeanor, letting the child know that his/her inappropriate behavior has had absolutely no effect on the teacher's professional bearing; no scowling, no cross looks, no finger pointing, and so on.
- **Time the inappropriate behavior.** Since behavior is maintained by consequences, and since teacher attention is one of the most powerful consequences in the shaping and maintaining of behavior, once put on extinction, the inconsequential behavior will tend to fade away, usually quite quickly. My data indicate that 81% of such behavior will cease within 30 seconds, and 94% will cease within one minute and 45 seconds.

When extinction is used, it is not unusual to experience an "extinction burst," during which time the behavior will get worse before it gets better, but this, too, is typically short-lived if extinction is maintained.

Another side effect of extinction is what Dr. Jack Michael of Western Michigan University calls "bootleg reinforcement," referring to attention given to the inconsequential behavior by other students. Here, too, the extinction strategy, broadly applied, can still be effective. The point to remember is that while all this junk behavior is going on, the teacher is busy attending to students who are on task, employing what Dr. Geoff Colvin, University of Oregon, calls "active supervision:" looking around, walking around, and interacting with on-task students.

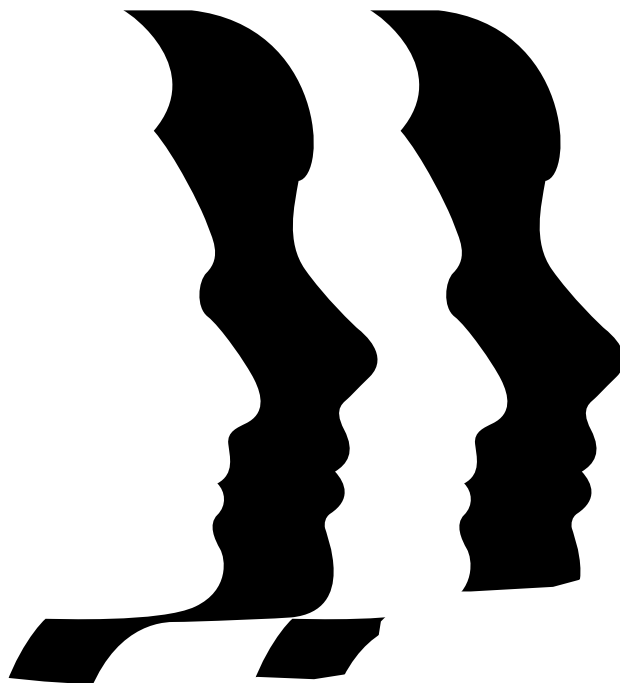
Once students realize that their "junk" behavior is getting them nowhere, and that only those students who are "with it" are being attended to, the "junk" behavior tends to fade away.

- **Be alert for opportunities to acknowledge appropriate behavior.** Dr. Sidney Bijou, arguably the world's authority on this matter, writing in *The International Encyclopedia of Education* (1988), has given us what I call the Golden Rule of behavior management:

"Research has shown that the most effective way to reduce problem behavior in children is to strengthen desirable behavior through positive reinforcement rather than trying to weaken undesirable behavior using aversive or negative consequences."

This intervention is discussed more thoroughly below.

Continue on page 8



The Selective Reinforcement of Other

Appropriate Behavior. Very simply, this means that if a student (or students) is engaging in an inconsequential, annoying behavior, the teacher will use that behavior as a prompt to turn his/her attention to the appropriate behavior of other students.

As noted by Dr. Colvin's work, this is done in a very businesslike, matter-of-fact way. Soon students will learn that the way to get attention in the class is through appropriate behavior, and appropriate behavior only. It is at this point that it becomes evident that the teacher is shaping the behavior of students, students are not shaping the behavior of the teacher.

On the other hand consequential behaviors (i.e., behavior that can hurt, damage, and/or destroy), cannot be ignored. They must be responded to directly. The Stop, Redirect Strategy is particularly effective with such behaviors: This is a modification of the "Teaching Interaction Strategy" used at Boys Town and has three parts:

1. Calmly approach the child, establish eye-to-eye contact, and say, "That behavior is not acceptable in this class."
2. Respond to protest and resistance calmly, and with non-reactive empathy and understanding:

Student: "Get out of my face, you ____! He started it. I get blamed for everything that goes on in the #@!! class!"
Teacher: "Perhaps he did start it. I don't blame you for being upset, but reacting like that was not appropriate."
Student: "Just tell him to get out of my face. I hate his guts. I hate your guts, too."
Teacher: "I'm sure that's exactly how you feel. But even when you feel so upset-and maybe for good reason-what is the appropriate thing for a young man your age to do?"
Student: "I'll tell you what I want to do. I want out of this rotten class."
Teacher: "You are certainly free to leave if you wish, but I hope you'll stay. Think about it for a moment. We can talk about it quietly then. Is that OK for the moment?"

Ninety-seven out of one hundred times, given my work in classrooms across America, using such a non-reactive approach, the student will settle down, the matter will pass, and instruction will proceed with little interruption and delay.

3. For best results, a) Never tell the student what he/she already knows: "You're not supposed to shout out like that in class!"; b) Focus on expectations: "What is the appropriate thing for a young man your age to do?"; and c) let the student tell you how he/she should behave.

The following interventions addresses what teachers should do when students behave well. As noted earlier, no reasonable behavior management intervention can possibly be effective without this as its foundation.

- **Acknowledge Appropriate Behavior in Some Positive Way.** A kind, encouraging word, a gesture, a touch, or a note are examples of simple, doable things that can dramatically "raise the general level of positive reinforcement" in the environment. This in turn decreases the level of inappropriate behavior. I suggest no fewer than 20 to 30 of those per class per hour. Furthermore, I encourage teachers to never have more than one negative interaction for every eight positive interactions.

- **Acknowledge Appropriate Behavior Casually and Briefly.** When acknowledging appropriate behavior, say only a few words (fewer than 12), and take only a few seconds (3 to 5) to say it: "Way to go. That's good work." Six words said in just over one second.

- **Acknowledge Appropriate Behavior Intermittently.** The most powerful schedule of reinforcement known is the intermittent (or variable ratio) schedule. At some random moment, let a student know you are aware of his/her appropriate performance/behavior.

Acknowledging **every** appropriate thing a child does produces satiation. Gamblers will remain glued to a slot machine for hours once they are under the reinforcement control of the intermittent schedule of reinforcement, even though they stand a good chance of losing their money. But if for every quarter a gambler puts in a slot machine, a quarter comes out - that gambler would become satiated almost immediately, and leave the machine alone, even though there was absolutely no chance of losing. It works with kids, too.

- **Occasionally Embellish the Acknowledgment of Appropriate Behavior With a Statement of Values.** We have reason to believe that with all the concern placed on compliance, we have raised a generation of children weak in values. I suggest that occasionally, when compliant behavior is acknowledged, that acknowledgment be embellished with a statement of values. For example:

- Acknowledging Compliance: "Thanks for helping Stewart with his project."
- Statement of Values: "That was very thoughtful."

Kindness, selflessness, honesty, dependability, loyalty, and so on are in short supply, it seems these days. They can be enthroned by pairing them with a positive, pleasant acknowledgment of compliant behavior.

These are strategies and interventions that work in the management of student behavior. They are skills every teacher should have. They are what research has taught us works! Being able to adapt such strategies and interventions to a broad array of situations is the mark of a true professional: one who possesses a generalizable set of skills which are anchored in science. That's what distinguishes a true professional from a technician: the ability to make **wh** works work in any reasonably approximate situation.

Feature Article

Comprehensive Mental Health Service Delivery for Students with Emotional and Behavioral Disorders

*Denita Maughan, M. A., School Psychologist, Granite School District
Rick Scheibe, Ph.D., School Psychologist, Granite School District
Stephen Mettelle, M. A., School Psychology Intern, Granite School District*

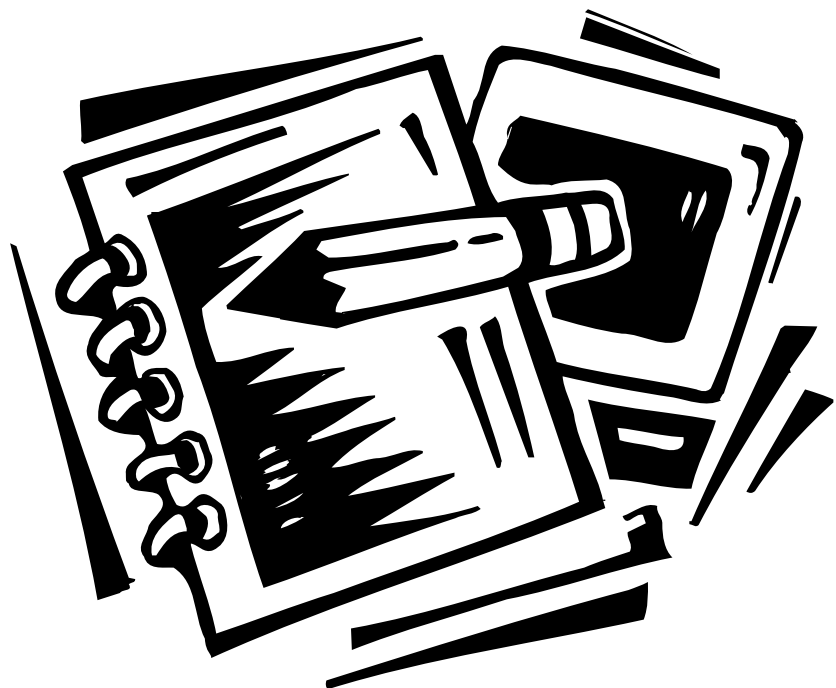
Schools are increasingly being viewed as the appropriate place to provide mental health services. Since the publication of *A Nation at Risk* (1983), there has been increased public attention towards raising the standards and accountability of education in this country. The goals of school reform have included increased academic achievement and health (including mental health) for all students. In position statements by The American Psychological Association and the National Association of School Psychologists, it is recognized that school success is facilitated by psychological competence, a set of skills and attitudes that will lead to positive mental health and a strong sense of well-being. The recognition of the need for mental health services has been well documented. For example, the juvenile rates for crime and suicide are increasing; youth are becoming sexually active at younger ages; suicide is a major leading cause of death for youth; and alcohol is the most commonly abused substance among youth.

