

A photograph of a teacher with dark hair, wearing a dark blue button-down shirt, leaning over a young student. The student is wearing a striped shirt and is focused on writing with a pencil. In the background, a chalkboard has some faint, handwritten text, including the word 'PUTZ' and parts of other words like 'did Colo', 'ver Am', and 'his-ship'.

THE UTAH SPECIAL EDUCATOR

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SURVIVAL SKILLS FOR TEACHERS:

Strategies to Cope
Now and Throughout the Year!

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The purpose of *The Utah Special Educator* is to serve as a medium for the dissemination of information related to promising practices and other dimensions in the provision of a Comprehensive System of Personnel Development. *The Utah Special Educator* is also available in alternative formats.

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Letters To the Editors

Controversy exists and opposing opinions or feelings are valued.

Therefore, the Editors of *The Utah Special Educator* are encouraging letters from readers related to your perspectives concerning the articles or topics in our publication.

Writers are encouraged to identify themselves, but letters will remain anonymous at the writer's request.

The Editors of, *The Utah Special Educator* reserve the right to limit the number of the letters published.

Together We Are Better

Announcing the Sixth Annual Utah Paraeducator Conference

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- On-site registration will begin at 3:00 p.m. on Friday, November 3rd and 7:30 a.m. on Saturday, November 4th.
- Registration fee: Paraeducators \$25.00 and Paraeducator/Teacher Team \$35.00
- Call Marilyn Likins at 801-273-1843 or Carol Harrington at 801-725-2876 for more information.



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Penny Wald • Preschool, Environments, Curriculum

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Angela Capone • Cognition, Play-Based Assessment & IEP's

John Taylor • (Kinderman) Music, Curriculum

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Bold Moves:

New Year, New Look

From The Editors

Greetings from the Staff at the ULRC!

We have been working diligently over the summer to prepare for you bold and exciting editions of *The Utah Special Educator*. Each issue will provide you with the most current information in special education that can be used immediately in your setting. Along with providing you ongoing professional development information in a variety of areas, each issue will include:

- Letters to the Editor column related to your thoughts and feelings concerning the articles and topics.
- Recipe for Success insert related to professional development issues, that you will be able to tear out and use tomorrow.
- Survival Skills for Teachers column that will provide you with ideas for maintaining your zest for teaching throughout the school year.
- In addition to the published document, *The Utah Special Educator* will be available on the ULRC home page (www.ulrc.org).

In recognition of the level of stress that educators encounter each day, the first edition of *The Utah Special Educator* for the school year 2000-01 is dedicated to you. We have solicited authors and articles, which, we feel, will provide each of you with ideas to enable you to begin to find peaceful paths to travel.



Cheryl Hostetter-Editor
Tracy Knickerbocker-Co-Editor

Stress and Burnout - The Killers of the Educational Community

Stress kills! It can effect a person's physical and mental health, as well as personal and family relationships and is a major contributor to burnout. Statistics show that a special education teacher is staying in the profession an average of 3 1/2 years! At any given time special education teachers encounter unrealistic expectations, a variety of bureaucracies and mandates, multiple meetings and memos,

Continued on pg. 4

and mountains of paperwork, which can lead to feelings of confusion, frustration and the uncertainty of their effectiveness in the job. How long can we continue to expect more and more from our profession without making decisions as to what must be the priorities and how we will support those who are expected to be accountable? The idea of whether or not we will experience stress in our educational setting is mute. The more relevant issue is “How are we going to survive the stress we are experiencing?”

We recognize that change is difficult and the larger the organization is that must change the slower the process becomes. The educational community is beginning to see the effects of stress on the system. It will take longer than some of us have to change. Therefore, we must be our own change agents!

Some stress is inevitable and we have options available to us. We can act as if there is nothing we can do about it, which inevitably will increase the

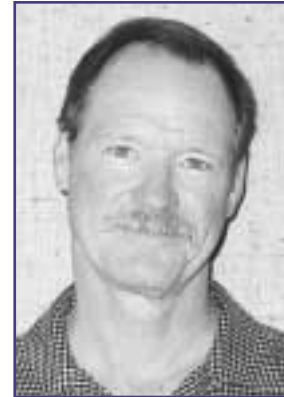
effects of stress and be manifested in a variety of ways: physically, emotionally and ultimately professionally. Or, we can choose to recognize the stress in our lives and begin to find paths we can follow to respond to this in a more peaceful and nurturing manner. Remember: In order to be the powerful catalyst for learning in each of our students’ lives we must first find ways to nurture ourselves. We must, as Stephen R. Covey (1994) states in his book, *First Things First*, “create the fire within”.

Our purpose in addressing this topic in the first and subsequent issues is two fold: 1) we hope that with the thoughts and ideas contained in each edition we may assist you in preventing stress in your lives before it is manifested and 2) enable you to push-through those stressors that could make you a casualty of the system.

We look forward to an exciting year with all of you! Enjoy! ■



Welcome to TLC (Total Life Course) 101. This series of articles will be dedicated to the care and well being of the essential ingredient behind dynamic inspirational education...YOU!



The most powerful element creating the atmosphere found within our classrooms and schools is teacher attitude. Although all parties involved with education (i.e., administrators, community, parents, students, support staff, etc.) play an important role in generating the learning climate, no one can influence it like the classroom teacher.

If you are a student lucky enough to find yourself in a classroom climate of joy, safety, health, warmth, love, compassion, pleasure, affection, trust, acceptance, caring, purpose, inspiration, expectation and joy (oh, did I say joy?), you will probably find your teacher to be feeling physically healthy, mentally stimulated and emotionally happy.

Some might find the last statement to be a trite oxymorish. But we all remember teachers who carried this climate with them; with whom you felt inspired and safe. So, what was their secret?

Carl Boyd, in his book *The Art of Positive Teaching*, suggests that because teachers are the ones responsible for the classroom climate and our attitude is infectious to our students, we must begin by taking optimum care of our bodies, minds and spirits.

In *The 7 Habits of Highly Effective People*, Stephen Covey says, “Habit 7 is the habit that makes all the others possible. Habit 7 is preserving and enhancing the greatest asset you have...YOU.”

Harry Wong, author of *The First Days of School*, states that effective teachers enhance the quality of their student’s lives because they practice the same beliefs about their own lives.

So hey! Need we say more? Let’s start taking better care of ourselves! You can start by (and continue to receive support from) reading the TLC series in *The Utah Special Educator*. We will be featuring a variety of articles on how to keep our lives inspired, happy and healthy by taking proper of care of ourselves physically, mentally and emotionally.

Look for upcoming articles on aerobic exercise, weight training, massage, yoga, journal keeping, stress reduction, meditation, diet and other TLC related topics that keep the educator in mind.

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TOTAL LIFE COURSE - TLC 101

Can You Get There from Here?

Alright. First things first. No matter what TLC arena(s) (physical, mental or emotional) we choose to play in we will need to commit to some changes in our life. Overcoming our resistance to change can be difficult.

Here are some suggestions to help you succeed:

- **Pick an area that you truly have an interest in.**

Don't choose an activity just because you think it would be good for you. Choose something you know you enjoy or have always wanted to try but just have never gotten around to it.

- **Find a teacher.** Since we all know the value of a good teacher don't make this a do it yourself project at the beginning. In time you may be able to master whatever new discipline you've chosen and no longer need a mentor but be a student first.

- **Enjoy the journey with a friend(s).** It's always more fun to share new challenges with other people. Particularly effective in this case would be your colleagues at school. Not only can you share experiences but also encourage one another by giving and receiving feedback.

- **Don't bite off more than you can chew.** Taking good care of yourself should be enjoyable. Don't try too much all at once. Enjoy the journey and the goals will take care of themselves. However it is necessary to schedule when, where and how long you plan to give to your new interests or they will never get off the ground.

- **Find the time.** This can be a tough one. Some suggestions we've received from teachers:

- Go to bed earlier and get up earlier to enjoy your time. Early morning is a time when it is quiet and there are less distractions from family or friends.

- Arrive at school 20 minutes earlier. But remember this is your time and it is vital to the productivity of yourself and your students. Do not advertise your presence. If found out let others know you do not want to be disturbed. A locked door turns most intruders away.

- Lunch break offers a short but valuable time (a short walk with colleagues, a few minutes of yoga stretches or energizing breathing exercises possibly?).

- Stay 15 to 20 minutes after work is done to rejuvenate yourself. This is a good time for reflection or journal writing if these are activities you enjoy. If you take this time for yourself, you'll arrive home in better shape for the evening as well.

- **Sign up for a class.** Find an area of interest and commit with a friend. This will get you moving in the evening and if the activity you've chosen is truly beneficial you will feel the results (which will keep you going back).

Give it time. It's important to commit yourself to a plan for at least three months. If at that time you have not felt an increase in your physical health, mental awareness or emotional well being, try another area. We are all life long learners (eh?).

This month's recommended reading: *Take Time for Your Life*, Cheryl Richardson, Broadway Books, 1999. ■



Tips For Dealing With Stress, Staying Well, Avoiding Burnout, And Changing The System:

What Teachers Can Do



An important report appeared in this summer's issue of *Teaching Exceptional Children*. The article, entitled "Bright Futures for Exceptional Learners: An Action Agenda to Achieve Quality Conditions for Teaching and Learning for Every Exceptional Learner", identified barriers that obstruct high-quality special education services and offered a few proposals to improve the conditions of teaching in special education. Identified among the most pressing issues adversely affecting the quality of special education were (1) ambiguous and competing roles and responsibilities, (2) overwhelming paperwork, (3) unmanageable caseloads, (4) inadequate district and administrative support, (5) significant teacher isolation, (6) insufficient focus on improved student outcomes, (7) higher than average teacher attrition rates that create additional demands for qualified and competent teachers, (8) poorly prepared new general and special educators, and (9) fragmented state teacher licensing systems.



