



Behavior Bulletin

Newsletter of the Kentucky Council for Children with Behavioral Disorders
Winter 2004

President's Message A Tribute to Paraprofessionals

Toby* was a young student who had been identified with an emotional-behavioral disability, Tourette's syndrome, and attention deficit hyperactivity disorder. He constantly fought with others and could cause severe disruption in the classroom.

This student, however, had beaten many of the hardships he faced early in his young life. Two of his greatest hardships were losing his mother at birth and his father four years ago. He had actually lost his father much earlier to alcoholism, before his physical death.



Laura Hamilton
KYCCBD President

In 2002, despite the hardships, this student finally reached a major milestone – he was going to GRADUATE from high school! However, that day was not the great event for Toby that it should have been, as he had no one to go with him to his graduation and he had nothing to wear. Toby was determined to “walk across the stage” so he made plans to attend his graduation. He pulled some clothes together and borrowed a tie from a friend. He still had one problem. He didn't know how to tie his tie and had no one to ask for help.

Then he remembered he did have someone he could ask for help. Toby showed up at the house of the one person with whom he had formed a trusting relationship across
** student's name has been changed* *continued on page 4)*

KYCCBD “Teacher of the Year” Nominations now being accepted! See page 2 for details. Nominations due May 17.

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Getting Ready for Behavior Institute 2005?

Some of us may already be counting down the days until we can be outside enjoying the summer sunshine—and until the next Behavior Institute. This year's Institute will yet again feature a variety of terrific national and state speakers (visit our website for more detailed information). Here's a rundown of the national speakers who will be joining us this summer:

Darrell Scott - KEYNOTE

Darrell Scott is the father of Rachel Joy Scott who was shot and killed in the school shooting at Columbine High School. Darrell and family are committed to continuing Rachel's dream of making a worldwide impact through kindness and compassion. The message promoted by “Rachel's Challenge” is to reduce violence through acts of kindness.

Gwendolyn Cartledge

Dr. Cartledge is a professor in the Department of Special Education at Ohio State University in Columbus. She specializes in working with students with behavior disorders, social skill development, and cultural diversity and has authored several books on the subject.

(Continued on page 2)

“The behavior we pay attention to is the behavior we see more often.”

National Speakers cont...

(continued from page 1)

Neila Connors

Dr. Connors is a motivational speaker, educational consultant, and the author of “If You Don’t Feed the Teachers, They Eat the Students.” She advocates that administrators let teachers know that they are valued and appreciated and in turn, teachers will do the same for their students.

John Maag

Dr. Maag is a Professor at the University of Nebraska-Lincoln. He specializes in the education and treatment of children and adolescents with emotional and behavioral disorders and consults on best practices for managing resistance and improving relationships with others.

Jo Mascorro

Jo is an educator and educational consultant from San Antonio, Texas. She speaks regularly on topics specific to behavior intervention practices and effective communication.

Bea McGarvey

Beatrice McGarvey is an educational consultant working with educators in the areas of standards implementation, teaching and learning, leadership and organizational development. She leads school organizations to become more student centered.

Teacher of the Year Nominations

Once again, KYCCBD will award the “KYCCBD Teacher of the Year.” The purpose of this award is to recognize a classroom teacher who demonstrates the commitment, professionalism, and characteristics that would exemplify the highest standard to qualify them as “one of the best.”

The award will be presented at the 2005 Behavior Institute. The three top nominees will be recognized, with TEACHER OF THE YEAR selected from these finalists. The KYCCBD executive board members will determine final candidates and the Teacher of the Year. Interviews will be conducted with the three finalists.

Only KYCCBD members may make nominations. Nominees do NOT have to be members of KYCCBD. Members of the executive board and regional representatives are not eligible for the award.

What Characteristics are we looking for?

1. Quality of service to children with disabilities for whom behavior is a challenge.
2. Involvement in professional/community activities supporting children with disabilities for whom behavior is a challenge.
3. Demonstrated commitment to the involvement of families and community agencies as partners in service to students.
4. Recommendations from colleagues and/or supervisors
5. Examples of why this individual is “One of the Best.”

Please include *all of* the following information :
Name, address, phone, email, school and district, grade and class taught by the nominee
CCBD membership number of the person nominating the individual.
Supporting information listed in 1-5 above.

Submit nomination information to:

Stephanie Clayton
sclayton@nelson.k12.ky.us
3224 Louisville Rd.
Bardstown, KY 40004
Electronic submission preferred

Nominations due by May 17, 2005

Save the Date...

The national **2005 CEC Convention & Expo** will be held April 6-9. This year's conference will be in Baltimore, Maryland. For more information visit CEC's website at www.cec.sped.org. See you there!