“The key to making mental health services effective is to ensure that they are comprehensive, coordinated, and accessible to students and families”. The most logical and accessible place to pro-

vide mental health services to children and adolescents is in the schools. Schools are able to provide affordable mental health services without the difficulties of transportation, scheduling, and the stigma of seeking outside mental health services.

Among the students needing mental health services in the

States. For the first time, schools have the opportunity to serve the self-contained behaviorally disordered students, that often face a multitude of risk factors, with an intensive and meaningful service pattern. These students in the past have often been viewed by school staff, community agencies, and their parents as destined to spend their elementary and secondary



schools are those with emotional and behavioral disorders. These students are repeatedly underserved by the educational and mental health systems in the United

States. For the first time, schools have the opportunity to serve the self-contained behaviorally disordered students, that often face a multitude of risk factors, with an intensive and meaningful service pattern. These students in the past have often been viewed by school staff, community agencies, and their parents as destined to spend their elementary and secondary

Continued on page 10

research supporting the high incidence of failure experienced by these students in their attempts to achieve success in the adult world.

Beginning in the fall of 1998, Granite School District implemented a mental health component of the educational program to meet the needs of students with emotional and behavioral disorders. This opportunity has been made possible due to the support of Dave Adamson, Director of Special Education, Randy Schelble and Dennis Whiteley, Associate Directors of Special Education, and the superintendency. Through their support of an experimental program utilizing Medicaid for eligible children and their families, the program was designed to support students who, because of the severity of their behavior problems, were being served in self-contained behavior disordered classes. Each classroom, due to the nature of the students being served, was given access to mental health support including the services of a school psychologist or a social worker.

Under this program one psychologist or social worker is now assigned to three classes, serving approximately 37 students. Services provided by the mental health professionals include assessment, individual and group counseling, crisis intervention, and participation as an active member of the IEP team to ensure the continuity between behavior and other IEP goals. Additionally, the school psychologist and social workers play an important role in the development and implementation

of functional behavior assessments and behavior intervention plans, providing behavioral consultation and preventative services, and serving as a liaison between the school and outside agencies. Furthermore, school psychologists and social workers are now involved in the screening of potential students for these self-contained classrooms, improving the accuracy in determining which students are appropriate for such services.

In the past, the limited support to behavior classrooms required teachers to perform multiple roles often beyond their training and experience, including that of diag-

“The key to making mental health services effective is to ensure that they are comprehensive, coordinated, and accessible to students and families”.

nostician, intervention specialist, counselor, disciplinarian, transition specialist, as well as teacher. The teachers performed all of these roles without support, often leaving them feeling isolated and overwhelmed. With the additional support of mental health professionals, teachers of these classrooms are now able to address student needs. Support by the school psychologist and social worker is no longer limited to that of assessment, but now includes “comprehensive, coordinated, and accessible” services to students with emotional and behavioral difficulties.

Although no formal data on the program are yet available, feed-

back from teachers, students, and families has been overwhelmingly positive. Teachers report that the increased support has allowed them to focus on teaching. The school psychologists and social workers have given the teachers a more global view of behavior problems and interventions. Students are able to be more successful with the focus on individualized intervention plans and counseling services. Finally, parents have reported that the increased attention to their student’s needs has been a critical factor in their student’s current success.

Emotional and behavioral disorders interfere with academic, vocational, and social skills. If we want children with these disorders to succeed, we must provide comprehensive mental health services within the schools to reduce the negative effects on academic and

social adjustment. Regretfully, there are individuals who view school based interventions and mental health services by social workers and psychologists as beyond the context of public education. In November 1999 as an introduction to Children’s Mental Health month, President Clinton proclaimed “...many people still believe that mental illness is a personal failure. Because of this misconception, many parents are reluctant to acknowledge that their children need help, and many children who need help are afraid to ask for it.” The limited implementation of the Granite Program over the past year suggests that not only is behavioral change possible ■

This is the second installment in an ongoing dialogue concerning the Woodcock-Johnson Psycho-Educational Battery-Revised (WJR).

A woman takes her sick child to see the doctor, and describes her concerns and the child's symptoms. The physician listens for a moment then explains:

"I don't have time to fully assess your child's illness and make a proper diagnosis. Besides, the tests take time and your insurance won't cover much. She will probably get over it in time, but give her these pills three times a day; they work for most of my patients."

Best practice or malpractice?

Society demands that medical professionals meet their moral, ethical and professional responsibility to 1) identify the problem (diagnosis) and 2) provide research based treatment (interventions) based on that individual diagnosis. Do educators (who expect to be treated as professionals in their field) have any less responsibility to the students they serve? Would this medical strategy be acceptable to you if the patient was your son or daughter? Is an appropriate education any less important to a child's future than their physical health? I think not! Yet, many students with mild to moderate disabilities struggle in school due to a lack of accurate test interpretation, diagnostic neglect, ignorance, or what may be considered *educational or diagnostic malpractice*.

In the name of time constraints (a real concern), students are sometimes given the "quick and dirty" approach; only the minimum amount of assessment necessary to qualify for special education services. A minimal assessment strategy fails to diagnose the underlying cognitive weaknesses or functional limitations that cause or contribute to school failure. A large number of students (as high as 60%) with learning disabilities exhibit language-based learning difficulties yet, few are routinely assessed for language, and fewer still are accommodated for language limitations. Without a specific diagnosis of the cause of the learning failure, how can an appropriate treatment plan (interventions) be designed and implemented? *"Give her these pills three times a day; they work for most of my patients..."*

Students with mild to moderate learning problems often exhibit behavior problems that significantly interfere with their education, disrupt the learning of others, place them at risk for involvement with the juvenile justice system, and contribute to teacher frustration and burnout. These students require a disproportionately large amount of resources in time and money to manage their behavior. Have they developed learning problems due to their behaviors or might their behaviors have been caused or exacerbated by their learning problems? The literature is clear; academic underachievement leads to externalizing behavior. Academic underachievement is predictable, and effective accommodation strategies are known. *Pay me now or pay me later...*

8 Assumptions of Behavior and Assessment:

1. A leading cause of externalizing behavior problems is a lack of success in the core curriculum, particularly reading.
2. Behavior serves a purpose to the student; most often the purpose is the avoidance of an academic task.

Educator Idea Exchange

Standardized Cognitive Assessment As A Behavioral Prevention And Intervention Strategy

Michael Herbert,
Utah Learning Resource Center



3. Behavior is learned over time; early identification and effective interventions can reduce or eliminate antisocial behavior.
4. Behavior is predictable; the antecedent is often a teacher request to perform a task that is difficult or impossible for the child to perform.
5. Behavior is interactive; usually involving a struggle between a student and a teacher, often over academic performance.
6. Intra-cognitive weaknesses and functional limitations underlie academic failure, and contribute to behavior problems.
7. Intra-cognitive strengths, weaknesses and functional limitations are identified when a comprehensive assessment is conducted using the WJR, Tests of Cognitive Ability as the standardized component.
8. Identification of intra-cognitive strengths, weaknesses and functional limitations can: a) lead to a diagnosis of underlying cognitive deficits that affect students across all areas of their life, b) lead to appropriate placement and compensation strategies for success in core classes and careers, and c) reduce or eliminate behavior problems due to frustration and skill deficits.

Using the WJR to reduce behavior problems

1. **Conduct a complete assessment.** At a minimum administer: Tests 1-14, which will yield Broad Cognitive Ability Extended, intra-cognitive strengths, weaknesses and functional limitations, Reading Aptitude, Written Language Aptitude, and Mathematics Aptitude scores. Tests 20, 21 will identify Oral Language ability (receptive and expressive).
2. **As a team, diagnose underlying cognitive weaknesses and functional limitations.** Identify necessary and reasonable accommodations for specific cognitive weaknesses in the core curriculum or vocational settings.
3. **Collect data** of effectiveness of interventions and make adjustments as necessary.