None of this should come as breaking news to those of you who have spent any time in special education programs. Yet, despite these conditions perhaps, thousands of special education teachers across the country have returned to their classrooms and

schools this year to continue their efforts to provide meaningful instructional programs to students with disabilities. While "Bright Futures..." also offered a number of strategies to improve the conditions of teaching in special education, most dealt with changes and improvements in the infrastructure of special education involving the policies and politics of the larger administrative system. What special education teachers need are strategies and ideas that can be used now to help mitigate the effects of a special education system that creates extraordinary pressures on special education teachers—pressures that lead to frustration, to fatigue, and to burnout. The following ideas are offered as strategies that you can use now to help you survive and succeed in your role this year.

First, let's acknowledge that everybody experiences stress...the only people without stress are in the cemetery. It's not the amount of stress in your life that will hurt you...it's how you deal with it. Here are a few time-tested and effective stress busters that you can use:

- **Exercise regularly**—it revives you, energizes you, and relaxes you.
- **Get plenty of rest and sleep**—problems and frustrations are not as formidable when you're rested.

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Daniel Morgan • The Utah SIGNAL Project

- **Don't schedule all of your time** - leave some "nothing planned" time.
- **Don't procrastinate** - when something is continuously "hanging over you", it drains your energy and creates more tension.
- **Plan** - getting things done in an orderly, planful manner gives you a sense of accomplishment; keep a "to do" list, but make sure it's relatively short and realistically reachable.
- **Pursue a hobby/learn a new skill totally unrelated to your teaching job** - concentrating on and enjoying an activity that's totally different will help you forget about school for awhile.
- **Keep your sense of humor** - it may not be the absolute best medicine, but it's better than a placebo.
- **Be positive** - try your very best to do with everyone in your life what you try to do with the students you teach: a 4:1 ratio of positives to negatives; not only will you be doing your part to encourage more civility in our world, you will likely receive back that which you have given.

There are also a number of strategies you can employ in your school setting that will better equip you to ward off the frustration and tension that comes with being a special education teacher.

- **Find an ally** - link up with a colleague in your school who shares your approach to teaching and commitment to high standards and who will support you and work together with you to implement the highest quality program you are able to provide.
- **Participate in your district's new teacher induction program (for new and beginning teachers)** - an effective induction program will help you adjust to your new role, expand your professional skills, support you personally and professionally throughout the school year by providing you with an experienced mentor teacher, and provide you with an opportunity to form networks with other new teachers who are experiencing the same kinds of challenges you face every day.
- **Mentor a colleague (for experienced teachers)** - providing emotional support and guidance to a new teacher can be a refreshing and revitalizing activity where you will be able to see, firsthand, the effects of your experience, skills, and efforts reflected in the skills and attitudes of your "protégé".
- **Recruit reinforcement from your building administrator** - building administrators are not widely noted for their

high reinforcement rates and/or support of special education teachers; don't shun contact with your principals...involve them in your program and reinforce them for that involvement; let them know that you value their interest and support; invite them to your classroom for special activities; ask them for advice; in short, get the behavior going baby-step-by-baby-step until the newly acquired behavior of supporting and reinforcing your work and your program has been established.

- **Use effective strategies and document progress** - teachers who have a higher sense of efficacy tend to be less vulnerable to job-related stress; implementing best practices with your students and carefully monitoring their performance and documenting progress is a very good way of obtaining feedback and increasing your sense of efficacy.
- **Expand your knowledge base** - enroll in a graduate degree program; participate in district- or state-wide inservice training; attend professional conferences (even if they are on the weekend); read professional journal articles; surf the Internet for ideas and examples of research-validated practices.
- **Ask for help** - nobody knows every answer all the time; ask for help when you need it.
- **Ventilate every once in awhile** - sometimes the pressures of teaching or the sometimes odd ways of the school bureaucracy become so overwhelming that you will need to let it all hang out; share it with a colleague or a friend; write a letter describing your frustrations and then put it away unopened; participate in a teacher's chat room on the Internet.
- **Be positive and kind with your colleagues** - focus on the positive aspects of your job; try to keep an upbeat attitude about your work; reinforce your colleagues; take care of each other.

In the end, each of you will develop and refine your own personal way of dealing with the stresses you experience in your job. Hopefully, you can benefit from some of the strategies outlined here.

The shortage of special education teachers is one of the greatest personnel needs in education today. The job is difficult enough without the added pressures and sources of frustration described earlier. How we, as a field, collectively deal with the conditions underlying many of the problems affecting the quality of special education, for students, teachers, and parents, will be one of the priority issues to be addressed in the early part of this new century. Bold, new initiatives are urgently needed before it's too late. ■

Fast + Faster = STRESSED



Jane Blackwell
Clinical Psychologist

Has your life evolved into a series of scenes from an action video on fast forward? Do you feel that you must go faster and continually get more done each day? Have you read all the books on how to get more done in less time? Does your list of “to do’s” grow longer instead of shorter? Do you feel that you have even less leisure time now than you did 10 years ago? Responding to increased demands and pressures can take its toll on physical and mental well - being. Fortunately, there are an arsenal of stress remedies-some old, some new - to help you respond to difficult situations, allowing your body to restore itself. The more you know about stress remedies the better able you will be to respond.

Time management was thought to be the stressbuster skill to learn in the 80’s. By creating lists and organizing our priorities we assumed that our productivity would go up, our stress levels down, and that we would subsequently carve out more leisure time. We imagined that there would be languid pauses to notice the truly important things of life. Instead, what really happened was we demanded more, not less, from ourselves. As we became more efficient with our projects and lists we became inundated with expectations to do even more and “multi-task” by doing several things at once. We learned to plan, prioritize, chunk, and toss in the trash. We found ways to listen to a book on tape while exercising, while simultaneously watching bits of the news on TV. Or we channel surf as we check our heart rate while we have the dishes washing, the clothes drying, internet files downloading, the bread baking in the bread machine, and the glue setting on a creative project - all before we shower for work in the morning. While learning to manage aspects of our daily load, our increased expectations were not always realistic and may have caused additional stress.

In the 90’s a number of writers shared ideas on “simplifying your life.” Strategies included the following: 1) “just say no” to assignments & invitations, 2) only buy a few sets of clothes that all match, 3) move to a smaller house, 4) postpone major buying decisions 30 days, 5) eliminate clutter, and hundreds of additional ideas. While these strategies are useful to challenge our typical thinking about consumption they have not provided realistic ways for most of us to cope with stress.

Real solutions for the new Millennium are those that continue to build upon a foundation for a contented life.

We have been duped into believing that tasks should NOT take so long. As a result, over the last decade and a

half Stress Management is the life saving skill to learn. “What new tip can I learn to make less stress in my life?” really translates to “What new tip can I learn so I can squeeze more in?”

Balance is the key! We need to balance our need for increased efficiency with the serenity of focused attention. We all respond differently to stress. Trying to use every strategy and tip on dealing with stress will only add to your distress. Review your responses to difficult situations and make a plan to use the 2 or 3 strategies that will make the biggest difference in the next few weeks. ■

Effective Stress Chasers:

Breathing. Learn to use deep breathing at the first sign of frustration. Focus attention on your breathing by feeling the breath as it comes in your nose and out.

Meditation. Meditation allows for a better perspective of our lives and offers a sense of efficacy even in difficult times. Recent studies published in medical journals have shown that not only can meditation help relieve stress on a daily basis, but when practiced regularly can actually prevent heart disease.

Self-Talk. Become more aware of how we “chatter” to ourselves in a negative way about our performance, and our capabilities. Rewrite your self talk to focus on positive capabilities and how you have the skills to cope.

Laughter. Lighten up by looking for the humor. Identify cartoons or other sources of humor. Keep humor props around.

Diet. Eat balanced meals. Eat less junk food. Drink plenty of water. Eat more fruits and vegetables.

Exercise. Find a way to exercise every day. Physical activity eases physical symptoms of our body’s response to stress and improves our general health and sense of well-being.

Mentors for Support and Success



Provo School District Special Programs believes that mentoring is vital in providing support to interns as well as new teachers in the district.

**Steve Chatterley and Jerry Zimmerman:
School Psychologists/Teacher Leaders
Provo School District**

Mentoring for related servers such as: speech therapists, school psychologists, occupational therapists, physical therapists, and others is also important. The district accommodates new educators by providing a special orientation meeting which provides informa-

tion about the district policies and procedures. Also, an administrative supervisor within their school works closely with them throughout the year. Our special education department assists further by providing personal mentoring from lead coordinators and team members from assigned schools as well as teacher leaders from the district.

A positive supportive attitude is essential in providing guidance to the new educators. The mentor's approach must demonstrate acceptance, understanding, respect, consideration, and affirmation. New teachers are often feeling anxious about being effective in teaching, managing behavior problems, and being fully

oriented regarding the policies and procedures of the school and special education. They may be concerned with being negatively judged or critiqued. In a sensitive, caring and compassionate way, the mentor provides regular assistance to promote growth and confidence in the new educator.

The Utah Mentor Academy for Teachers advocates the following qualities of an effective mentor:

Patience; knowledgeable (but not a know-it-all); organized; flexible; trustworthy (keep confidences); sense of humor; resource person; tactful; willing to give time; respected by others; creative; kind; concise; interested in others' problems; problem-solver; non-judgmental; allows one to grow; active listener; empathizer; team player; kids first; nurturing; honest; humble; kindred spirit; reflective; positive/optimistic; all of the above plus accepting; a friend.

By utilizing the above qualities, a sample introduction might go as follows: "Hello Laurie, I'm Mary. I work as a lead coordinator at Happy Valley Elementary and I am also a teacher leader for Special Programs in the district. I have been assigned to be your mentor and assist you in any way I can so your year is a happy and successful one. I would like to visit with you this week and you can feel free to share any concerns you have. I also have information that may be helpful for you."