Choices and Changes Conference: Reaching for Success! A collaborative conference bringing together educators, human service professionals, and parents involved in the education and care of challenging students. Choices and Changes will be held March 29-31 at the Galt House in Louisville. Find more information and register online at www.kycid.org

Turn Your Ideas into Reality with a \$1000 KYCCBD Mini-Grant

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

1. Your KYCCBD membership must be current.
2. Funds are earmarked for programs that serve students identified as EBD and/or their parents.
3. Proposals must address academic and/or social skill development.
4. Include a brief description (100-250 words) for the proposed use of the funds, including clearly stated outcomes or objectives, population served, and manner in which additional funds will be generated, if necessary.
5. The proposal should present a reasonable set of activities that can be completed with the \$1000 or explain how additional funds will be secured.
6. The proposal must be signed and dated.
7. The applicant cannot have been a recipient of a mini-grant during the previous school year.



MINI GRANT APPLICATION FOR 2004-2005 (Attach brief description—see Guideline #4)

Name _____

KYCCBD Membership #: _____

Address _____

Telephone _____ Email _____

Position _____

District(s) _____

Age of Students Served _____

Type of Classroom _____

I understand that if awarded the mini-grant, I will submit a brief written report to the KYCCBD Executive Board along with receipts verifying the use of funds as proposed. In addition, I understand that I am required to conduct a poster presentation at the Behavior Institute. Projects implemented with the help of the KYCCBD funds will be highlighted in a KYCCBD newsletter.

Signature _____

Date _____

Submit application and description to:
Karen Meade-King, 1101 Shagbark Lane, Lexington, KY 40515
kmking@fayette.k12.ky.us

President's Message cont.

(Continued from page 1)

the years. It wasn't a family member or a family friend. It wasn't a person labeled "teacher," pastor, or peer. The trusting adult was the "other teacher," the paraprofessional from his EBD classroom at Oldham County High School and SHE had connections to someone who could tie a tie....her husband!



Whitney Marshall

Meet Whitney Marshall, a paraprofessional for 18 years! She has experienced it all, "the good, the bad, and the ugly." She can recall "the bad and the ugly," mostly from her elementary experience, being kicked, bitten, scratched, and even spit on. She can recall outlasting the five EBD teachers who came and went within one unit. She can remember feeling like she was going to leave the profession that she just couldn't take it any longer – the long hours, the extremely low pay, and the often inferior treatment by teachers and administrators. She remembers feeling overwhelmed and unappreciated. *But what she remembers MOST now on a daily basis* is the impact that paraprofessionals can have on the students that they work with and the blessings that these students give back.

In 1998 when Whitney was seriously considering leaving the education field, Judy Mallory, Director of Special Education at that time, asked her to transfer to Oldham County High School from her elementary unit (which she had been for 12 years!) where she was opening a new EBD unit. Whitney thought the change would be good, so the next year she moved from her elementary placement to the new high school position. It was here that she met Toby, but even more significant, Toby met Mrs. Marshall. Recalling Toby's graduation story is just ONE example of how teacher-student relationships can be critical to a young person's resilience.

I think we need to take a moment and remember all the paraeducators in the state who help make a difference. The impact that they can make with students is profound. If you are a classroom teacher who works with a paraprofessional, please take a moment and remind them how important and appreciated they are to the success of our students. If you are an administrator, your feedback and support to paraprofessionals is indispensable. If you are a paraprofessional, Whitney has some tips and reminders for you: Don't forget the impact that you can make on the lives of your students

Get involved at the school (Whitney coaches the dance team)

Read each student's IEP, to better know students

Form a positive relationship with the teachers with whom you work

Sometimes change can re-inspire you

Take care of yourself. If you don't take care of yourself, you can't help take care of others!

Seek professional information - read journal articles, attend the KYCCBD Behavior Institute, and join a network of support (how about joining KYCCBD?)

Get to know your students. The most powerful strategy to changing behavior is forming a positive relationship with each student!

What is Toby doing now that he has graduated? Toby is married, has a little girl, a house, and a stable job. Just a reminder, you may never know the impact that you have on students.

KYCCBD would like to personally thank each paraprofessional working in the state of Kentucky with some of our toughest students! If you know a paraeducator (or any other educator) that you would like to see highlighted in our newsletter, please contact Laura at lhamilton@safeandcivilschools.com.

More information about our new Hearts For Kids Award is on page 5 of this newsletter.

We know there are many "Whitney's" in our state. We would love to hear about one that you know!

Just Do It!

The KyCCBD Executive Board is accepting nominations for the office of Vice President to serve during the 2005-2006 term. The position will be filled by election at the General Meeting to be held at the Behavior Institute in June 2005. The deadline for nominations and supporting material shall be the close of the Spring KyCEC Conference.

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

Election Procedures

Nominees for office must have a current CCBD membership number and must have held that membership for no less than one year prior to nomination. Nominees must affirm their agreement to run for office by submitting a **letter of interest** to the Past President including the following information:

- CEC membership number of the nominee to validate CCBD membership and
- Statement that presents, in 1000 words or less, the following:
- A description of a key issue for KYCCBD and ideas for addressing the issue (this may involve students, professionals, or other issues relative to the position);
- How the nominee, if elected, will work to meet the mission of KYCCBD;
- Background and experience with CCBD and/or KYCCBD and working with or on behalf of students with emotional or behavioral disorders.