Continued on page 12

Use Relative Mastery Index (RMI) scores to predict performance across settings

As a professional educator, would you knowingly send a student into a learning situation if you predicted that they would fail? What would you expect as a logical outcome or result of that failure; behavior problems, withdrawal, depression? The WJR provides RMI scores to predict a students' degree of mastery on a specific task in comparison to their grade or age equivalent peers. A student who performs in the average range compared to peers would be expected to demonstrate 90% mastery. Stated another way, average performing students who are given 100 grade or age appropriate tasks will perform 90 of those tasks correctly, or at a 90% proficiency or accuracy rate. The RMI is expressed as a fraction, with 90 the constant denominator. The numerator is the number of tasks that that student accurately performs compared to peers. For example, a student with an RMI score of 90/90 in Long-Term Retrieval has an average proficiency level in tasks requiring this cognitive domain, and will find the demands in regular education classes (or jobs) manageable. In contrast, a student who receives a RMI score of 34/90 would find the task difficult to perform, and their proficiency would be limited. Students who obtain an RMI score of lower than 68 on any cognitive or academic task will find that task frustrating without reasonable accommodations, and frustrations can lead to off-task and other behavior problems. An RMI score in the Oral Language cluster of less than 33/90 suggests that the student has limited or lower English language proficiency that may explain his/her learning (and behavior) difficulties, and require language interventions.

This author has worked with young adults and adults with learning problems in clinical settings for many years. Most were not knowledgeable concerning their diagnosis of strengths and weaknesses, and needs for accommodations based on limitations.

A large number of adults and young adults who experienced school frustration and failure have reported behavior problems, clinical depression, substance abuse, high rates of relationship difficulties, and challenges in obtaining and maintaining suitable employment. Disabilities that affect learning are not cured after an individual leaves or completes public school. In fact, research suggests that the effects of the learning problems increase, and effect that individual in every aspect of his/her life. Effective academic and behavior interventions must begin with a full and complete assessment. These data are necessary for determining appropriate IEP goals and objectives, and identifying reasonable accommodations necessary for success in educational and vocational settings. Young adults who are knowledgeable about their strengths, weaknesses and functional limitations are more successful than those who are not. They are more able to advocate for themselves and make informed choices based on their individual needs and limitations.

Assess your diagnostic and assessment competency

As a professional educator, how would you rate your personal/school/district assessment practices; best practices or malpractice?

Standardized assessment can be a powerful diagnostic tool for the assessment team when used in conjunction with observation and other relevant data. School teams or districts interested in receiving more information or in-service training in assessment administration or interpretation are encouraged to contact the author at the ULRC. ■

RMI	PROFICIENCY LEVEL	STUDENT WILL FIND RELATED TASKS AT AGE OR GRADE LEVEL:
100/90	Very Advanced	Extremely Easy
99/90 to 100/90	Advanced to Very Advanced	Extremely to Very Easy
98/90 to 99/90	Advanced	Very Easy
96/90 to 97/90	Average to Advanced	Very Easy to Manageable
82/90 to 95/90	AVERAGE	MANAGEABLE
68/90 to 81/90	Limited to Average	Manageable to Difficult
34/90 to 67/90	Limited	Difficult
19/90 to 33/90	Very Limited to Limited	Difficult to Extremely Difficult
5/90 to 18/90	Very Limited	Extremely Difficult
3/90 to 4/90	Negligible to Very Limited	Extremely Difficult to Impossible
0/90 To 2/90	Negligible	Impossible

The BEST (Behavioral and Educational Strategies for Teachers) program has been implemented at West High School. It is sponsored by the State Office of Education and is being held in collaboration with West High's two feeder middle schools, Northwest and Bryant. In addition, more than one half of West High's feeder elementary schools are also involved with this collaboration. The focus of BEST is a comprehensive school-wide management program that provides consistency and results in the creation of a conducive atmosphere for teachers to teach and students to learn.

The first priority for the stakeholders at West High School was to design a school-wide management plan that was consistent and effective. The administrative team worked with a group of teachers who wanted to make a positive difference for West High students. With input from all stakeholders (students, teachers, parents, staff, counselors, and administrators), a school-wide management plan was developed, implemented and published in the West High School Student Planner. This plan contains methods to deal with first, second, and third infractions. Misconducts that are considered severe may result in the student being placed in in-school detention, in-school suspension, out-of-school suspension, expulsion, and/or out-of-school referrals. Appropriate behavior is rewarded by assemblies, spirit bowls, stomps, fieldtrips, as well as other activities and events.

To help students understand the school-wide management plan, an Expectation Video is made at the beginning of the school year and televised throughout the school using the TV West station. Participants in the video consist of the administrative team (principal and two assistant principals), security team, the school's resource officer, and the student government officers. In addition, orientation for new students is conducted by the administrative team.

The BEST program requires that each teacher develop a classroom discipline plan, which consists of expectations, consequences and positive reinforcement. Class rules are posted, reviewed with students and followed at

The focus of BEST is a comprehensive school-wide management program that provides consistency and results in the creation of a conducive atmosphere for teachers to teach and students to learn.

Educator Idea Exchange

West High School "BEST" High School: A Model For School-wide Management

Joyce M. Gray, Principal, West High School

all times. These plans are published in the teacher's disclosure document that is distributed during the annual Back-to-School Night. These procedures assist teachers with maintaining atmospheres that are appropriate for teaching and learning. Some teachers have noted that as a result of the BEST program: classrooms are cleaner and neater and student behavior is more orderly; more students are now dismissed by the teacher and not the bell; there is a decrease in the number of students found in the hall sweeps. There are less class interruptions by late student who now receives counseling at the end of the period when both teacher and student are calm. With this program more emphasis is placed on appropriate student behavior rather than the disruption.

A new component implemented in the West High BEST project is the joining of secondary and elementary schools to coordinating management styles and training teachers. This has been implemented in order to have a continuum of effective strategies from kindergarten through twelfth grade. Once a month, a consultant comes to our school to work with a cadre of teachers on effective strategies which they later implement in their classrooms. The process begins by having teachers volunteer to attend an introductory summer training. Those who attend the training become members of the cadre. The administrators also participate in a special summer training and meet monthly with a consultant to update and modify the administrative support.

The BEST program compliments the school-wide management plan because of the structure and the focus on what is best for students. Teachers and administrators use their management plans and techniques consistently. West High School is now a model site for the BEST project. Teams of educators from across Utah come to West High School to receive training on the program. There they observe teachers as they apply effective strategies and techniques which are consistently utilized on a daily basis. ■

Monthly Update

"Ask Dr. Ed"

An Interview With...Dr. Ed

Q: Dear Dr. Ed:

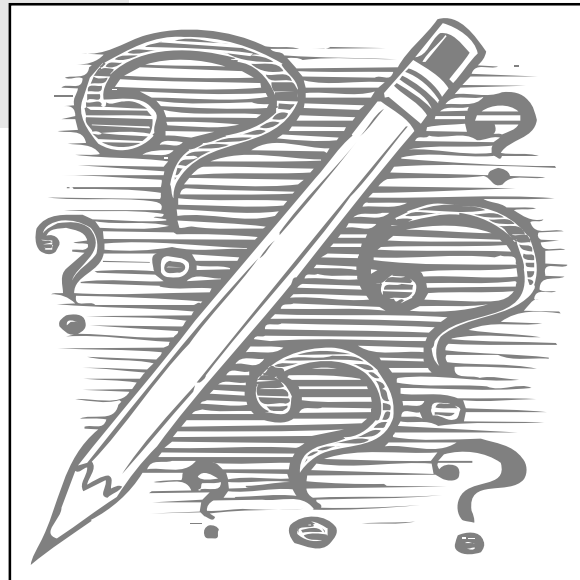
I keep hearing that we now need to develop Behavior Intervention Plans (BIPs) for students with disabilities. What exactly is a Behavior Intervention Plan, and when do we need to develop one?

A. The federal regulations talk about Behavior Intervention Plans (or BIPs) in Section 300.520(b)(1)(i), (ii); (b)(2), and (c)(1) and (2). Interestingly, they contain no definition of what a BIP is, inferring that there is a common understanding of this in our field. The reality is that there really isn't a common understanding, leaving the interpretation wide open! Some educators view BIPs as fairly simple documents, while others see them as complex, lengthy, detailed plans. Left to figure it out for ourselves, there is little doubt that over time the courts will spell out our specific BIP responsibilities.

What the regulations do say about BIPs is basically that by the eleventh day a student has been removed from school in a school year (or when imposing a removal that constitutes a removal for disciplinary reasons), the school district must convene an IEP meeting to develop an assessment plan, if it has not already conducted a functional behavioral assessment and implemented a BIP.

Under such circumstances, if a student already has a BIP, the IEP team must meet to review the plan and its implementation and to modify the plan and its implementation as necessary to address the behavior. Once the need for further assessment has been reviewed and any identified assessment has been completed, the school district must convene an IEP meeting to develop appropriate behavioral interventions to address the problem behavior and must implement the interventions. It seems clear that Congress was just as concerned that a BIP be properly implemented as with the development of the BIP itself. After all, what good is a written plan that doesn't get implemented or doesn't get implemented correctly!