Essential information regarding the policies, practices, and procedures of a specific school is best handled by the lead coordinator and other team members. The amount of new information can be very overwhelming and some new teachers may be shy in asking. Information in the following areas should be considered:

- **Supplies and use of equipment in the work room, including operating the copy machine, etc.;**
- **Use of the media center, including checking out books for both students and teachers, knowing how to check out equipment such as a TV and VCR, audio cassette player, or a video camera;**
- **Faculty duties (bus, hall, lunchroom, playground);**
- **Emergency procedures, fire and earthquake drills, bad weather days;**
- **Policies on grading, attendance and tardies, disciplines/forms;**

- **Role of support personnel (counselors, speech therapist, psychologist etc.);**
- **Special Events-assemblies, other activities;**
- **Conferencing skills with parents and how to deal effectively with certain parents having emotional disorders (for example having other people present while talking to a parent who tends to be hostile);**
- **Procedure for calling in sick or taking personal leave and setting up a substitute teacher;**
- **How to join professional organizations such as the Utah Education Association, American Federation of Teachers Association or organizations related to understanding and providing intervention to specific disabilities such as ADHD, Autism, etc.**

Mentors can be a valuable resource for other information that is specific to Special Education. Best practices can be shared regarding team meetings, data keeping, and maintaining files. Mentors can assist in helping new educators understand the referral, classification and IEP process and the rules and regulations on the federal and state level in special education. Other areas to focus on should be determined by the needs of the new educator. These might include such topics as behavior management, curriculum and building rapport with parents and other school personnel.



Providing emotional support, as well as knowledge is essential. This involves taking time to listen and communicate with empathy and sensitivity in a non-judgmental way. It means developing a trusting relationship where the new educator can openly express his or her feelings and it is kept confidential. Encouraging them to share insights and ideas is always beneficial and facilitates problem solving. Mentoring is a process that can be used to help insure a positive and successful year for new teachers. ■

Learning Disabilities and English as a Second Language:

Pragmatic Limitations and Intervention Strategies

Sharlene Kiuahara-Russell
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I like what Chris Carger says about diversity...
"As educators, families, and communities, let us look for bridges to span borders and support dreams for all children, of all backgrounds."
- Favorite web site: www.ldonline.org
- Favorite Books:
Of Borders and Dreams, Chris Liska Carger
Warrior Lessons, Phoebe Eng
Everything written by Gabriel Garcia Marquez
- Best educational tip:
Remember to call parents with good news, too.

Pragmatic ability involves recognizing social demands and selecting appropriate linguistic forms to meet those demands. It simultaneously incorporates vocabulary, sentence structure, pronunciation, facial expression, gesture, and tone of voice to meet the fluctuating demands of a conversation. Students with learning disabilities (LD) or who speak English as a second language (ESL) may have limited pragmatic skills, which places them at risk for not following and completing classroom lessons and participating in classroom discussions. By becoming aware of the social and linguistic knowledge needed to develop pragmatic ability, teachers can implement strategies and increase opportunities for these children to learn. This article will examine the pragmatic difficulties exhibited by children with LD and children who speak ESL and discuss possible intervention strategies.

Pragmatic Limitations for Children with LD

Although children with LD typically have a full range of communicative intentions, they use deficient forms to express them. The problematic areas for children with LD involve applying the socially accepted linguistic forms for requesting information, initiating interaction, and maintaining interaction (Humphries, Koltun, Malone & Roberts, 1994). For example, a child with LD may change a topic by interrupting the communication partner rather than using a transitional statement. Over time, children with LD tend to use less effective communicative strategies by (a) assuming a submissive and deferential role when interacting with peers, (b) taking a passive role in conversations, or (c) failing to ask for clarification if they have misunderstood something.

Pragmatic Limitations for Children who Speak ESL

Similar to children with LD, children who speak ESL demonstrate pragmatic difficulties in the areas of requesting information, initiating interaction, and maintaining interaction. Limited linguistic and cultural proficiency places constraints on the ESL learner's ability to vary his or her choice of request strategies or turn-taking skills appropriate to the demands of the social interaction. In addition, ESL students tend to be aware of their own English proficiency and may choose periods of silence, terse responses, or phrases such as "I don't know" to avoid feeling embarrassed. As a result, educators may perceive culturally different behaviors as indicative of language disorders (Brice & Absalom, 1997).

Intervention Strategies: Effectiveness and Limitation

Many of the intervention strategies for developing pragmatic ability for children with LD can also be used successfully with children who speak ESL. The intervention strategies presented here focus on assessment, instruction, and student grouping, all of which can be implemented for both groups of children.

Assessment - In order to assess the child's pragmatic ability, Brice and Absalom (1997) suggest using the



Adolescent Pragmatics Screening Scale (APSS) as a means to identify the pragmatic needs of students. The APSS measures 38 individual behaviors across six pragmatic categories. Brice and Absalom summarize the six categories as the following:

- **Affects Listener's Behavior Through Language.** Does the student effect a response from the listener?
- **Expresses Self.** Does the student express him/herself appropriately?
- **Establishes Appropriate Greetings.** Does the student greet others appropriately?

- **Initiates and Maintains Conversation.** Does the speaker use language to sustain and maintain the social and linguistic interactions of the group?
- **Listens Actively.** Does the student take active participation as a listener in a conversation?
- **Cues Listener Regarding Topic Shifts.** Does the student have the capacity to regulate and monitor the conversation? Does he or she tell the listener verbally or non-verbally that a change in conversation is about to occur? (p. 20).

The student is rated by educators who are familiar with the child's communicative abilities. However, a limitation is that the APSS is designed for adolescents. It further requires a two week minimum observation period by two or more professionals. This may impose unrealistic time demands on educators with full classroom schedules. Although the authors do not give information regarding the reliability or validity of the APSS, they suggest using the APSS as an indirect observation tool to compare students' pragmatic abilities.

Instruction - Modifying teaching behaviors is an effective intervention strategy for developing pragmatic ability. Teachers can facilitate the instruction of pragmatic skills by adopting modeling and time-delay techniques.

For students with LD or who speak ESL, modeling becomes an effective strategy because it integrates and reinforces visual, auditory, cognitive, and social modes. For example, the educator models a set of rule-governed utterances appropriate for maintaining a topic. Brice and Absalom (1997) caution that modeling should not be used for correcting an ESL student's grammatical errors, particularly at the early stages of language acquisition,

because ESL learners need opportunities to (a) experiment with the language they are acquiring, (b) develop self-confidence in using the language, and (c) make mistakes.

Time-delay is another strategy teachers can employ to teach pragmatic skills. Verplaetse (1998) found that teachers typically do not wait long enough for ESL students to respond to questions. Therefore, if teachers increase the wait time from 3-5 seconds to 5-8 seconds, students will have a better opportunity to engage in classroom discussion.

Student Grouping - Researchers agree that collaborative learning and naturalistic learning opportunities can benefit children with LD or who speak ESL. Grouping students in cooperative learning groups (a) increases natural opportunities for students to develop regulatory, heuristic, informational, and instrumental language within cooperative learning groups; (b) develops skills with expressing, initiating, and maintaining conversations; and (c) increases opportunities for students to share information with other students. Collaborative learning groups also set the stage for the teacher to embed basic pragmatic skills into the activity. This involves incorporating appropriate linguistic forms, sentence structure, pronunciation, facial expression, gesture, and tone of voice, as well as providing clear explanations of accepted conversational rules and opportunities for role-playing and practice. A possible limitation is that children with LD or children who speak ESL may exhibit poor performance in cooperative learning environments due to limited language competence or fear of embarrassment when interacting with native English speaking peers. Therefore, teachers need to be aware that student grouping requires planning and careful placement of children with and without special needs within the individual groups. ■

DAMMED LIES And STATISTICS:

Interpreting Assessment Scores To Parents And Others

The responsibility to interpret or discuss standardized test scores with parents or others often rests with the special education teacher. Assessment data are supposed to drive IEP goals and objectives, placement and programming decisions. Lack of a complete understanding of the test domains and the implications of the derived scores can be stressful.

The purpose of this article is to de-mystify common assessment terms, and to suggest strategies and the use of certain types of scores for different uses or audiences. The Student Performance Summary Form is presented as a means of sharing pertinent test data while reducing stress and increasing understanding.

“There are two kinds of lies:
Dammed lies and statistics,” -Samuel Clemens



A complete assessment should examine both formal (standardized) and informal data. Good practice includes an examination of how a student performs in the educational environment compared to their predicted test scores. Standardized assessment scores may provide only one perspective of information for the assessment team to consider, yet, programming and placement decisions are often weighted using these scores. Standardized assessments yield many different types of scores or comparisons, and it is essential that the differences be understood. Not all scores are appropriate or preferred to use with all audiences. The Woodcock-Johnson Revised (WJ-R) provides the following test score comparisons.

Michael Herbert • ULRC Program Specialist

Standard Scores (SS): Use standard scores when discussing performance with psychologists or other professionals, or to establish discrepancy for qualification. Standard Scores are also useful to transfer and plot on the Student Performance Summary form (attached). The mean standard score on the WJ-R is 100, with the standard deviation plus or minus fifteen points, and a ten-point difference from average may be considered significant. Standard scores are useful in determining strengths, average abilities, weaknesses, and functional limitations.

accommodations or compensations may be helpful for the student to perform in general curriculum settings.

Functional Limitations (scores below 78): This is an important term that is related to Section 504 of the Rehabilitation Act (504) and the Americans with Disabilities Act (ADA). A functional limitation implies a severe weakness, one that cannot be overcome with motivation and hard work, or with mild accommodations to the general curriculum. Functional limitations are serious and represent the “disabilities” in Specific Learning Disabilities. The lower the score, the more severe the disability or difference, and the more drastic or complete the accommodation considered.