If you or someone you know is interested in being considered for this position, please submit your name, address, phone, email, professional title/affiliation, and letter of interest (as outlined above) to:

Karen Meade King
1101 Shagbark Lane
Lexington, KY 40515
kmking@fayette.k12.ky.us

Hearts for Kids Award

Carla Rasheed—Regional Representative

On behalf of KYCCBD's Regional Representatives it is my pleasure to introduce to you the KYCCBD "Hearts for Kids" award.

The purpose of this recognition is to honor the people involved in making the education and school experiences of children with challenging behaviors a successful and pleasurable one.

This recognition is for all individuals involved in the education process. It might be a special or regular education teacher, paraprofessional, counselor, principal, assistant principal, cafeteria worker, bus driver or office personnel. Anyone involved in the education process is able to be nominated and recognized.

How can you nominate someone?

Anyone may nominate a colleague. The nominator must submit a short nomination form about his/her colleague. Contact Carla Rasheed at crashed@hardin.k12.ky.us to receive a copy of the nomination form.

Nominees that are selected may only be recognized once. All selected will be recognized in our newsletter and will receive a certificate of appreciation. Nominations will



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39 Richmond Ave.
Lexington, KY 40502

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

Kentucky Council for Children with Behavior Disorders
<http://ebd.coe.uky.edu/kyc cbd/home>

Executive Board

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LHamilton@safeandcivilschools.com

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The Individual with Disabilities Education Improvement Act of 2004

On November 17 and 19, Congress passed the *Individuals with Disabilities Education Improvement Act* of 2004 (hereafter IDEA '04). Most of the provisions of the law take effect on July 1, 2005. The law builds on *No Child Left Behind* by emphasizing increased accountability for student performance at the classroom, school, and school district levels.

Although the changes in IDEA '04 were not as sweeping as the changes in the IDEA Amendments of 1997, the changes, nonetheless, are important. Some of the areas affected include: the IEP, discipline, assessment, attorney's fees, "highly qualified" teachers, scientifically-based instruction, and funding. In this brief report, I will discuss changes in the law regarding the IEP. (*The next newsletter will address changes related to discipline.*)

Readers should note that these are changes in the federal law. Regulations still have to be written by the U.S. Department of Education, and states will still have to pass legislation or write regulations regarding these changes.



Individualized Education Programs

In IDEA '04, Congress attempted to alter the IEP process so it is (a) easier for IEP teams to *navigate*, (b) *involves less paperwork and meetings*, and (c) *increase accountability*.

Changes in the IEP document: The federal law no longer requires that benchmarks or short-term objectives be included in the IEP, except for students with severe disabilities who take alternate assessments. Rather IDEA emphasizes the importance of writing measurable annual goals and then measuring progress toward each goal during the course of the year. Teachers have to inform a student's parents of his or her progress toward each annual goal at least every nine weeks. If a student is not making sufficient progress to enable him or her to reach their goals by the end of the year, instructional changes must be made to the student's instructional program.

Changes in the IEP development: Under IDEA '04, the IEP team must, at a minimum include, (a) the student's parents; (b) the special education teacher; (c) a general education teacher (at least one, if a student has multiple general education teachers); (d) a representative of the local educational agency (i.e., school) who can provide, or supervise the provision of, special education services; (e) an individual who can explain the instructional implications of the evaluation results; and (f) others at the discretion of the student's parents or the school. This has not changed. What has changed is that now a member of the IEP team won't be required to attend the IEP meet or other meetings if the student's parents and the local education agency agree that the person's attendance is not necessary because their area of curriculum or related services are not being modified or discussed at a meeting. To be excused the team member must submit a request in writing to the parents and the IEP team and the parents and IEP team must agree with the excusal. This change may make it easier to schedule meetings.

Changes in the IEP modification process: According to IDEA '04, if there are proposed programming changes to a student's program after the annual IEP meeting has been held, the IEP team and a student's parents may agree to make the changes in a written document rather than reconvening the IEP team to make the changes. These modifications will then become part of the IEP. This is a significant change because previously an IEP team had to be reconvened to make changes to a student's special education program. Congress believed this would allow teachers to spend less time having to schedule, prepare for, and attend IEP meetings.

Three year IEPs: IDEA '04 will allow up to 15 states to develop and implement three-year IEPs. If states apply to the U.S. Department of Education and are accepted for this pilot program, they may offer parents the option of developing a comprehensive three-year IEP designed to coincide with natural transition points in their child's education (e.g., preschool to kindergarten, elementary school to middle school, middle school to high school). Parents have to agree to this option. States that do not apply for this pilot program must still develop and implement one-year IEPs.

IEP for transfer students: When a special education student transfers from an in-state or out-of-state school district to a new school district, the accepting school must continue to provide the student with a free appropriate public education (FAPE). This means they must continue to provide services that are comparable to those described in the student's previous IEP. Moreover, the accepting school must consult with the student's parents regarding these services. The new school must also conduct an evaluation and, if appropriate, develop a new IEP. This is a significant change from IDEA '97 which did not require an accepting school district to honor a student's existing IEP when they moved from another state.

This is where the BI form goes but I can't copy and paste since it's in PDF and I don't know how to do it :)