If, later on, a student who already has a BIP is removed from school for disciplinary reasons for a period of time that does not constitute a change of placement, IEP team members must review the current BIP and its implementation to determine whether any modifications are needed in order for the plan to be effective. If any of the team members think that modifications are needed, the team must meet to modify the plan and its implementation to the extent that members think this is necessary.



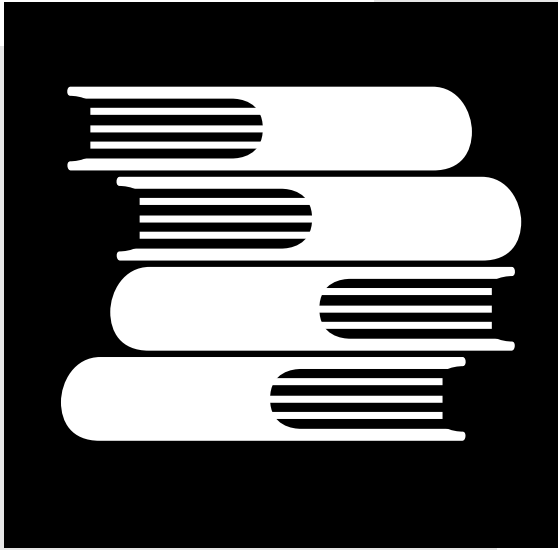
One piece of advice Jim Walsh, nationally recognized special education attorney from Texas gives us regarding BIPs is to remember that they are not one-sided statements of what we are going to do to the student, but rather a plan for what we are going to do for the student. This, of course, is an important distinction.

Further evidence of how Congress may have intended us to approach behavior problems is suggested in Section 300.346 (a)(2)(i), relating to IEP development. This requirement indicates that in developing the IEP, the IEP team must consider strategies, including positive interventions, and supports to address the behavior in the case of a student whose behavior impedes his or her learning or the teaming of others. This is right in line with what Jim Walsh tells us about the probable intent for developing BIPs. ■

Dr. Ed's Thought for the Month:

"It's useful to think of relaxation as a quality of heart that you can access on a regular basis rather than something reserved for some later time. You can relax now. It's helpful to remember that relaxed people can still be superachievers and, in fact, that relaxation and creativity go hand in hand."

-Richard Carlson

*Monthly Update***Ask Mae***Mae Taylor, Ph. D., Director, At Risk & Special Education Services***Utah State Office
of Education**

Dr. Ken Hennefer, who has served as Specialist for Adult Corrections Education, and, Assistive Technology for Special Populations, has retired. We wish him a happy retirement.

Growth

Program/Project Coordination: We are in the process of coordinating inservice training conducted by USOE staff, and staff of the following projects: Utah Learning Resource Center (ULRC), Behavioral and Educational Strategies for Teachers (BEST), Utah's Project for Inclusion (UPI), Supporting the Inclusion of Preschool Children (SIPC), and State Improvement Grant, Networks and Alliances for Learning (SIGNAL). Personnel from any of these entities may jointly provide training and/or technical assistance to school districts or organizations statewide. Therefore, a workshop in your school district could be presented by a team comprised of a ULRC staff member, a USOE staff person, and a person from one of the a fore mentioned projects. The extent of topics covered can be maximized, for benefit to the audience. Similarly, staff from the USOE and one or more of the projects may travel together to a district and meet with different personnel within the same district, while being fiscally responsible by saving public funds through conservation of vehicle and mileage.

Special Education Rules: Revision of the Special Education Rules has been a time-consuming task. At the time of this writing, they are nearing completion in DRAFT form. When printed as a draft they will be available to school districts, parents, and other interested parties, for public comment. We will conduct a series of public hearings to explain changes and to receive comments, after which the appropriate revisions will be made. The proposed Rules will be presented to the State Board of Education for review and ultimate adoption. The USOE staff will be available for inservice presentations and technical assistance on the Rules, when printed in final form (in their NEW Color).

Whew! As you can gather, we've been busy experiencing life, changing, and most importantly, growing. We look forward to sharing these growth experiences with all of you! ■

"Life is Change; Growth is Optional!"

Karen Kaiser Clark, in her excellent book by the same name, teaches us that "Life is Change; Growth is Optional." If the above mantra is true, the Utah State Office of Education is truly in a growth mode! My update will follow this two-part theme.

Changes

We are indeed, in a Change Mode! The following describes some of the changes at USOE since the last update.

Bruce Schroeder, Director of the SIGNAL Grant, has also been assigned the leadership for the Comprehensive System of Personnel Development (CSPD), including liaison with universities and the Educator Licensing Section of USOE.

Patricia Bradley has been named Coordinator of the At Risk Services Unit. As such, she will be supervisor of our Youth In Custody, Alternative Language Services, Indian Education, Gang Prevention and Intervention, and the FACT Initiative staff. She formerly served as the FACT/At Risk Specialist; that position is open for applications.

We are sorry to see the departure of **Dr. Ginger Rhode**, our former Coordinator of Special Education/State and Federal Compliance Officer, who has returned to Davis School District. She is much appreciated for her work with us and will be greatly missed. We hope to fill the position in the near future.

John Ross has also moved from State Office to school district employment. He served as Coordinator of the Title I program for seven of his fourteen years at USOE, and will be a grant writer for Davis County School District. We wish him well; his replacement is to be named soon.

Monthly Update

Positively Supporting Behavioral Supports: Utah's Efforts to Bridge the Gap Between Research and Practice

Daniel Morgan, Ph.D., Utah SIGNAL Project



State Improvement Grant

Utah has historically been a leader in providing special education services to students with challenging behaviors. Initiatives undertaken by the Utah State Office of Education (e.g., The BEST Project, The Least Restrictive Behavioral Interventions policy) are examples of that office's commitment to providing effective programs for these students. Comparable innovative research and development efforts in the area of behavioral interventions undertaken by faculty at a number of Utah's universities are additional examples of this state's commitment to state-of-the-art programs and practices for students with challenging behaviors.

One of SIGNAL's most important training and service issues is the opportunity to systematically coordinate various SEA, IHE, and LEA projects in the area of developing and implementing intervention programs and positive behavioral supports for students with challenging behaviors.

How does Utah ensure that teacher education candidates and related services personnel receive adequate training in the area of positive behavioral supports at the preservice level? How can this training be continued through the first three years of employment in Utah schools (i.e., the induction

period)? What training opportunities in the area of positive behavioral support can be offered to school professionals throughout their school career?

These questions will form the agenda for an "action group" of SEA, LEA, and IHE personnel which will bring together the considerable expertise and energy of Utah's experts in the area of positive behavioral supports and behavioral interventions. The primary goal of this group will be to develop a strategic plan for implementing a coordinated statewide

Most importantly, this group will monitor the extent to which initiatives supported by SIGNAL are actually being implemented and making a positive difference in the lives of students with disabilities.

system of training activities. These activities will provide personnel who work with students with disabilities with the knowledge, dispositions, and skills to offer programs and services consistent with the essential principles of positive behavioral interventions and supports. This action group will: (a) identify the training needs among school personnel with respect to positive behavioral supports, (b) examine the "state of the art", in terms of training resources and activities, and (c)

identify training priorities, initiatives, and innovative strategies and provide training in the area of positive behavioral supports. Most importantly, this group will monitor the extent to which initiatives supported by SIGNAL are being implemented and making a positive difference in the lives of students with disabilities.

Continue to watch in future issues of *The Special Educator* for news and information related to SIGNAL's positive behavioral supports initiatives.

For those of you interested in learning more about positive behavioral supports and effective behavioral interventions for students with disabilities, check out **pbis.org**, a website operated by the University of Oregon's OSEP-funded Center on Positive Behavioral Support. This website contains a wealth of practical information related to

effective behavioral interventions, functional assessment, and individual/classroom/schoolwide systems of positive behavioral supports. Another useful product that can be downloaded from the Internet is: **Addressing Student Problem Behavior-Part II: Conducting a Functional Behavioral Assessment**. This useful resource was prepared by the Center for Effective Collaboration and Practice (URL:www.airdc/cecp.org). ■

Monthly Update

Lessons Learned From Due Process Hearings: How to Create a "Court-Proof" IEP

Robert A. Garda, Attorney, Fabian & Clendenin

Utah Learning Resource Center

At the April 30, 1999 Special Education Consortium we invited Robert Garda from the law office of Fabian & Clendenin to speak to our group. His topic focused on how to create a "Court-Proof" IEP. The presentation was so well received that the Utah Learning Resource Center received numerous requests for copies of the presentation and possibly an IEP "protect yourself" checklist. Mr. Garda has consented to writing the article covering the information to include the checklist. We would like to thank Mr. Garda for this additional effort. The following is the article and checklist in its entirety.