Percentile Rank (PR): Use percentile rank comparisons when explaining test scores to parents or regular educators. Paraphrase the following when explaining PR scores. *Picture a room with 100 children who have been assessed on similar tasks, and who have been lined up in rank order from the highest performing student to the lowest. The students in the middle performed in the average range, while the students at the “head” of the line demonstrated strengths, and scored high average to superior. Students at the “end” of the line or who performed at the “bottom” evidenced weakness or functional limitations, and scored in the low average to low range, compared to the middle group. Students lower than the middle group will require special help to perform with their peers.*

Relative Mastery Index (RMI): RMI scores are unique to the WJ-R, and are especially helpful in predicting performance in regular education settings. Use RMI scores to predict a student’s degree of mastery, or how well they would perform a task in comparison to age or grade level peers. Use RMI scores to help determine what level of supports may be necessary for students to succeed in regular education classrooms. *Cont. pg.16*



WJ-R STANDARD SCORE RANGE	WJR CLASSIFICATION
131+	Very Superior
121-130	Superior
111-120	High Average
90-110	Average
80-89	Low Average
70-79	Low
69 and below	Very Low

The following simplified descriptors are offered as suggested guidelines.

Strengths: Strengths are standard scores ranging from 111-200. Strengths imply natural or intra-personal preferences or patterns that are useful in designing accommodations or suggesting vocational direction. Whenever possible, attempt to use strengths to overcome or accommodate weaknesses or functional limitations.

Average Abilities: Performance in the average range (90-110) suggests that the task or performance area can be accomplished with little or no accommodation or assistance. Teachers may provide a disservice to a student’s progress by accommodating or assisting in areas that are average for that student.

Weaknesses: Weaknesses in performance of skill domains (80-89) suggest that the student can perform in that area, but will require motivation, persistence and strategies to maximize their potential compared to their peers. Tasks or skills in areas of weakness may be frustrating or take longer to accomplish. Mild



students who are transitioning to post-secondary educational or training programs.

Grade Equivalent Scores (GE): Grade scores compare the student's level of development in a skill or performance area compared to grade level peers. GE scores are useful in discussing academic performance with parents and teachers, and are helpful in selecting materials and level of instruction (instructional range) for individual students. The WJ-R Compuscore provides mean GE equivalent scores, and suggests at what grade level the student would find tasks difficult (D) or easy (E).

STUDENT PERFORMANCE SUMMARY FORM

It is suggested that only the scores pertinent to the referral question be examined. This may be accomplished by transferring selected scores to the appropriate Student Performance Summary (SPS) form. Parents should be provided with a copy so that they can follow along and refer to it to aid in their understanding and participation in the IEP process. Parents and teachers who have used the form have reported that it helps to keep the discussion focused, and leads to greater understanding of the student's profile and educational needs. The following suggestions describe the completion of the SPS form.

1. Transfer Age Equivalent (AE), Grade Equivalent (GE), Percentile Rank (PR), and Relative Mastery Index (RMI) scores to the form.

2. Transfer Standard Scores (SS) for each domain to the form, but place the numerical score in the appropriate column as a **STRENGTH** (SS 111 or above), **AVERAGE** (SS 90-110), **WEAKNESS** (SS 80-89), or **FUNCTIONAL LIMITATION** (SS 79 or below).

3. Color-code **STRENGTHS**, **WEAKNESSES**, **FUNCTIONAL LIMITATIONS** for easier identification. Highlight **STRENGTHS** pink, **WEAKNESSES** blue, and **FUNCTIONAL LIMITATIONS** green. Scores in the average range are not highlighted. Other colors may be used, but standardization between practitioners and schools in a district will facilitate a focused discussion and universal understanding. When discussing scores on the SPS form, paraphrase the following to facilitate understanding. *"Notice that some of the scores on the page are different colors. Scores highlighted pink represent strengths compared to other students in the same grade (or age). Scores highlighted in blue represent mild weaknesses that we may consider in designing supports for the general curriculum. Scores highlighted green represent very low scores that require attention from special education or in designing accommodations for the general curriculum."*

When describing a student's performance using RMI scores, *"Imagine a room full of grade level students who have been given one hundred similar tasks or problems to complete. A student who performs at mastery level would be expected to correctly complete or solve ninety of the one-hundred tasks (no one is perfect), and this performance could be written as the equation 90/90. An RMI score of 35/90 indicates that the student would be expected to demonstrate 35% mastery or solve 35 problems correctly compared to peers who have truly mastered the task. The lower the RMI score, the more difficult to impossible the task for the student, and the greater the need for accommodation."*

SCORE THE WJ-R USING AGE OR GRADE EQUIVALENT SCORES?

Both are useful, and the diagnostician may choose to score the tests both ways. The results may not be similar, as would be expected of younger or older students or students who have been retained. In WJ-R publications, it is suggested that *"At the preschool and early elementary levels, age equivalent scores (AEs) may be of more value than grade equivalent scores "GEs" for low functioning students."* And, *"For individuals in school, ..grade placement is usually a better reference than chronological age because it is more valuable to use the reference group with whom a subject must perform in school."*

Age Equivalent Scores (AE): Use AEs to compare aptitude/achievement discrepancies for specific learning disabilities determination. AE scores are useful in discussing academic performance with parents or others, and are helpful in comparing young adults or adults to their peers. AEs have more utility over time, such as for

Student Performance Summary: WJ-R Cognitive

NAME:
DATE OF BIRTH:
AGE:

DATE OF EVALUATION:
GRADE:

COGNITIVE FACTOR	AE	GE	PR	RMI	STRENGTH	AVERAGE	WEAKNESS	FUNCTIONAL LIMITATION
Oral Language Aptitude								
Oral Language								
BROAD COGNITIVE ABILITY (BCA)								
Long-Term Retrieval								
Short-Term Memory								
Processing Speed								
Auditory Processing								
Visual Processing								
Comprehension Knowledge								
Fluid Reasoning								

Student Performance Summary: WJ-R Achievement

NAME:
DATE OF BIRTH:
AGE:

DATE OF EVALUATION:
GRADE:

ACHIEVEMENT FACTOR	AE	GE	PR	RMI	STRENGTH	AVERAGE	WEAKNESS	FUNCTIONAL LIMITATION
ORAL LANGUAGE								
BROAD READING								
Basic Reading								
Reading Comprehension								
BROAD Math								
Basic Math								
Math Reasoning								
BROAD WRITTEN LANGUAGE								
Basic Writing								
Written Expression								
Punctuation								
Spelling								

A Matter of Survival in the Classroom

I've been doing a lot of work in Nevada and Florida. Nevada has included my classroom management program as a part of its 1999 Assembly Bill 280 - and with remarkable success. An example of that success came to me in a July 10th e-mail from a teacher in Silver City. She wrote:

In the 20 years I have been teaching and taking courses, I have never had even one class on classroom management. I remember a teacher mentioned it in a psychology class, but that was it. After talking with other teachers, I have found that my experience is not uncommon.

One of my classes disturbed me because of the negative comments from a number of the students. I could not understand how this could happen since I strive to make the class positive. Your instruction helped me see that my attention to the negative comments acted like fertilizer to a rose bush. Your technique of ignoring students worked like a charm. One persistent young fellow made a comment; I pretended like he hadn't said a thing and proceeded on with the lesson. He made the same comment again and again. I ignored him again and again. Each time he made the comment, it got weaker. He was like a windup toy that was winding down. Finally he gave up. I made it a point later in the lesson to give him some genuine positive feedback on something he was doing well.

These two brief paragraphs say tons about what must be done if we are to have any hope at all of improving the quality of the learning environment, generally.

Following are two essentials to survival in the classroom:

1. College of Education teacher training programs have simply got to teach teachers what research has taught us about managing a classroom environment and the behavior of students in that environment.

A lecture or two on the topic in a psychology class is not enough. The behavior of students, as has been documented over the past 32 years by the annual PDK poll of the "Public's Attitudes Toward the Public Schools" remains the number one concern in education (Latham, 1999). But, as with the Nevada teacher, teachers are not being taught what science has taught us about how to manage a classroom environment and the behavior of students in that environment. It is not happening; not in Utah, not anywhere. Several months ago I shared my data on this tragic reality with a group of Utah school administrators. These data report teachers' ratings nationwide (on a five-point scale, 0 being inadequate and 4 being adequate) about the adequacy of preservice teacher training programs in preparing them to manage student behavior. I reported a nationwide rating of .71. That's just short of three fourths of the way from inadequate to poor.

After my presentation, a principal challenged me on that figure so far as how well it represented Utah teachers. So I went back to my data and pulled out the responses from Utah teachers. The mean rating is .68!

Continued on page 20



Let's quit kidding ourselves, folks. It isn't happening. In mid July, on a plane to St. Louis, I sat next to a young lady who is preparing in Utah to become a high school teacher. I asked about what she was being taught relative to managing the classroom environment, and the behavior of students in it. She said, "Well, I've heard a couple of lectures on brain functions and how they effect behavior. Last semester, there was a lecture on the role that ego plays in how students behave. The teacher made a really big deal about that. And, of course, we are always hearing about Freud and how he explained behavior."

By now, I'm about ready to vomit! But I got a grip on myself and calmly asked, "Has anyone ever said anything about the functional analysis of behavior; the effects of antecedents and consequences on behavior; the principles of human behavior that have been taught to us over the past 60+ years of intense disciplined inquiry; and specific, basic behavior management skills that are anchored in that science?"

This naive, young soul didn't even understand the question. She had never heard of such things. I asked her about the work of B.F. Skinner. She knew nothing but the name.

Over the next hour, we talked science. She came forth with a flood of questions, and "what if" scenarios of classroom-based behavior problems. By the time we landed in St. Louis, she was bubbling with excitement and eager to learn more. My final statement to her was a challenge. I said, "Demand from your professors scientifically-based answers to your question about managing student behavior.



Never, ever be satisfied with foolish, cop-out responses like 'Do a good job teaching and you'll not have behavior problems,' 'Just make sure your students know you love them,' 'Always enter your classroom with a good attitude about what you are doing,' 'Be sure the students know you care-really care'."

These are all important, of course, but as we have learned from the work of Dr. Hill Walker of the University of Oregon, there will nearly always be that 6 percent of the class who make up the "wolf pack," students who don't give a damn about how well you teach, how much you love and care about the students, or what your attitude is. Insist from your professors scientifically-based behavior management methods that work with even the toughest behaviors in school. We know what those methods are. We know exactly what they are. Settle for nothing less! Making the shift at the preservice level from theory, conventional wisdom, anecdote, common sense, and tradition to science is the first epistemological shift that must be made. It must be made!

2. Building-based inservice training, mentoring, and monitoring must, likewise, be absolutely anchored in what science has taught us works.

In my monograph *Management Not "Discipline: A Wake-up Call for Educators*, I recalled an experience in Florida. I had just completed a workshop in critical teacher skills during which I emphasized the vital role of college of education teacher training programs. After, a gentleman shared this insight with me. He was about to retire after nearly three decades as a school psychologist. He recalled how often, over those many years, he had seen well trained, fledgling teachers enter the classroom fired with enthusiasm, only to have that flame grow dimmer and dimmer over the weeks and months until, alas, it flickered and died-snuffed out by a system anchored in tradition and mediocrity, resistant to science, committed to the "art" of teaching, and sold out to the notion that "...the harsher the punishment,...the more likely it is the child will remember it and that it will be effective" (Walker, Colvin, and Ramsey, 1995, p 363).

This good man made an important point. It is absolutely inexcusable that in any school, students are repeatedly sent to the principal for disciplinary action. Such a circumstance speaks far less to the problem of student behavior than it does to the lack of teacher competencies. I am reminded of a plea that came to me several years ago from a school superintendent who told me, "Our schools are out of control. We are averaging 20-23 referrals per day to our principals by teachers who can't control classrooms. We have had one inservice training after another, but nothing is helping. Things are only getting worse!" When he told me what that training consisted of, I was not surprised.

Two of my colleagues and I took on the task of training teachers, in their classrooms, how to manage behavior-scientifically. Referrals to principals in all schools in the district fell from 20 to 23 per day to 2 to 3 a week!

Making the shift at the inservice level from theory, conventional wisdom, anecdote, common sense, and tradition to science is the second epistemological shift that *must* be made. It *must* be made! ■

Resources

Websites:

www.ulrc.org

Links to many state and national resources plus references to this issue of *The Utah Special Educator*.

www.idea practices.org

Practical ideas for immediate use in the classroom. Also, learn about the law and new regulations and connect to relevant web resources and sites.

www.ivillage.com

Great ideas on how to survive on the job: health, diet, and exercise tips abound.

Books:

- Bendtro, L. K., Brokenleg, M., & Van Bockern, S. (1980). *Reclaiming youth at risk*. Indiana: National Education Service.
- Boyd, Carl. *The art of positive teaching*. Missouri: Westport Publishers.
- Boyd, Carl. (1991). *Plain teaching, a conversation with colleagues*. Missouri: Westport Publishers.
- Carballo, Julie Berchtold. (1990). *Survival guide for the first-year special education teacher*. Virginia: CEC Publications.
- Carlson, Richard. (1997). *Don't sweat the small stuff....and it's all small stuff*. New York: Hyperion.
- Carlson, Richard. (1998). *Don't sweat the small stuff at work*. New York: Hyperion.
- Covey, Stephen R. (1994). *Daily reflections for highly effective people*. New York: Simon & Schuster.
- Covey, Stephen R., et al. (1994). *First things first*. New York: Simon & Schuster.
- Frankl, Victor. (1984). *Man's search for meaning*. New York: Washington Square Press.
- Jackson, Mary Yeomans. (1992). *Resourcing: handbook for special education resource teachers*. Virginia: CEC Publications.
- Johnson, S. (1986). *One minute for myself*. Pennsylvania: Avon Books.
- Kessler, Rachel. (2000). *The soul of education*. Virginia: Association for Supervision and Curriculum Development.
- Kuhn, T. S. (1996). *How to get control of your time and your life*. New York: Signet.
- McWilliams, Peter. (1994). *Life 101, everything we wish we learned in school but didn't*. Los Angeles: Prelude Press.
- Peck, M. Scott. (1993). *A world waiting to be born*. New York: Bantam Books.
- Peters, Tom. (1999). *The brand you*. New York: Alfred A. Knopf, Inc.
- Peters, Tom. (1991). *Thriving on chaos*. New York: Harper & Row.
- Richardson, Cheryl. (2000). *Take time for you life*. Los Angeles: Broadway Books.
- Seligman, Martin. (1995). *The optimistic child*. Boston: Harper Collins Publishers.
- Sorensen, Robert, Scott, James. (1998). *Teaching & joy*. Virginia: Association of Supervision and Curriculum Development.
- Wong, Harry K. (1991). *The first days of school*. California: Harry W. Wong Publications.
- The heart of teaching*. (2000). California: Performance Learning Systems, Inc. No. 82.

USOE Update



Mae Taylor • Director At Risk and Special Education Programs

Greetings, to you all, and welcome to a new school year! The State Office staff has been very busy through the past summer and undergone some

significant changes. Following is a description of the major activities:

State Rules - The new USOE Special Education Rules are now published, replacing the old “watermelon” Rules. The new “Golden Rules” have been distributed to all school districts and related agencies/services, parent groups, principles, curriculum directors, etc. If you don’t have a copy yet, you may contact the local school district Director of Special Education or our office (801-538-7700) to obtain a copy. They have undergone a major rewrite, inclusive of new IDEA requirements, and are tabbed for easier access. USOE staff is available for inservice training on the Rules, as requested.

USOE Staff Changes - Several staff changes have occurred over the summer.

Deb Spark, formerly the Special Education Director in Wayne County, has joined our staff as the Specialist for Assessment and Monitoring. Deb brings incredible energy and enthusiasm to this job, and will be providing leadership for the USOE monitoring of school districts’ special education programs, and for the participation of students with disabilities in state and district assessments.

Cal Newbold, formerly an elementary principal and Director of Assessment in Jordan School District, is the new Specialist for Fiscal and Data Issues, and special education students in Charter Schools. Cal comes to us with a wealth of administrative and fiscal expertise.

Ken Reavis has left the employ of USOE, and is now coordinating the BEST Project through the Northwestern Utah Educational Services (NUES), housed in Wasatch County (Heber City). A job announcement for a Specialist for Programs for Emotional Disturbance and Mental Health will be forthcoming. Interested parties may call Nan Gray, Special Education Coordinator (801-538-7757), or myself (801-538-7711).

Mishele Carroll is the new BEST Project Specialist, working with Natalie Allen and Ken Reavis in providing statewide technical assistance for behavior issues. Mishele was most recently a school psychologist in Granite School District before joining the BEST team.

Angela Green is the new project specialist with the SIPC (Supporting the Inclusion of Preschool Children) Project. She joins Preschool Education Specialist, Valerie Scherbinske, and SIPC Project Specialist, Peggi Baker, in providing leadership and technical assistance for programs for preschool students with disabilities. Angela was most recently a speech pathologist for Davis School District, serving preschool students.

Federal (IDEA) Funding for Special Education - Funding levels to school districts have been sent out recently, for the three federal funding categories (a) school-age flow-through, (b) preschool flow-through, and (c) local capacity-building discretionary. Utah received a funding increase this year, which should be beneficial to school district programs. Charts showing the allocations, application materials, are on our website.

We wish you all a successful and productive year! ■

Golden Tips from the Golden Rules

As you are all very well aware by now, the new Utah Special Education Rules are published and available to you through a couple of ways. A hard copy will be given to each special educator, related service provider, principal, vice principal and district coordinators by your district special education staff. The other way to locate the rules, is on the Utah State Office of Education web site www.usoe.k12.ut.us in the Services for At Risk Students section.

On August 1, 2000 we had a large group of teachers, related service providers, principals, coordinators and parents attend a one day training on the new rules. During this training many questions were submitted for clarification. The three most frequently asked questions will be addressed today, but watch in future issues for many more of the “hot questions” to be answered.

Q. What is a “reasonable period of time”? What is “early enough”? (in relation to providing notice of meetings)

A. With no specific time line provided to us from the federal regulations, a “reasonable amount of time” and “early enough” is interpreted as about 10 days. In the case of notice that graduation is impending, reasonable amount of time would then also need to include the time for parents to dispute the graduation through due process, which is at least 45 days prior to the anticipated graduation date.

Q. Does the regular education teacher have to attend every IEP meeting, and does he/she have to stay throughout the entire IEP meeting?

A. The regular education teacher has a specific role as a member of the IEP team, just as the other team members do, therefore, yes, at least one regular education teacher of that student must attend every IEP meeting. The regular education teacher must stay long enough to participate in the development, review and revision of the student’s IEP. With the heavy emphasis on participation in the general curriculum, the regular education teacher plays a key role in the IEP development. Don’t forget this requirement is applicable to preschoolers also.

Q. When reviewing and developing an IEP, what does the team need to include regarding general curriculum?

A. One of the first things a team must consider are the results of the student’s performance on any general state or district-wide assessments. (i.e., the most recent core assessments) When reviewing the IEP, the team must also address any lack of expected progress toward the annual goals in the IEP and in the general curriculum. In developing the IEP, there are four (4) specific points at which the general curriculum must be addressed:

1. A statement of present levels of educational performance (PLEP), including how the student’s disability affects the student’s involvement and progress in the general curriculum. In the case of a preschool student, how the disability affects the student’s participation in appropriate activities (appropriate activities is the preschool equivalent of general curriculum).
2. A statement of measurable annual goals, objectives or benchmarks that would enable the student to be involved in and progress in the general curriculum.
3. A statement of special education and related services and supplementary aids and services to be provided to, or on behalf of, the student to enable him/her to be involved in and progress in the general curriculum.
4. A statement of any individual modifications in the administration of state or district-wide assessments, in order for the student to participate in those assessments.