Lessons Learned From Due Process Hearings: How To Create A "Court-Proof" IEP

Robert A. Garda, Attorney, Fabian & Clendenin

The focal point of most IDEA due process hearings is the IEP. These hearings are usually won or lost on the issues of whether a school district complied with IDEA procedures in creating the IEP, whether the IEP includes all the requisite elements, and whether the IEP is reasonably calculated to provide the child with educational benefit. While school districts nearly always comply with IDEA's procedural and substantive obligations in creating an IEP, they can still lose due process hearings. The reason for this is simple: hearing officers and courts look beyond the mere procedural and substantive obligations of IDEA when assessing the appropriateness of an IEP and educational placement. This article, and the Individual Education Plan Checklist ("Checklist") at the end, are intended to assist special education personnel in identifying what hearing officers and courts consider important when assessing an IEP.

The Checklist is not intended to ensure compliance with all procedural and substantive aspects of IDEA. Rather, the Checklist identifies what hearing officers and courts focus on, beyond the mere procedural and substantive requirements of IDEA, when reviewing an IEP. Two critical themes run throughout the Checklist and in due process hearings. The first is ensuring meaningful parental and student participation in the process. The Tenth Circuit finds such participation the critical element when assessing an IEP. "Because of congressional emphasis upon procedures that guarantee the full participation of

concerned parties throughout the development of the IEP, the actual degree of parental participation in the development of [the child's] IEP provides the focal point of our inquiry." *Cain v. Yukon Public Schools*, 775 F.2d 15, 19 (10th Cir. 1985) (emphasis added) (citations omitted).

Parental participation and input, however, do not equate to parental veto power. Courts and hearing officers do not rule against school districts for implementing an IEP that parents disagree with. They do rule against school districts that have entirely ignored, or at least not fully considered, the parents' opinion regarding the contents of the IEP. Hearing officers and courts consider parents to be "experts" in their children's educational needs. School districts must consider the opinion of these "experts" when creating an IEP and have good reasons to ignore these "experts" when making placements contrary to their opinion.

The second theme in the Checklist and in due process hearings is what some commentators refer to as the "magic triangle" of an IEP. Courts and hearing officers want to see that the present levels of educational performance ("PLEP"), the annual goals and the educational placement are in direct correspondence with one another. Courts and hearing officers first determine if the annual goals address each weakness identified in the PLEP. For example, if the PLEP identifies a weakness in social skills but there is no social skills goal, the IEP will be found improper. Hearing officers and courts then compare the annual goals to the placement to ensure a proper match. For example, an IEP requiring only 30 minutes per week of special instruction in reading and 45 minutes of special instruction in math for a child whose major deficit is reading will likely be found improper. If a direct correlation does not exist in the "magic triangle" of the PLEP, goals and placement, the IEP will probably be found improper.

The first heading in the Checklist—"IEP Development"—emphasizes these themes. The criterion ensure meaningful parent and student participation in the IEP process. Item number 11 requiring all IEP components to be interrelated highlights the "magic triangle".

Continued on page 18

The “Present Levels of Educational Performance”, “Annual Goals” and “Short Term Objectives” sections of the Checklist focus both on using plain language and in ensuring that the PLEP correlates to the annual goals and final educational program. The plain language requirement ensures meaningful parental participation in the process. If only special educators can understand the PLEP, goals or benchmarks, courts and hearing officers find it unlikely that the parent had significant input into the IEP.

The “Program Modifications”, “Special Education” and “Initiation Date” sections of the Checklist again guarantee that any modifications and related services necessary to address the deficits identified in the PLEP are included.

These sections further underscore the importance of parental understanding and participation in the process. Finally, the “Transition” section emphasizes the importance of the child’s participation in the transition planning process and the importance of coordination among other agencies.

While there is no such thing as a “court-proof” IEP, following the Checklist is an excellent quality indicator for an IEP. Courts and hearing officers will ask these questions of any IEP to determine its validity. If a school district can answer each of the items on the Checklist in the affirmative, in addition to ensuring all IDEA procedures are followed in creating the IEP, the resulting IEP is as close as possible to being “court-proof.” ■

INDIVIDUAL EDUCATIONAL PLAN CHECKLIST		
IEP DEVELOPMENT	Meets Criterion	Doesn't Meet Criterion
1. Information about the IEP process and student progress is provided to parents prior to the IEP meeting to facilitate full, active participation by parents.		
2. Prior to the IEP meeting, information about the IEP process and self-advocacy training are provided to the student to enable the student to be involved in the IEP process as an active participant.		
3. The IEP Team reviews and incorporates information from previous IEPs, IFSPs, family support plans, and behavior management plans.		
4. The IEP development process reflects coordination and integration of related services and educational interventions.		
5. IEP Team members who are not able to be present at the meeting are involved in providing input to the decisions and their participation is documented on the IEP.		
6. The IEP includes documentation of the consideration of general factors including strengths of the child, results of evaluations, and parent concerns for the education of their child.		
7. The IEP reflects student goals and objectives that are a vehicle to desired school and post-school outcome statements.		
8. The IEP specifies goals and objectives that address one or more of the domains and/or transition service activity areas.		
9. Transition needs are specified for children as they move from infant to toddler to prekindergarten programs.		
10. Transition needs are specified for students in transition from juvenile justice programs to the community or other program, or when a change in schools is contemplated.		
11. All IEP components are interrelated, and a logical progression is evident in meeting the student's identified needs.		

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE		
12. Statements represent input from a variety of sources, including the parents.		
13. References to specific assessments are excluded unless easily understood without teacher or test manuals.		
14. The narrative statement of student strengths and needs includes descriptive information that is usable by school personnel and understood by parents and the student.		
15. Statements are free of technical jargon.		
16. Statements of needs are expressed in observable or measurable terms.		
17. Priority educational needs of the student are reflected.		
18. Statements describe student's abilities and needs in relation to the student's desired school/post-school outcomes.		
19. Statements reflect student's abilities or behaviors in home, school, community, and work settings.		
20. Statements reflect coordination of priority of educational needs across all areas of the student's needs.		
21. Documentation of mastery of short-term objectives or benchmarks from previous IEP is included.		
22. The student's strengths as well as weaknesses are identified.		

INDIVIDUAL EDUCATIONAL PLAN CHECKLIST		
ANNUAL GOALS	Meets Criterion	Doesn't Meet Criterion
23. Goal statements are related to desired school/post-school outcomes and priority educational needs.		
24. Each weakness identified in the Present Levels of Educational Performance is addressed in a goal.		
25. Educationally relevant therapies are reflected in classroom goals, as appropriate.		
26. Community-based instruction or community experiences are reflected in the goals.		
27. Instructional responsibilities are addressed for each annual goal.		
28. Goals enable the student to be involved in and progress in the regular education environment.		
29. Include criterion for mastery of goal.		
SHORT-TERM OBJECTIVES OR BENCHMARKS		
30. Focus on specific needs identified in present level of performance statements rather than curriculum scope and sequence.		
31. Achievable in relation to the student's identified strengths and needs.		
32. Reflect progress to more complex skills or mastery of behavior.		
33. Written in easily understood, jargon-free statements.		
34. Reflect integration and use of skills needed in the classroom, community, and home environments.		
35. Chronologically and developmentally appropriate for the student.		
36. Indicate what student should accomplish to achieve annual goal.		
37. Two benchmarks or objectives per goal.		
STUDENT PROGRESS		
38. Evaluation procedures include ongoing and frequent measurement of objectives or benchmarks.		
39. Criteria for mastery describe expected performance in terms of how well and over what period of time.		
40. Criteria for mastery are attainable yet challenging in relation to the student's ability.		

PROGRAM MODIFICATIONS AND SUPPORTS FOR PERSONNEL		
41. A variety of appropriate evaluation methods and procedures are provided.		
42. Evaluation procedures include home, work, community, and school settings for measuring objectives or benchmarks logically carried out in a specific setting.		
PROGRAM MODIFICATIONS AND SUPPORTS FOR PERSONNEL		
43. Modifications or supports for personnel are related to meeting priority educational needs and attaining the desired school or post-school outcomes identified on the IEP.		
44. Input from a variety of sources (e.g., parents, student, basic or vocational teacher, employment specialist, agency representative, etc.) is reflected.		
45. Modifications that support participation in the instructional and assessment program are understood by parents, the student, and individuals involved in implementation, and those modifications are specified in detail.		