Bonus Question: Last year the number one most frequently asked question was what color will the new state rules be?

A. We now have the Utah Special Education “Golden Rules”! ■



Brenda Broadbent • State and Federal Compliance Officer

“Learning” to Survive



Two of the Utah Mentor Academy Core Values focus specifically on learning. The first states that mentors will maintain a knowledge base of information on current educational research that can be applied to their setting, and the second, that mentors will share their knowledge with others to achieve the goal of success for all.

The ULRC believes that such values are critical to the success of any educator and to their professional survival. Becoming a lifelong learner, both professionally and personally, can enrich day to day routines as well as broaden

perspectives. Mentors are encouraged to actively increase their professional knowledge over the course of their two-year program and then to continue beyond that. A critical component of retaining and using that new knowledge is the opportunity to share with colleagues, and that is an important part of mentoring.



One way to create a setting in which the mentor core values of learning can be met is through teacher study groups. Study groups can promote collegial interchange and action and are the vehicle to integrate personal and organizational learning (Murphy, 1995). Study groups can be comprised of whole faculties or small groups of teachers. The focus can be school-based problems, effective instruction, educational reform, or a topic that is of interest or is pertinent for a particular group. Whatever the topic, however, the goal should be “how I am doing as a teacher (or administrator, etc.) and how are the students doing as learners?”

Davalee Miller • ULRC Program Specialist



Creating a learning environment for ourselves as well as the students we work with helps to achieve the goal of success for all and makes the classroom and school a more exciting and challenging setting.

Study groups provide the time to discuss issues, share ideas and connect with other teachers. This time together allows for validation and clarification of who we are as educators, creation of a network of support, and helps maintain our sanity; hence, promoting our survival. Unfortunately, this is also the time that is most often neglected in education, and so we would encourage consideration of study groups as a method of professional development that anyone can start with colleagues or staff.

One strategy that we have used at the ULRC in professional development training that could be used in a study group is called Read, Review, Respond. Let's say the topic is collaboration. In Read, Review, Respond, a group is given the same article on collaboration to read (or each person could be given a different article on collaboration). The group is then given time to read the article, highlight important points, or make notes, etc. Next, each member of the group shares what they learned, insights they had, and questions that arose from the article with the whole group. Through this discussion the group draws conclusions about collaboration, identifies areas need more information, and most importantly, applies what they learned about collaboration to their setting. Read, Review, Respond is a great way to start a meaningful discussion and gives everyone something to respond to. It can be the springboard for action plans in a school as well as a tool to increase awareness of issues. It can also be fun!

Creating a learning environment for ourselves as well as the students we work with helps to achieve the goal of success for all and makes the classroom and school a more exciting and challenging setting. Take some time this school year to enhance your own learning and the learning of your colleagues. Together we can “learn” to survive. ■

Fast Facts:

Renewing your Educator License

Bruce Schroeder
Project Director • SIGNAL project



Every profession has a system through which its members can hone skills, improve practice, and keep current with changes in knowledge, technology, and the society it serves. In fact, the ability of practitioners to engage in ongoing, high-quality professional development is a hallmark of enterprises that are known for high performance and that, not surprisingly, enjoy sustained public confidence.

The National Foundation for
the Improvement of Education • July 30, 1996

By now most of you have in your hands a copy of the Utah Education License Renewal Information booklet which describes information on the new Utah Professional Educator License. Here are a number of commonly asked questions and responses that will help you comply with the new Educator Licensing Law and the USBE Administrative Renewal Rule: R277-501.

Do these requirements apply to me?

Yes, all educators in Utah are required by law to hold a professional license.

How is the professional license different than the Teacher Certification Requirements that have been in place?

The Basic Certificate has now been replaced with a Level 1 license issued upon completion of an approved preparation program, an alternative program, or to persons applying for a licensure under the Interstate contract. It is valid for three years, but may be renewed one time, for a total of six years.

How do I move from a Level 1 to Level 2 License?

After successful completion of three years of teaching, as determined by the supervisor of the educator, recommendation is made by the superintendent to the Utah State Office of Education (USOE) for level 2 licensure which is then valid for a five year period.

How do I renew my Level 2 License?

There are two requirements to renew your Level 2 License including new requirements for professional development activities.

- **Requirement 1: Professional Service Requirement**
The educator must serve for the equivalent of at least three years, during a five-year period, in at least a one-half-time contract position requiring an educator license.
- **Requirement 2: Professional Development Requirement**
The educator must complete and document an individual program of professional development in which a minimum of 100 license points are earned through participation in activities that contribute to competence, performance, and effectiveness in the education profession.

What do I do to create a Professional Development Plan?

Educators will receive a Utah Educator License Renewal folder from their supervisor. Educators will then design an individualized Professional Development Plan that will support the accumulation of a minimum of 100 points in a five-year period. The plan should be based on goals that will be valuable to the educator's professional growth. (I think of this as an IEP for teachers implemented over a five year period. Just like an IEP, there should be a careful assessment of Present Level of Performance, including personal interests and abilities). Next create realistic goals, benchmarks, and activities that will lead to success. Activities must enhance the educator's professional knowledge, competency, performance, and effectiveness, with emphasis on improving educational experiences for students.

Who keeps track of the Professional Development Plan?

It is each educator's responsibility to maintain a file of evidence as each approved activity is completed. When you have completed the activities necessary to accrue a minimum of 100 license points, the supervisor documents the successful completion of the activities and signs the Professional Educator License Renewal Form.

When do I provide evidence to the USOE?

The educator will submit the Professional Educator License Renewal Form and the confirmation of the fulfillment of the Professional Service Requirement to

the USOE between January 1st and May 31st of the fifth year of his or her renewal cycle. The form must have all pertinent signatures. All educators should keep the documentation in their possession until the renewed license is received.

How do I earn "Points"?

Generally one point is earned for each one hour of participation in an approved activity. Points may be earned in seven categories.

- **Category 1:** College or university courses or state approved inservice. One semester hour = 18 license points.
- **Category 2:** Conferences, workshops, institutes, symposia, educational travel experiences, or staff development programs.
- **Category 3:** Service in professional activities in an educational institution.
- **Category 4:** Educational research and innovation.
- **Category 5:** Other professional development
- **Category 6:** Service in a leadership role in a professional organization.
- **Category 7:** Substitute Teaching.



How can I get answers to additional questions about this law and how it applies to me?

These questions and answers are in response to general sections of the law that apply to typical situations. For additional information, talk to your supervisor. They will know your circumstances and what you will need to do. Additional information can be reviewed from the following sources or by contacting the USOE Educator Licensing Section. See web sites: www.usoe.k12.ut.us/cert or www.utea.org. ■

SURVIVING A NEW CROP

Angela Green • S.I.P.C. Project Specialist • Utah State Office of Education



Angela Green has recently joined the Utah State Office of Education as a member of the SIPC Project (Supporting Inclusion for Preschool Children). She brings a wealth of knowledge and experience in inclusive preschool settings to the position. Angela earned a Master of Science in Speech Pathology from the Health Sciences Center at the University of Oklahoma. Her most recent work experience was that of an SLP in the Davis School District Preschool Program.

So the summer is over and you are feeling quite good about the new school year. You begin thinking of all the things you have planned for the year and what fun you will be having. As you begin to look over the class rolls, you realize you have some new students. You begin to explore the students' files, looking over the IEPs and all other paper work. "Wait a minute," you say to yourself. "What am I going to do-I don't think I have a regular education teacher who will agree to help foster this inclusion stuff with these students. Sure I know what the IEP says, but how do I get a teacher to agree to do it? How will I survive this school year? Will the students and I live to see them make it into Kindergarten?" Don't panic! You can survive. The following are a few tools that work for most any crop, and will help you survive the year.

Resources. The most important things to remember when using this tool are all the attachments available for you to use, to help you survive. When you think about it there are many resources available

for a teacher-other people, books, internet, other teachers, private institutions, other professionals, district personnel, state office personnel, and last, but certainly not least, the student's parents.



It is amazing when you think about what we have available to us. Don't limit who can help you; you might be surprised where your help comes from. So often people get into a comfort zone of what they like to do. To open up and receive help from others is not within their

comfort zone. Don't be afraid to make a change and open up to receive help from others! When people are willing to change, they can do so much for their students. If you don't take advantage of what is offered, you will suffer in silence, and then weeds will take over your crops.

Teaming. Teaming is such a critical tool for crop survival. Teaming can be hard depending on the attitudes of those you approach, but when given a chance to work can be life saving. A proficient team can make school experiences more valuable for the student. Good teaming helps teachers make the time spent with each student more profitable. A good thing to remember with this recipe is to always be open to suggestions. Others may have a different way of dealing with the crop that might make it grow and flourish. Also remember that some suggestions may sound like criticism, and they might be, but don't take it personally. In the long run the better the teaming, the better the crop.

Humor. Develop a sense of humor because teachers need it. The things that those little students do can be so funny. Most of them do things that are very innocent and have no harm intended. You could go crazy if you did not laugh about some things. Think about the student who is learning to use



language and blurts out some not so nice words. That student is probably learning where and when it is appropriate to use such language. What a teaching opportunity-don't stress, just take advantage of that opportunity and then LAUGH. How will you handle it when one of the preschoolers bites you, throws up on you, or stomps on your toe? As the teacher you are going to set the mood of the class. If you want your class to be more relaxed then you need to be more

relaxed. Think of how much fun your crop will have while learning and growing if you can develop a little sense of humor.

When the new crop begins to arrive take a deep breath, remember the tools you have been given, the tools you have available and what will be best for each student. Ultimately, if you do what is best for the crop you will see your crop grow, and flourish. You will survive the year and reap a great harvest. ■

“Inclusion is ever-changing based on your current crop of students. Just when you think you have the perfect recipe, a new guest arrives and is allergic to what you are serving.”

-Richard Villa

"On a Roll" in the Classroom

Natalie Allen • Utah State Office of Education • BEST Project

Isn't it true that we all want to start the year off "on a roll?" In other words we want things to move smoothly and get going in the right direction. Well, here's a PROACTIVE Behavior Intervention that will help you do just that!

How many times have you received an annoying phone call from a salesman? The conversation typically goes as follows...

Hello, How are you today?

Fine, thanks.

And your family?

Fine...(as you quickly become irritated)

Do you have a lot of books in your home?

Yes.

Do you find it important that your children have access to good books and a wealth of information?

Of course.

Does your family use the books in your home often?

Yes.

Well, I have available to you a great opportunity to increase the library in your home with a set of books at the amazing low cost of...

Typically, our response is hesitant but oft times we purchase the items. And when we don't agree to purchase the books we feel guilty.

This same idea, as reported in *The Journal of Applied Behavior Analysis*, (1992) indicates this even works on the basketball court. The article states that good performance is more likely after a run of winning points. Conversely, disruption of a winning play by a foul, time out, an error or an ill-timed substitution may be difficult to overcome. This psychological momentum is based on early success and can increase the probability of later success. Calling time out from play is an effective intervention for interrupting an opponent's scoring streak, or their behavioral momentum.

Amazingly enough, this phenomenon works in the classroom. It is also referred to as "Behavioral Momentum." Behavioral Momentum is defined as a set of simple requests delivered just before a request that the student has a history of non-compliant behavior.

The teacher makes him/herself aware of the students and the behavior with which they have difficulty and then he/she sets that student up to be successful. The teacher delivers a few requests that they know the student will "happily" complete and reinforces them for doing so. The teacher then asks the student to complete the task they usually avoid.

EXAMPLE: Sam will not get out his math book when asked

TEACHER

CHILD

CONSEQUENCE

"Sam, please open the door."

Sam opens the door.

"Thanks for your help."

"Sam, pass out these papers please."

Sam takes the papers and passes them out.

"You are very important for the success of this class."

"Sam, get out your math book."

Sam removes math book from his desk.

"Thanks! Give yourself a bonus point!"

This intervention is a great way to start the year off on the right foot. The student is given the opportunity to be successful when he or she is typically being reprimanded for non-compliance. It also gives the teacher the opportunity to reinforce the student for following directions, instead of having to interact with the student

negatively for being non-compliant. It is critical that we focus on what behaviors we want to see, rather than the ones we don't. As stated very eloquently by a farmer in North Dakota,

"What you feed grows, what you don't, doesn't"!

For additional information on the research supporting Behavioral Momentum here are some articles that may help.

Mace, F.C., Lalli, J.S., Shea, M.C., Nevin, J.A., (1992). *Behavioral momentum in college basketball*. Journal of Applied Behavior Analysis, 25, 657-663.

Mace, F.C., Mauro, B.C., Boyajian, A.E., Eckert, T.L., (1997). *Effects of reinforcer quality on behavioral momentum: coordinated applied and basic research*. Journal of Applied Behavior Analysis, 30, 1-20.

Davis, C.A., Brady, M.P., Hamilton, R., McEvoy, M.A., Williams, R.E., (1994). *Effects of high-probability of young children with severe disabilities*. Journal of Applied Behavior Analysis, 27, 619-637.

Mace, F.C., Belfiore, P., (1990). *Behavioral momentum in the treatment of escape-motivated stereotypy*. Journal of Applied Behavior Analysis, 23, 507-514. ■



CEC Can Help You Be A SURVIVOR

Margo J. Thurman • Special Education Coordinator • Granite District



We begin to get tired as we try to please our students, our students' parents, and our bosses. We assume that we can and should do everything for everyone. We have some students that we have questions about.

We know there must be different methods to use that would enable us to meet their individual needs. We need information on these methods to implement them in the classroom. We don't

We are all at the outset of a new school year. Many of us have done this before and then some are just beginning. Those of you beginning are probably in the classroom and are working daily with and for the students. The rest of us are in and out of the classroom and the office. We are all working together for the benefit of the students.

We are beginning in a profession we love. We enjoy teaching the students and watching them learn. Every school year usually begins in a positive way; yet as we begin trying to have everything ready, we begin pushing ourselves. We work at home and work

have time to go to the library and research the topic or go through our files. We then begin to feel frustrated, overworked, and stressed out. We are usually thinking of ourselves last. Does all of this sound familiar? I have been there. Have you?

When I began as a resource teacher, that was the feeling that I experienced many times. My coordinator directed me towards a professional organization that helped to get me through my first few years. That organization was The Utah Federation of the International Council for Exceptional Children (CEC). CEC helped me to survive.



CEC has enabled me to keep up on the latest research in all levels of special education and also gifted education. I have been able to receive the literature that is pertinent to whatever type of disabilities with which I was working and also to acquire ongoing information about new successful programs for the classroom. I truly have enjoyed being able to read about something on the weekend and then implement it on Monday.

CEC offers and endorses yearly training opportunities which enable you to both hear and network with peers and presenters from Utah and other states. The networking facilitates the ongoing support and sharing of practices which promote your excellence. The research, the training opportunities, and the ongoing networking kept me updated. My students benefited, and I felt better as an educator.

CEC is very active with congress. It keeps its members informed about what is happening in Congress regarding special education law and federal

funding. CEC gives ways for educators, on the firing line, to stay active and to express opinions on things that will affect the law.

I hope that these suggestions for dealing with stress have been helpful. Don't overlook the help that CEC can give you. If you want more information please don't hesitate to contact me. I can be reached at **964-7514x124, 486-4546, or margo.thurman@granite.k12.ut.us**. ■

The Council for Exceptional Children

Invites you to join Special Education's
premiere professional organization.

For more information contact:

Peggy Milligan
Utah Federation Membership Chairperson
Days: 801-264-7400

A Review of

“Adapting Curriculum And Instruction In Inclusive Classrooms”

The University of Indiana has produced an excellent teacher’s desk reference titled: *Adapting Curriculum and Instruction in Inclusive Classrooms* (Deschenes, Ebeling & Sprague, 1994). Along with discussing classroom structure, teacher beliefs about teaching and learning, and various instructional approaches there is a straightforward section on a seven-step process for adapting curriculum. The focal point of this publication is on nine types of adaptations that classroom teachers can build into their curriculum and activities. As well, there are some brief examples of each adaptation for Reading, LanguageArts/English, Math, Social Studies, Science and Home Economics.

plan more concrete examples, provide hands-on activities, place students in cooperative groups.

- **Difficulty:** Adapt the skill level, problem type, or the rules on how the learner may approach the work; i.e. allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.

- **Output:** Adapt how the student can respond to instruction; i.e. instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.

- **Participation:** Adapt the extent to which a learner is actively involved in the task; i.e. in geography, have a student hold the globe, while others point out locations.

- **Alternate Goals:** Adapt the goals or outcome expectations while using the same materials; i.e. in social studies, expect a student to be able to locate just the state while others learn to locate capitals as well.

- **Substitute Curriculum:** Provide different instruction and materials to meet a student’s individual goals; i.e. during a language test one student is learning computer skills in the computer lab.

In addition to the outline of strategies, there are one page sample worksheets with a suggested accommodation for each of the nine areas around vocabulary building, reading comprehension, book reports, grammar, spelling, creative writing, literature, computation, fractions, telling time, map reading skills, branches of the government, environmental studies, using microscopes and food and nutrition.

For ordering information contact the University of Indiana Institute for Individuals with Disabilities at (812) 855-6508. or contact them by web at www.iidc.indiana.edu. ■

Suggested adaptations include:

- **Size:** Adapt the number of items that the learner is expected to learn or complete; i.e. reduce the number of social studies terms a learner must learn at any one time.

- **Time:** Adapt the time allotted and allowed for learning, task completion, or testing; i.e. individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

- **Level of Support:** Increase the amount of personal assistance with a specific learner; i.e. work in pairs, use a buddy system for some assignments, use peer tutors, cross-age tutors and teaching assistants.



Tim J. McConnell • Utah State Office of Education

- **Input:** Adapt the way the instruction is delivered to the learner; i.e. use different visual aids,

Programming Opportunity!

For Your Special Education Student!!!

Julie Newland • Programming Coordinator • VSA Arts of Utah (Art Access)

Art Access/VSA Arts of Utah believes that the arts should be part of every student's education. The arts can be especially relevant to the student with disabilities in that they may be the student's natural and preferred means of expression. The arts can be used to train and reinforce perceptual, motor, and academic/cognitive skills. They also contribute to a school's attempts to integrate students with special needs into the life of the school.

Art Access/VSA Arts of Utah (with support from the Utah State Office of Education: Special Education Services Unit) invites special education teachers to submit proposals for artist-in-residencies, special art projects and arts festivals focusing on students receiving special education services, ages 3 through 22. These activities are available to schools statewide.

Projects funded during the 1999-00 school year took place all across Utah. A teacher's in-service is required as part of each funded project. This past year, funding was provided for special projects in film, dance, visual, and literary arts. Arts festivals were held in Grand, Davis, and Jordan school districts. We want to help you provide an arts experience for your students, too. An artist resource directory is available to help you find your perfect project match. It includes the most qualified and experienced artists working with disabled students.

For all of the above reasons and so many more, we urge you to bring artists into your classrooms, schools and districts. We are user friendly and believe firmly in the value of the arts. To request proposal forms, more information, or if you are not sure where to begin, please give Julie Newland a call at **801-328-0703**. Completed proposals are due in the Art Access office on October 30, 2000.