INDIVIDUAL EDUCATIONAL PLAN CHECKLIST		
SPECIAL EDUCATION AND RELATED SERVICES AND SUPPLEMENTARY AIDS AND SERVICES	Meets Criterion	Doesn't Meet Criterion
46. The determination of special education and related services and supplementary aids and services is made jointly by the IEP Team, with consideration for input from the parents, students, and regular educator, as appropriate.		
47. The regular education activity or program in which the student will participate is described.		
48. The benefit or purpose of participation in regular education is described.		
49. Related services address the student's priority educational needs.		
INITIATION DATE, DURATION, FREQUENCY, AND LOCATION OF SERVICES AND MODIFICATIONS		
50. Included for special education, related services, modifications and supports, supplementary aids and services.		
51. The duration of services and modifications reflects the student's needs, goals, and desired school/post-school outcomes.		
52. Extended school year services are documented explicitly and are specified in detail.		
53. The location and frequency of services and modifications are understood by the parents, the student, and individuals involved in implementation and are specified in detail.		
TRANSITION		
54. The Transition IIP reflects the desired post-school outcome statement on the IEP which indicates where the student wants to be in a variety of areas: work, leisure, social, and living arrangements and addresses the student's need for post-school activities and services.		
55. A career plan is developed and reviewed to enable the student to attain his or her desired post-school outcomes.		
56. Information in a transition portfolio is used in planning the student's IEP.		
57. Preplanning activities are used to identify the student's		

needs, interests, and preferences prior to the IEP meeting.		
58. Interagency agreements address the provision of transition services and services are planned and coordinated through interagency councils.		
59. Multiple ways are used to involve representatives from other agencies who are unable to attend the IEP meetings.		
60. Goals and objectives are geared toward the student's desired post-school outcomes.		
61. Goals reflect skill development needed for successful transition and generalization into other environments.		
62. Early transition planning is initiated for some students based upon individual needs.		
63. The student directs own IEP meeting.		



The Utah Learning Resource Center would like to announce the addition of St. Nicolas to our staff. Hoping your next 100 years are filled with adventure and joy!

Monthly Update

FAQ's: Frequently Asked Questions About Inclusion

Loydene Hubbard Berg

Utah's Project For Inclusion

How can we as educators minimize the behavioral problems of students in inclusive general education classrooms?

A careful match between the student and the inclusive classroom environment(s) should be made. In order to do this you'll need to know the student and what his/her learning needs and styles are. For example: You have a student who is deaf & blind. In order for this student to learn he/she needs a variety of kinesthetic inputs and approaches. It would be inappropriate to place this student in a classroom where the teacher's primary instructional method is lecture with notes on an overhead projector and requiring students to work individually at their own desks. (Personally, I have a hard time believing this type of classroom is meeting the needs of most students. However, that's a lengthy discussion for another article!) It would be more appropriate if this student were included in a classroom that is highly interactive with lots of hands on activities and materials and can participate in interactive peer learning strategies such as cooperative learning groups. It is a well-known fact that behavior is highly dependent upon the environment. If students are not getting their learning needs met in a particular classroom there WILL be behavior problems. If educators and administrators will take the time up front to carefully select appropriate learning environments for students with known learning and behavioral difficulties, problems will be minimized.

When behavior problems do occur, changes within the learning environment should be considered first. So often when a student has a behavioral difficul-

ty our tendency is to call in the "behavior" expert and develop an elaborate behavioral intervention plan. A colleague of mine tells a story of a student who was masturbating by rubbing against his desk in the general education classroom. A lot of time and effort was spent collecting data and developing a comprehensive plan that included: teaching more appropriate behavior, replacing the target behavior with alternatives, a schedule of intermittent reinforcement for the absence of behavior, etc. After about a week of implementing the behavioral intervention plan and starting to see just a hint of progress, one night the janitor inadvertently moved desks around in the classroom while cleaning. This particular child ended up with a desk that was taller than his previous one. Guess what? No more problems with masturbation! I'm not saying that every behavioral problem could be solved this easily, what I am saying is that too often we look first at trying to change the behavior in the child when the problem could be solved more readily by changing something in the environment.

At a recent Inclusion Conference held in Park City, one of the presenters talked about changes she has made in her classroom and the results it has had on behavior. Kathie Nunley, a high-school biology/science teacher at Granger High, has taken recent research on the brain and learning and has proceeded to develop and implement "layered curriculum" in all her classes. She indicates that the learning environment created in her classroom now with the use of "layered curriculum" has

dramatically cut down behavioral problems across all her classes. It's not rocket science to understand why, when you look at what she is doing. She is creating a learning environment that is differentiated to meet the learning needs and styles of the tremendously diverse students she sees each day. In her class there are appropriate learning opportunities for all students, including the ones who don't speak or understand English, the ones who can't read or write, AND the ones who "know more than the teacher." With this environmental inter-

vention, not only has behavior dramatically improved but the students are scoring better on standardized achievement tests as well. You may

be saying to yourself, "changes in learning and implementing new and better teaching strategies take a lot of time and hard work." I agree, and so do developing and implementing individual behavior management programs for students. When students are effectively getting their learning needs met there will be fewer student behavior difficulties.

For more information on this topic please visit our Virtual Library under the topic of "Behavior Management" at our web site:

["http://www.usoe.k12.ut.us/sars/Upi/virtual_library.htm"](http://www.usoe.k12.ut.us/sars/Upi/virtual_library.htm)

[_http://www.usoe.k12.ut.us/sars/Upi/virtual_library.htm_](http://www.usoe.k12.ut.us/sars/Upi/virtual_library.htm)

If you are interested in learning more about layered curriculum visit Kathie Nunley's web site:

["http://www.help4teachers.com"](http://www.help4teachers.com)
[_http://www.help4teachers.com_](http://www.help4teachers.com)
FAQs on Inclusion

When students are effectively getting their learning needs met there will be fewer student behavior difficulties.

*Monthly Update***Visual Art Workshop Offered
For Teenagers***Vonnie Wildfoerster, Special Arts Coordinator***Art Access/VSA Arts of Utah**

Art Access/VSA Arts of Utah often receives requests for quality “hands-on” visual arts activities for students with special needs in an integrated setting. In response, Art Access created a series of Integrated Visual Arts Workshops for junior and senior high school students with disabilities and their non-disabled peers. Students from other underserved communities are also served by this program, as are students who have advanced arts skills, with no discernible disabilities or disadvantages. All of these students share a keen interest in art.

Now in its third year, these free teen art workshops are integrally tied to the changing exhibitions presented in the Art Access Gallery, one of VSA Arts of Utah’s most successful programs. There will be six twelve-hour workshops offered this year taught by well known Utah artists whose work is on exhibit in the gallery at the time of their workshop. In order to be able to offer a quality experience the number of students participating is limited to twelve. Students may attend more than one workshop in the series, although priority is given to students with special needs. All the art materials, selected by each artist, are provided for the students.

Workshops scheduled this year will include watercolor techniques taught by Julie Lewis in February, and figure drawing by painter Brian Kershisnik during March. April and May brings mixed media artist, Frank McEntire, to teach students to use a variety of materials and processes to create art that will be used not as an escape from facing life’s shortcomings, but as a way of confronting and living life, as well as discovering its joys. In June, watercolorist Bevin Chipman will teach architectural watercolor painting of the Gateway District

in downtown Salt Lake. During July and August there will be a workshop with artist and medium to be announced. The final workshop will be held in October and will be taught by painter Carla Courdin. She will teach oil painting of abstract themes from nature.

Conducted in the Art Access Gallery, the art workshops provide teens, with and without disabilities the opportunity to

learn about new art mediums from artists whose work is featured in professional exhibitions. While engaging in the creative process of artistic expression, the participants increase their levels of self-confidence by working with, and learning from, professional artists. In addition, through working side-by-side with their peers, the teen participants gain an appreciation for each other’s differences and abilities, which encourages tolerance and acceptance. A culminating exhibit of student work in the Access II Gallery during September will provide a large community based audience for the work of students who need to be recognized for their abilities, not their disabilities.



We would love your help in identifying students to take part in the Integrated Teen Visual Arts Workshops. Students are recommended by area junior and high school art teachers and by Art

Access’s partner in this project, the Arts in Education Program of the Utah Arts Council. If you know of a student who you feel would benefit from this program, please call Jean LaSarre Gardner at 801-364-33250 or the Art Access/VSA Arts of Utah office at 801-328-0703. ■

Preschool Monthly Update

What Exactly Is A Free, Appropriate Public Education For A Preschooler?

Valerie Scherbinske and Peggi Baker,
Utah State Office of Education

The Individuals with Disabilities Education Act guarantees a free, appropriate public education for all three to five year old children with disabilities. At this point you might be asking yourselves, “What exactly is a free, appropriate public education for a preschooler?”

Even though IDEA does not mandate regular class placement for every student with a disability, it does assume that the first placement option considered by the placement team, be the school the child would attend if not disabled. Before a child with a disability can be placed outside of the regular environment, the full range of supplementary aids and services that, if provided, would facilitate the student’s placement in the regular classroom, must be considered. You might now be asking yourself, “For preschoolers, how do we provide a regular classroom?”

The “stakeholders” (parents, teachers, service providers, school administrators and community) face many challenges to effectively establish regular programs. We are here to help! Supporting the Inclusion of Preschool Children is a project from the Utah State Office of Education. The S.I.P.C. Project can provide training and technical assistance for enhancing the educational and social opportunities for preschool children with developmental delays. The purpose of the S.I.P.C. Project is to provide assistance to preschool programs as they offer a full range of placement opportunities in the Least Restrictive Environment.

The SIPC Project will:

- Develop, field test, and revise training materials for a series of district, regional and state inservice/workshops.
- Develop, field test and refine a site-based technical assistance model.
- Present at regional and statewide preschool conferences.
- Provide on-going technical assistance and support to diverse preschool environments.
- Provide accountability through the acquisition of data to measure the effectiveness of materials, training, and number of personnel trained.
- Training will provide accreditation toward licensure credit.
- The project will provide a system of networking for districts interested in implementing inclusive practices.

You might now be asking yourself, “Who does this benefit?” The SIPC Project will have direct benefits for preschoolers and their families, teachers and administrators in preschool programs, and the Utah State Office of Education in meeting its mission of serving all children with disabilities in the Least Restrictive Environment.

Last, but not least, “What can they REALLY do for me?” We can provide training and technical assistance to local and statewide programs in learning and applying a variety of techniques and strategies for adapting the preschool curriculum, facilitating children’s social, adaptive, motor, cognitive and language development. Inservice training, workshops, materials, and on-going/follow-up technical assistance can be provided toward achieving Least Restrictive Environments. This service can be pro-

vided to a classroom, group, or individual teachers and children. Assistance can be provided in one day and/or half day sessions.

The benefits to children with disabilities are numerous. Children with disabilities feel part of the community. Their peers serve as role models and provide a reason to communicate. The parents feel part of the community, gain knowledge of typical development, and develop a network of friends within the school community. Teachers learn to work as a team, sharing skills while working with a diverse group of staff and children.

Top Ten Requests

- Developmentally Appropriate Practice
- What’s the Big IDEA?
- Strategies for inclusive teaching
- Team building/collaboration
- Consultative model/role of consultant
- Interest areas (i.e., blocks, dramatic play, art, sand, water, library, music, movement)
- Methods for integrating IEP goals and objectives into activities
- Open-ended activities
- Signing and songs
- Movement/music

Is your program ready for inclusion? Remember programs, not children, have to be “ready for inclusion.” Inclusion is the starting point for all children. Let us work together to make it happen. To access the SIPC Project, Special Education Coordinators and Directors may contact us at the following numbers:

Valerie Scherbinske (801) 538-7846

Email to: Vscherbi@usoek12.ut.us

Vscherbi@usoek12.ut.us

Peggi Baker (801) 538-7907

Email to: Pbaker@usoe.k12.ut.us

Pbaker@usoe.k12.ut.us

Monthly Update

Utah Mentor Teacher Academy Conference Welcomes 2000



What better way to start the new year than by bringing current and past mentors together for the mentor conference. January 13 & 14, 2000 marks the 11th Annual Utah Mentor Teacher Academy Conference to be held at the Provo Marriott Hotel.

Some of the topics that will be covered by outstanding national and local presenters are: Mentoring for Survival, Empowering Questions for Conferencing with Teachers, Power Networking for Mentors, A Dozen Common Teaching Mistakes and What To Do Instead, Advancing and Adapting Curriculum for All Learners, Working with PDF, 8 Skills Every Teacher Should Have, and Surefire and Quick Facilitation Techniques. The conference strands will focus on IDEA '97, technology, strategies for students, mentoring skills, and self-renewal. In addition, mentors will be presenting practical, classroom tested techniques in an informal cracker barrel session. If you want to see the entire conference agenda you can find it on the Mentor Web Site. We are sure there will be something beneficial for all who attend.

We are anticipating two days filled with learning, motivation, renewing of friendships, and sunshine (well maybe the sunshine is a bit much given the snowstorm that historically hits the night before the conference, but we can hope!)

Happy New Year and Happy Mentoring! ■

Utah Parent Center Using The Internet: A Desirable Behavior

Sherri Dial, Utah Parent Center

Access to information is often the key to unlocking the secrets of a child's potential. When parents are faced with unique situations that require "thinking outside the box" or just looking for a new way to deal with old problems, one solution is to search the information highway, commonly called the internet. Don't let this frighten you! The internet is getting easier to use and there are many beginning classes available. The best way to learn about the internet is to ask a teenager. Regardless of individual fears you need to just jump right on and learn to surf the web. This technological domain allows access to an abundance of information, from jelly bellies, to hospitals, to specialists and other parents who are working on the same issues which are causing you stress. If you don't have access to the internet most public libraries, universities and schools now have free internet access available to the public. There are many who need access to the ideas and concepts easily found on the web.

The Utah Parent Center is proud to announce their new web site:

www.utahparentcenter.org

The mission of the Utah Parent Center (UPC) is to help parents help their children with disabilities to live included, productive lives as members of the community. This internet site was created as a tool to enhance the manner in which we meet the needs of an ever growing community of families. The goals of this web site are to provide:

- **Resource database**

This database will include the names and addresses of state and national services for families of children with disabilities. Whenever possible the UPC will directly link the web user to the web site of these organizations. Access to area services and programs will be included.

- **Calendar of events**

This calendar will include the activities and conferences scheduled by the UPC. We would also like to include any activity that would be advantageous to families of children with disabilities outside of the UPC. Just e-mail any activity or conference information to: **UPC@inconnect.com** or **dial@infowest.com**

- **Site to obtain individual information and referrals**

Personal requests can be e-mailed to **UPC@inconnect.com**. From this point a Parent Consultant will be given your name and request. If you include your phone number in Utah you will be called with any information the UPC can locate.

It is the Utah Parent Center's desire to be able to continue to help families in the state of Utah to find services and connections. This web site will be another tool for parents to access information related to their specific issues. ■

Announcing the Annual Spring Conference of the
Utah Federation Council for Exceptional Children (CEC)
& Utah Association for Supervision Curriculum and Development (UASCD)

"Transcend the Past.....Walk Into the Future"

Where:

East High School
 840 S. 1300 E.
 Salt Lake City, UT

When:

March 17-18, 2000.
 Friday 5:00 to 8:30 p.m.
 Saturday 7:30 a.m. to 2:00 p.m.

Keynote speakers: • Phillip Strain on Friday • Jo Mascorro on Saturday.

Who Should Attend?

- School teams or individuals
- Special education teachers
- Regular education teachers
- Related services personnel
- Paraeducators
- Title I personnel
- Counselors
- Parents
- University students
- Others interested in student learning and success

For more information contact Margo Thurman: 801-486-4546, 801-964-7514x109 or email: mjthurman@worldnet.att.net

Call for Presentations: The conference theme concerns lessons we have learned from our careers and how we can use them to improve our performance. **Submit demographic information, 50 word description and list of presenters by January 14, 2000 to Margo Thurman, 1344 E. Emerson, Salt Lake City, UT 84105 or fax information to 801-964-4255 or email to mjthurman@worldnet.att.net.** Topic suggestions: behavior, autism, early childhood, curriculum, administrative concerns, assistive technology, transition, math, reading, or spelling.

Announcing the

2000 UTAH AUGMENTATIVE CONFERENCE

Thursday February 10th & Friday February 11th, 2000

at:

The Ogden Marriott Hotel
 247 24th Street, Ogden, Utah 84401 • Phone 800-421-7599

The 2000 Utah Augmentative Conference is sponsored by the Utah State Office of Education and the Utah Augmentative Alternative Assistive Communication and Technology Teams (UAAACT). Keynote speakers will include Linda Burkhart, a specialist in augmentative communication and Amy Staples, a leading expert on literacy and assistive technology. Other sessions will be presented by UAAACT teams, assistive technology experts, and vendors who develop and sell technology tools.

There is no fee for Utah residents to attend the conference, but registration is limited to the first 300 individuals who mail in a registration form. Conference participants may choose to register for credit from **the University of Utah on Thursday morning, February 10th**, at the conference registration table. The registration fee for university credit will be approximately \$60.00.

Conference registration and a continental breakfast will begin at 7:45 a.m. on Thursday, February 10th and the conference will conclude at 1:30 p.m. on Friday, February 11th. A confirmation notice will be mailed to conference participants around February 1, 2000.

For more information or to request a registration form, call The Computer Center for Citizens With Disabilities at 887-9380 or 888-866-5550-toll free in Utah.

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

Call For Articles

The 1999-2000 issues of *Utah Special Educator* will focus on providing ongoing information for educators to implement IDEA 1997 as well as a monthly series of articles entitled "Educator Idea Exchange."

"Educator Idea Exchange" Articles

Articles for this section of each issue do not need to focus on the monthly IDEA 1997 topical focus. Educators are encouraged to submit articles describing programs, practices, interventions or strategies that have been successfully implemented in their school or classroom that improve the education of students with disabilities. Articles submitted for "Educator Idea Exchange" should include descriptions of: (1) the program, practice, intervention or strategy; (2) how it can be implemented by others; (3) its impact on teachers and the education of students with disabilities; and (4) reference for others to obtain additional information.

Guidelines for Articles

The following information provides guidelines for submitting an article to the *Utah Special Educator*.

1. Consider the publication's audience. Approximately 5,000 copies of the *Utah Special Educator* are distributed to all special education personnel and principals throughout the State of Utah as well as several hundred to out-of-state educators. Articles that contain successful strategies, practical information and specific accomplishments are encouraged.
2. Articles should be 650 to 900 words long. Narrow your focus and be concise.
3. Avoid jargon, abbreviations and specialized terms. For example, spell out Council for Exceptional Children the first time it is used and reference it with the abbreviation/acronym (CEC) in the remainder of the article. This enables the reader to have a common understanding of terms.