Mail proposals to VSA arts of Utah, Attention Julie Newland, 339 West Pierpont Avenue, Salt Lake City, Utah 84101. ■



Utah CSTP Consortium Calendar 2000-2001*

September 2000

- 14-15 Special Education Administrators Meetings, Best Western Landmark Inn, Park City, Utah.
- 14-15 BEST, location to be announced. Contact Natalie Allen (801) 538-7571.
- 15 Consortium, Best Western Landmark Inn, Park City, Utah.
Contact Ted Kelly (801) 374-4934 or Jerry Christensen (801) 272-3431.
- 18-20 7th Annual Regional Conferences on Improving American Schools, Sacramento Convention Center, Sacramento, California.
Contact University of Oklahoma (800) 522-0772x2248.
- 20-22 Initial Mentor Training, Snowbird Center, Salt Lake City, Utah.
Contact ULRC (801) 272-3431 or (800) 662-6624.
- 28-29 Statewide Preschool Conference. Provo Marriott Hotel, Provo, UT.
Contact Valerie Scherbinske. (801)-538-7846.

October 2000

- 5-6 UEA
- 11-13 BEST/CCBD Conference at the Provo Marriott, Provo, UT.
Contact Natalie Allen (801)-538-7571.
- 12 State Transition Roundtable. Location to be announced.
Contact Nan Gray (801) 538-7757.
- 19-20 Traumatic Brain Injury (TBI) Conference at the Provo Marriott, Provo, UT.
Contact Jocelyn Taylor (801)-538-7726.
- 20 SIGNAL/Consortium Forum on Personnel Preparation.
Location to be announced. Contact Bruce Schroeder (801) 538-7580 or Jerry Christensen (801) 272-3431.
- 26-27 Mentor Training, West Coast Hotel, Salt Lake City, Utah.
Contact ULRC (801) 272-3431 or (800) 662-6624.

November 2000

- 2 LEAD meeting. Jones Center, Salt Lake City, Utah.
Contact Tom Walker (435) 586-2804.
- 3 Consortium, location to be announced. Contact Ted Kelly (801) 374-4934 or Jerry Christensen (801) 272-3431.
- 3-4 6th Annual Paraeducators Conference. Provo Marriott Hotel, Provo, UT.
Contact Marilyn Likins, (801)-273-1843.
- 3-4 Annual LD Conference at Park City Marriott.
Contact Dale Sheld, (801)-538-7707.
- 8 Pre-conference for State Wide Inclusion Conference.
- 9-10 State-wide Inclusion Conference. Snowbird Ski Resort, Snowbird, UT.
Contact Loydene Hubbard-Berg. (801)-538-7567.
- 15 Mentor Training, West Coast Hotel, Salt Lake City, Utah.
Contact ULRC (801) 272-3431 or (800) 662-6624.
- 16-17 BEST, location to be announced. Contact Natalie Allen (801) 538-7571.

December 2000

- 7-10 2000 Annual International DEC Conference, Hyatt Regency, Doubletree, and LaPosada Hotels, Albuquerque. NM. Contact Lorraine Birks, DEC Conference Office (410) 269-6801.
- 15 Consortium, location to be announced. Contact Ted Kelly (801) 374-4934 or Jerry Christensen (801) 272-3431.

January 2001

- 4 LEAD meeting. Jones Center, Salt Lake City.
Contact Tom Walker (435) 586-2804.
- 5 Consortium, location to be announced. Contact Ted Kelly (801) 374-4934 or Jerry Christensen (801) 272-3431.
- 18-19 BEST, location to be announced. Contact Natalie Allen (801) 538-7571.
- 25-26 12th Annual Mentor Conference, West Coast Hotel, Salt Lake City, Utah.
Contact ULRC (801) 272-3431 or (800) 662-6624.

February 2001

- 1 LEAD Meeting. Location to be announced.
Contact Tom Walker (435) 586-2804.
- 2 Consortium, location to be announced. Contact Ted Kelly (801) 374-4934 or Jerry Christensen (801) 272-3431.
- 15 State Transition Roundtable. Location to be announced.
Contact Nan Gray (801) 538-7757.
- 15-16 Inclusion Network Support Teams. Contact Danelle Keith (801) 538-7716.
- 22-23 Mentor Training, West Coast Hotel, Salt Lake City, Utah.
Contact ULRC (801) 272-3431 or (800) 662-6624.
- 22-23 BEST, location to be announced. Contact Natalie Allen (801) 538-7571.

March 2001

- 15-16 BEST, location to be announced. Contact Natalie Allen (801) 538-7571.
- 16 Northern Region Transition Conference, Ogden Eccles Conference Center, Ogden, UT. Contact Sue Loving (435) 830-6577.
- 22-23 Mentor Training, West Coast Hotel, Salt Lake City, Utah.
Contact ULRC (801) 272-3431 or (800) 662-6624.
- 28-30 SARS Week
- 29-31 21st Annual National Conference, American Council on Rural Special Education, Town and Country Resort Hotel, San Diego, California.
Contact ACRES Headquarters, (785) 532-2737.

April 2001

- 17-22 CEC Annual Convention & Expo. Kansas City, MO.
Contact CEC (888) 232-7733.
- 23-24 Inclusion Network Support Teams. Contact Danelle Keith (801) 538-7716.

May 2001

- 3-4 LD Conference, Park City Marriott, Park City.
Contact Dale Sheld (801) 538-7707.
- 3 LEAD meeting. Jones Center, Salt Lake City.
Contact Tom Walker (435) 586-2804.
- 4 Consortium, location to be announced. Contact Ted Kelly (801) 374-4934 or Jerry Christensen (801) 272-3431.
- 17-18 Mentor Training, West Coast Hotel, Salt Lake City, Utah.
Contact ULRC (801) 272-3431 or (800) 662-6624.
- 17-18 BEST, location to be announced. Contact Natalie Allen (801) 538-7571.

*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. (801)-272-3431 or (800)-662-6624.

Service Directory.....

Utah State Office of Education

Special Education Services

- Mae Taylor • Director, At Risk and Special Education Services.....538-7711 • mtaylor@usoe.k12.ut.us
- Brenda Broadbent • Specialist, State and Federal Compliance.....538-7708 • bbroadbe@usoe.k12.ut.us
- Nan Gray • Coordinator of Special Education/Specialist, Transition.....538-7757 • ngray@usoe.k12.ut.us
- Tim McConnell • Specialist, Inclusion/Severe Disabilities.....538-7568 • tmconne@usoe.k12.ut.us

Utah Project for Inclusion (UPI)

- Danielle Keith • Project Specialist.....538-7716 • dkeith@usoe.k12.ut.us
- Loydene Hubbard-Berg • Project Specialist.....538-7567 • lhberg@usoe.k12.ut.us

Behavioral and Educational Strategies for Teachers (BEST)

- Ken Reavis • Project Specialist BEST.....435-654-1921 • ken.reavis@svc.nues.k12.ut.us
- Natalie Allen • Specialist, Preschool BEST538-7571 • nallen@usoe.k12.ut.us
- Mishele Carroll • Project Specialist BEST.....538-2566 • mcarroll@usoe.K12.ut.us

- Valerie Scherbinske • Specialist, Preschool.....538-7907 • vscherbi@usoe.k12.ut.us

Supporting Inclusion for Preschool Children (SIPC)

- Peggi Baker • Project Specialist.....538-7846 • pbaker@usoe.k12.ut.us
- Angela Green • Project Specialist.....538-7644 • agreen@usoe.K12.ut.us

- Cal Newbold • Specialist, Fiscal and Data Issues, Charter Schools..538-7724 • cnewbold@usoe.K12.ut.us

- Dale Sheld • Specialist, Learning Disabilities/Communication Disorders/Assistive Technology
.....538-7707 • dsheld@usoe.K12.ut.us

- Bruce Schroeder • Specialist, Comprehensive System of Personel Development (CSPD)
.....538-7580 • bschroed@usoe.k12.ut.us

- Deb Spark • Specialist, Assesment and Monitoring.....538-7576 • dspark@usoe.K12.ut.us

- Jocelyn, Taylor • Specialist, OHI, TBI, Autism538-7726 • jtaylor@usoe.K12.ut.us

Utah Learning Resource Center

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

- Jerry Christensen, Team Leader.....jerryc@provo.k12..ut.us
- Jim Curtice.....jimc@provo.k12.ut.us
- Michael Herbert.....michaelh@provo.k12.ut.us
- Cheryl Hostetter.....cherylh@provo.k12.ut.us
- Tracy Knickerbocker.....tracyk@provo.k12.ut.us
- Davalee Miller.....davalees@provo.k12.ut.us

Utah State Improvement Grant (SIG) & CSPD

2290 East 4500 South #265, Salt Lake City, Utah 84117 • 538-7580

- Bruce Schroeder, Project Director.....bschroed@usoe.k12.ut.us
- Monica Ferguson.....monicaf@provo.k12.ut.us
- Dan Morgan.....danm@provo.k12.ut.us
- Sharon Neyme.....sharonne@provo.k12.ut.us

Utah Parent Center

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

- Helen Post, Director.....upc@inconnect.com

Back Cover Photos:

The Utah Learning Resource Center provides services for all 41 school districts across the state.

These images were taken at the 2nd Annual USOE Summer Institute on June 26-28, 2000 in Cedar City, Utah.

Call For Articles

.....

The Utah Special Educator publishes articles and announcements that are of interest to our readers by special education oriented organizations and educational institutions within the State of Utah. Announcements limited to one half page in length. Articles and announcements must be received by the following dates for publication:

November: Access to General Curriculum-Due: September 28th

December: Behavior-Due: November 7th

February: Language Accusition-Due: December 20th

March: Reading-Due: February 9th

May: Math-Due: March 30th

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.

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.

Announcing the 2001 UAAACT Conference

February 8-9th, 2001

Ogden Marriott Hotel

247-24th Street, Ogden, Utah

•

**Learn about Augmentative
Communication Tools and Strategies**

•

**Attend Assistive Technology Workshops
Enjoy the Hands-on Computer Lab**

•

**If you have questions, contact Craig Boogaard
at 887-9533 or toll free at 888-866-5550.**



Stories from the Road!

Model: Tom Walker - See Pg.37

Utah Learning Resource Center
2290 East 4500 South
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ADDRESS CORRECTION REQUESTED