4. Be sure to reference your article when necessary to give credit to other sources.

5. Include a title that entices the reader to pursue your information.

6. Articles must be written and double spaced. If you prefer, send a diskette as well as a hard copy of the article. Computer disks will not be returned. Articles may be submitted on e-mail to: cherylh@ms.provo.k12.ut.us

7. A photograph of yourself may be included to accompany your article. Photographs of classroom scenes are also accepted. If photographs include students and other adults, please obtain their permission to have the photograph published. Photographs will be returned only at the writers request when the article is submitted.

8. All articles may not meet the needs of a specific issue. Writers of submitted articles will receive notification of acceptance of their article for publication.

Article Due Dates

Month	Due Date
February	January 12
March	February 8
April	April 12

The Utah Special Educator publishes announcements that are of interest to our readers by special education oriented organizations and educational institutions within the State of Utah. Limit items to one half page in length. Contact Cheryl Hostetter, Editor, Utah Special Educator, 2290 E. 4500 S., #220, Salt Lake City, Utah 84117, (801) 272-3431 or (800) 662-6624 in Utah. Announcements must be received by the following dates for publication:

**January 12–February Issue • March 8–March Issue
April 12–April Issue**

UTAH CSPD CONSORTIUM CALENDAR*2000

January 2000

- 7 CSPD Consortium. Salt Lake Airport Hilton, Salt Lake City.
- 13-14 11th Annual Mentor Conference. Provo Marriott Hotel, Provo, UT. Contact ULRC (801) 272-3431 or (800) 662-6624.
- 13-14 Region 4 Preschool Conference (Provo, Alpine & Nebo). BYU Campus. Contact Brenda Broadbent (801) 538-7708
- 14 Regional Inclusion Conference, Mid Winter Institute for Jordan. Salt Lake City, UT. Contact Loydene Hubbard-Berg 801-538-7567.
- 14-15 Region 7 Preschool Conference (Millard, North Sanpete, South Sanpete, Sevier, Juab, Tintic, Millard). Millard High School. Contact Brenda Broadbent (801) 538-7708.
- 19 Regional Inclusion Conference, Mid Winter Institute for Tooele. Grantsville High School. Contact Loydene Hubbard-Berg 801-538-7567.
- 20-21 Region 1 Preschool Conference (Salt Lake, Jordan, Murray, Granite, Park City & Tooele). U of U Union Building. Contact Brenda Broadbent (801) 538-7708.

February 2000

- 4 CSPD Consortium. Salt Lake Airport Hilton, Salt Lake City.
- 15 Regional Inclusion Conference for Beaver, Garfield, Iron, Kane, Millard, Washington Districts. Conference in St. George, UT. Contact Loydene Hubbard-Berg 801-538-7567.
- 17-18 Utah Mentor Academy at the Provo Marriott, Provo, UT. Contact ULRC (801) 272-3431 or (800) 662-6624.
- 17-18 Regional Inclusion Conference for Box Elder, Cache, Davis, Logan, Ogden, Weber Districts. Conference in Ogden, UT. Contact Loydene Hubbard-Berg 801-538-7567.
- 28-Mar 1 Student Assistance, Ogden Egyptian Center, Ogden, UT. Contact Patricia Bradley 538-7817.

March 2000

- 2-3 Region 3 Preschool Conference (Uintah, Duchesne, Daggett, Wasatch). Crossroads Community Center, Roosevelt, Utah. Contact Gayle Drollinger 435-789-5409.
- 8-9 Transition Conference, Provo Marriott, Provo, UT. Contact Nan Gray, USOE, 538-7757.
- 14-18 20th Annual National Conference, Historic Old Town Alexandria, VA. Contact ACRES Headquarters (785) 532-2737.
- 16-17 Utah Mentor Academy at the Provo Marriott, Provo, UT. Contact ULRC (801) 272-3431 or (800) 662-6624.
- 17-18 Spring CEC/UASCD Conference, East High School, 840 S 1300 E, SLC. Contact (801) 964-7514 x109 or ULRC (801) 272-3431 or (800) 662-6624.
- 25-27 ASCD Conference. New Orleans. Contact ULRC (801) 272-3431 or (800) 662-6624.
- 27-31 SARS Week. St. George, UT. Contact USOE.
- 31 CSPD Consortium. St. George.

April 2000

- 5-8 National CEC Conference, Vancouver, B.C. Contact Peggy Milligan (801) 264-7400.
- 28-29 Family Links Conference for Families of People with Disabilities. Jordan High School, Sandy, Utah. Contact Utah Parent Center (801) 272-1051 or (800) 468-1160.

May 2000

- 5 CSPD Consortium. Salt Lake Airport Hilton, Salt Lake City.
- 7-10 21st National Institute on Legal Issues of Educating Individuals with Disabilities. Hyatt Regency New Orleans. New Orleans, LA. Contact LRP Publications 800-727-1227.
- 11-12 Utah Mentor Academy at the Provo Marriott, Provo, UT. Contact ULRC (801) 272-3431 or (800) 662-6624.
- 11-12 Troubled Youth, Snowbird, UT. Contact Patricia Bradley 538-7817.

June 2000

July 2000

August 2000

September 2000

- 20-22 Initial Mentor Training, Snowbird Center. Contact ULRC (801) 272-3431 or (800) 662-6624.
- 28-29 Statewide Preschool Conference. Provo Marriott Hotel, Provo, UT. Contact Brenda Broadbent. 801-538-7708.

October 2000

- 26-27 Mentor Training, Cavanaugh's Olympus Hotel. Contact ULRC (801) 272-3431 or (800) 662-6624.

November 2000

- 3-4 6th Annual Paraeducators Conference. Provo Marriott Hotel, Provo, UT. Contact Marilyn Likins, 801-273-1843.
- 9-10 State-wide Inclusion Conference. Snowbird Ski Resort, Snowbird, UT. Contact Loydene Hubbard-Berg. 801-538-7567.
- 16-17 Mentor Training, Cavanaugh's Olympus Hotel. Contact ULRC (801) 272-3431 or (800) 662-6624.

*This information is provided as a service. We believe it to be accurate, but it is important to confirm with the contact listed. To obtain additional information and to supply important upcoming dates, please contact us at the number below. Current information is also available at the ULRC web site www.ulrc.org (Updated November, 99)

SERVICE DIRECTORY

Utah State Office of Education

Special Education Services

Taylor, Mae	Director, At Risk and Special Education Services.....	538-7711 mtaylor@usoe.k12.ut.us
Broadbent, Brenda	Specialist, Preschool Special Education.....	538-7708 bbroadbe@usoe.k12.ut.us
Casillas, Nancy	Specialist, Fiscal, Data, Charter Schools.....	538-7825 ncasillas@usoe.k12.ut.us
Gray, Nan	Specialist, Transition.....	538-7757 ngray@usoe.k12.ut.us
McConnell, Tim	Specialist, Inclusion/Severe Disabilities.....	538-7568 tmconne@suoe.k12.ut.us
Reavis, Ken	Specialist, Behavior Disorders.....	538-7709 kreavis@usoe.K12.ut.us
Sheld, Dale	Specialist, Learning Disabilities/Communication Disorders/Assistive Technology....	538-7707 dsheld@usoe.K12.ut.us
Taylor, Joselyn	Specialist, OHI, TBI, Autism.....	538-7726 jtaylor@usoe.K12.ut.us

Statewide Projects

Behavioral and Educational Strategies for Teachers (BEST)

USOE, 250 East 5th South, Salt Lake City, Utah 84111
 Natalie Allen, Specialist, Preschool BEST.....538-7571
 nallen@usoe.k12.ut.us

Utah Parent Center

2290 East 4500 South, #110, Salt Lake City, Utah 84117
 Helen Post, Director272-1051
 upc@inconnect.com

Utah Project for Inclusion (UPI)

USOE, 250 East 5th South, Salt Lake City, Utah 84111
 Danielle Keith, Specialist.....538-7716
 dkeith@usoe.k12.ut.us
 Loydene Hubbard-Berg.....538-7567
 lhberg@usoe.k12.ut.us

Supporting Inclusion for Preschool Children (SIPC)

USOE, 250 East 5th South, Salt Lake City, Utah 84111
 Valerie, Scherbinski, Specialist.....538-7907
 vscherbi@usoe.k12.ut.us
 Peggi Baker, Specialist.....538-7846
 pbaker@usoe.k12.ut.us

Utah Learning Resource Center

2290 East 4500 South, #220, Salt Lake City, Utah 84117
 Jerry Christensen, Team Leader.....272-3431
 jerry@provo.k12.ut.us

Utah State Improvement Grant (SIG) & CSPD

2290 East 4500 South, #265, Salt Lake City, Utah 84117
 Bruce Schroeder, Project Director.....538-7580
 bschroed@usoe.k12.ut.us

Utah Project for Children with Dual Sensory Impairments (CDSI)

Utah School for Deaf and Blind, 742 Harrison Blvd.,
 Ogden, Utah 84404
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